

[Advancing a Respectful and Caring Community: Learning by Doing at MIT](#)
(2015 ICEO Report)

Recommendations (Appendix 2, pp. 125-132)

Major recommendations implementation score:	29%
Minor recommendations implementation score:	61%

Major Recommendations

Implementation score per item

Recommendation: C1	Create an MIT Compact	
Status:	Partially implemented at the level of major work units through Departmental Statements http://diversity.mit.edu/departmental-statements/	0.5

Additional info:

Assemble a representative working group to write a brief statement of what we aspire to as a community and what we expect of one another as MIT community members.

1. Convene a highly diverse community-wide Task Force on the MIT Compact (TFMC). The Task Force should be co-chaired by staff and faculty members and provided with adequate staff support, including one or more facilitators skilled in intergroup dialogue.
2. The Task Force should represent and gather input from graduate students, undergraduate students, Lincoln Laboratory employees, administrative staff, visiting faculty and scholars, support staff, postdocs, research staff, faculty, other academic staff, and service staff.
3. Charge the TFMC with writing a ≤ 300 -word statement considering core values, community aspirations, and norms.
4. The TFMC gathers input from all stakeholders, including community forums, governance structures, and advisory groups (e.g., Faculty Policy Committee, Committee on Student Life, Undergraduate Association, Graduate Student Council, Postdoctoral Association, Council on Staff Diversity and Inclusion, Working Group on Support Staff Issues, union representatives, and ad hoc groups of research and other academic staff).
5. The MIT president and chair of the MIT Corporation commence a ratification process.
6. A working group convenes to oversee implementation.
7. Make the Compact a living document by repeating the Task Force process every four years.

Recommendation: C2 Launch an education campaign, employing bystander videos and leadership workshops

Status: Not implemented.

0

Additional info:

Launch a campaign to educate all community members in the use of bystander interventions and micro-affirmations to reduce micro-inequities, micro-aggressions, and all forms of misconduct. The campaign will use orientation programs for all community members, leadership and conflict management workshops, and a bystander intervention video competition.

1. Conduct a Bystander Intervention Video Competition (monthly YouTube skits).
2. Produce and deliver an MITx course, Introduction to the MIT Community.
3. Facilitate conversations about community standards in each department, lab, and center (DLC) for all faculty and supervisory staff.
4. Encourage every DLC head, administrative officer, and equivalent to attend a leadership workshop and take a four-hour online course such as ILX1 on the edX platform.
5. Provide every DLC head with conflict management training, paying the tuition when needed, e.g., for Crucial Conversations by VitalSmarts.
6. Assess the effectiveness of these leadership orientation activities using surveys and by conducting exit interviews with DLC heads when they step down.

Recommendation: C3

Status:

Review and update policies and complaint-handling procedures Partially implemented via Policies and Procedures Section 9 <https://policies-procedures.mit.edu/relations-and-responsibilities-within-mit-community>, Consensual Relationships policy <https://policies-procedures.mit.edu/consensual-sexual-or-romantic-relationships-workplace-or-academic-environment>, and Bias Response Team <http://studentlife.mit.edu/wellness-and-support/bias-response-mit>

0.5

Additional info:

MIT's policies and complaint-handling procedures should be reviewed and updated as needed. An investigator for formal complaints should be appointed.

1. The president should appoint an ad hoc group to review, streamline, and update Policies and Procedures, the Personnel Policy Manual, and the Mind and Hand Book so that they are consistent with one another. The group should consider adding language about bullying or abrasive conduct.
2. Statistics on formal complaints should be reported annually to the president.
3. All DLCs should have faculty internal mediators.
4. The REFS program should be extended to include postdocs.
5. MIT should appoint a complaint investigator similar to the Title IX investigator.

Recommendation: C4
Status:

Organize an annual Community and Equity Challenge Competition
SOLVE is a larger project aligned aimed at solving societal problems, created independently of this ICEO recommendation, but aligned with it in many ways. It serves external communities, not the MIT community. See <https://solve.mit.edu/>

0.25

Additional info: Organize a “business plan” competition for projects that strengthen the MIT community. As with the \$100K Competition, offer engagement opportunities with community stakeholders, mentoring, and prizes.

1. Organize the Community and Equity Challenge to bring the opportunity of social intrapreneurship (Section 5) to staff, postdocs, students, and faculty, with projects that advance a respectful and caring community.
2. As with other business plan competitions, teams would pitch a plan to judges, and winning teams would be provided mentoring and funding to develop their project.
3. This competition could be organized for a three-year trial period by experienced groups such as the Innovation Initiative or Public Service Center.

Recommendation: C5 Implement a paid "Time for Learning and Doing" during work hours program

Status: Not implemented.

0

Additional info: Grant all full-time staff (including research staff and postdocs) two hours per week for professional development and/or community service.

1. Through a collaboration between Sloan faculty and the Human Resources (HR) Department, conduct a one-year randomized trial of a Time for Learning and Doing program with administrative and support staff. Assess the outcomes on employee and supervisor satisfaction and productivity before considering expanding to other employee categories.
2. Employee time used in this way should be paid, and counted in performance review.
3. Postdocs, as trainees, should all receive time for professional development.

Recommendation: C6 Establish a Mentoring Resource Center

Status:	Not implemented.	0
Additional info:	<p>Establish a small work unit to provide information, training, and support of mentoring across all sectors of the community, including an online mentoring portal and a blended matching process.</p> <ol style="list-style-type: none"> 1. The Mentoring Resource Center should be co-sponsored with HR and be staffed by a dedicated mentoring coordinator, who will develop a blended approach to mentor matching. 2. The Mentoring Resource Center will have an online and physical presence and will create training modules on MITx. 3. To assess the benefits of mentoring, the Mentoring Resource Center will conduct a one-year randomized trial with administrative and support staff, in collaboration with Sloan faculty and HR, and assess outcomes on employee and supervisor satisfaction and productivity. 	
Recommendation:	E1 Increase the URM percentage of non-faculty academics	
Status:	Not implemented.	0

Additional info:

Set a goal to approximately equalize the percentage of underrepresented-minority (URM) postdocs, academic staff, research staff, and Lincoln Laboratory technical staff with that of the faculty by 2025, and report progress annually.

1. Those who recruit and hire research scientists and technical staff at all ranks, postdocs, lecturers, senior lecturers, instructors, technical instructors, and coaches should review their recruiting practices and consider implementing the procedures used for faculty searches.
2. MIT's Affirmative Action Plan should be reviewed for further understanding of the responsibilities assigned and the procedures developed to carry out the Institute's Equal Opportunity policy.
3. Training should be given on unconscious bias and search procedures to everyone hiring in these employment categories, including postdocs, and recruitment summaries should be reported annually to the ICEO and provost by the relevant senior officers, e.g., school dean, vice president for research (for some postdocs and sponsored research staff), or vice president for human resources.
4. MIT should improve its diversity to approach or equal that of the tech industry.

Recommendation: E2

Collect applicant-pool data for all academic and research hires

Status:

Not implemented. Exemptions from affirmative action serious search procedures are frequently granted.

0

Additional info: Departments, labs, and centers should collect and analyze application data for postdocs, research staff, academic staff, and Lincoln Laboratory technical staff, in addition to faculty, graduate students, and other staff categories.

1. The applicant pool for women and minorities in each category indicated should be compared with the relevant PhD fractions in each discipline, which are available to department heads from the Office of Institutional Research. Targeted recruitment efforts should be made to increase the pipeline ratio for underrepresented groups.

2. Where searches cannot be conducted—for example, a postdoc with an external fellowship—it the repeated outcome is a set of appointments with much less diversity than exists in the national pool in the field, the reasons need to be understood and any biases corrected.

Recommendation: E3 Review salary equity for postdocs and all employee categories

Status: Not implemented, although this is expected to be addressed in the future with respect to gender for compliance with the requirements of the Massachusetts Equal Pay Act.

0

Additional info: The vice president for human resources should analyze data on salaries and other resources to ensure equity on the basis of gender, race/ethnicity, LGBTQ identity, nationality, and ability/disability for postdocs as well as all employee categories.

1. A pilot study should be undertaken for academic or research staff using the four paired groups shown in Figure 3 of Section 6, e.g., female–male. If gaps are found, this would provide impetus for expanding to additional employee groups.

2. Differences for these four paired groups should also be analyzed for hours worked, employee benefits, rewards and recognitions, office and lab space, leadership positions, committee service, and speaking opportunities such as representation at MIT conferences, colloquia, and seminars.

<p>Recommendation: E4</p> <p>Status:</p> <p>Additional info:</p>	<p>Implement recommendations of existing faculty equity reports</p> <p>Not implemented.</p> <p>New deans and department heads should review and implement recommendations of existing faculty equity reports. The provost should review progress every five years, starting in 2015.</p> <p>1. Department heads should review with their dean annually what they are doing to implement the recommendations of these reports.</p>	<p>0</p>
<p>Recommendation: E5</p> <p>Status:</p> <p>Additional info:</p>	<p>Educate all community members about unconscious bias</p> <p>Stalled after initial efforts. Academic Council members participated in a workshop in 2016 and some faculty search chairs receive training.</p> <p>Every community member should become aware of unconscious bias and methods to reveal and correct it, starting with the Implicit Association Test.</p> <p>1. All departments should use a guide to search procedures indicating ways to correct unconscious bias such as the MIT Faculty Search Committee Handbook http://orgchart.mit.edu/sites/default/files/reports/20020101_Provost_Search_Comm.Handbookt8.pdf. This handbook should be updated.</p> <p>2. MIT should recruit an expert social scientist trained in one of the leading groups working on unconscious bias and its correction, to implement an Institute-wide workshop for all current faculty and other supervisors and hiring managers and assess the outcomes.</p> <p>3. Workshops should be offered annually for new employees and for search committee members, who should receive periodic refreshers.</p>	<p>0.25</p>
<p>Recommendation: E6</p> <p>Status:</p>	<p>Consider appointing a faculty recruitment concierge</p> <p>Done.</p>	<p>1</p>

Additional info:	Consider appointing a faculty concierge to assist department heads and deans with dual career recruitment and retention. 1. The provost should canvass deans and department heads for their needs, investigate the approaches followed by other universities, and assess the costs and benefits of creating a faculty concierge service to assist department heads with faculty hiring and retention. The concierge could be a faculty member or a staff member, and could take advantage of programming offered by the MIT Work-Life Center.	
Recommendation:	E7 Connect the STEM pipeline at MIT	
Status:	Not implemented.	0
Additional info:	Charge a working group to assess the impact of K-12 STEM outreach efforts, communicate their value to MIT, and propose ways to increase that value. 1. This recommendation is closely related to Recommendation 9 of the Institute-wide Task Force on the Future of MIT Education, which will establish an Initiative for Educational Innovation. Therefore, the MIT Outreach Working Group should carry out Recommendation E7 in consultation with the special interest group within the Initiative for Educational Innovation, and with the MIT Alumni Association K–12 STEM working group.	
Recommendation:	E8 Enhance the MIT MLK programs	
Status:	Faculty participation increased, but no new funding or separate postdoctoral program.	0.5

Additional info: Increase the visibility of and MIT faculty participation in the MLK programs. Add an MLK Postdoctoral Program modeled on the MLK Visiting Professors and Scholars Program.

1. The Institute should continue to value and support the annual MLK Leadership Awards, MLK Celebration, 17.922 MLK Design Seminar, MLK Inspired Art and Performance Contest, and MLK Visiting Professors and Scholars Program and strive to increase faculty awareness of and involvement in them.

2. MIT should fund a three-year pilot program of postdoctoral fellowships, with nominations provided by MIT faculty and with the fellows hosted by MIT departments, similarly to the MLK visiting professors and scholars. This pilot would support three two-year postdocs starting in fall 2015 and fall 2016, after which the program will be evaluated. If the program continues, then in a steady state six postdocs will be in residence at any time, or more if departments provide funding for a third year.

Recommendation: S1 Create and use a Community and Equity Dashboard
Status: Partially implemented with diversity and climate dashboards at <http://diversity.mit.edu/data/> 0.5

Additional info: The Office of Institutional Research should prepare and periodically update a Community and Equity (CE) Dashboard for MIT as a whole and for each academic department using data to show progress toward the goals of this report. Department heads should discuss this progress annually with their dean. Visiting Committees should be provided, and requested to comment on, the CE Dashboard and plans for their unit.

Recommendation: S2 Join the Leading for Change Higher Education Consortium
Status: Done. 1

Additional info: The Leading for Change Higher Education Diversity Consortium is a statewide group of colleges and universities that agree to share the kind of data that will be included in the public CE dashboard. In addition, Consortium members share best practices in promoting equity and inclusion. Joining the Consortium will help us learn from promising practices at colleges not normally considered our peers, and it will let us help other campuses adopt our successful innovations in equity and inclusion. The initial focus of the Consortium's efforts will be on the success of first-generation and underrepresented minority students.

Recommendation: S3 Appoint Equity Committees
Status: Partially implemented with diversity committees in several schools and major administrative units. See <http://diversity.mit.edu/offices/> for listing. 0.5

Additional info: Appoint an Equity Committee in each of the five schools, and in addition one each for the deans for undergraduate education, graduate education, student life, and digital learning; the vice presidents for research, resource development, human resources, information systems and technology, and finance; and the directors, the Libraries and Lincoln Laboratory. The equity committee chairs will work with the ICEO and others to uniformly implement this report's equity recommendations.

1. Faculty and staff knowledgeable about and committed to diversity and inclusion can support MIT's distributed leadership.
2. Dean/VP/Director will give committee a charge with relevant area focus.
3. Equity committee chairs will work with ICEO and the Human Resources Department to implement equity recommendations.

Minor Community Recommendations (pp. 127-128)

Recommendation:	1	Biannual award lunch to honor student groups.	
Status:		Not implemented as called for, however, the annual Multicultural Awards Banquet achieves some of the same goals.	0.5
Additional info:		Give a biannual award luncheon with the president, chancellor, or chairman of the Corporation to honor student groups for exemplary contributions to community, service, and leadership. This would both honor students and provide MIT's senior leadership with valuable insight into student culture and activities.	
Recommendation:	2	Community activities during Career Fair Day.	
Status:		The Day of Action held annually the day after Patriot's Day in April achieves the goal of this recommendation.	1
Additional info:		Encourage faculty and students to engage outside the classroom on Career Fair Day, for example by collaborating in community-building activities that day.	
Recommendation:	3	Time Bank for exchange of services.	
Status:		Not implemented.	0
Additional info:		Create a "time bank" for exchange of services using a commitment of time.	
Recommendation:	4	Coaching for abrasive conduct.	
Status:		Very limited implementation.	0.25
Additional info:		Provide coaching to faculty and other supervisors engaging in abrasive conduct.	
Recommendation:	5	Replace Personal Assistance Program	
Status:		Implemented via MyLife Services.	1
Additional info:		Change the description of the Personal Assistance Program in Section 7.4.4 of Policies and Procedures so that it is not seen as punitive. Consider, as an alternative, a comprehensive Employee Assistance Program.	

Recommendation:	6	Create a standing committee on mental health and wellness	
Status:		Excellent comprehensive effort: MindHandHeart Initiative https://mindhandheart.mit.edu/	1
Additional info:		Create a presidential-level standing committee on mental health and wellness, and solicit student feedback on mental health services.	
Recommendation:	7	Uniform family and medical leave for all employees	
Status:		Partially implemented through enhanced paid parental leave benefit http://hrweb.mit.edu/worklife/newparents	0.5
Additional info:		Explore options to provide more uniform family and medical leave for all non-faculty employees, postdocs, and graduate students, and to increase scholarship funds available for childcare. Fundraising for these efforts should be part of MIT's capital campaign.	
Recommendation:	8	Lactation rooms and all-gender restrooms in all new buildings; also, "Percent for family-friendly facilities" fund for new buildings.	
Status:		Not implemented.	0
Additional info:		In all new buildings, provide lactation rooms and gender-neutral single-occupancy restrooms. In addition, building plans should also consider reserving funds to be used for childcare, either in the form of new sites added to the Technology Childcare Centers, or scholarship funds made available to the MIT community. MIT's Percent for Art program could be duplicated to create a Percent for Family-Friendly Facilities program.	
Recommendation:	9	Leaders support flexible work arrangements.	
Status:		Widely implemented.	1
Additional info:		Instruct DLC heads and administrative officers to be open to employees' requests for flexible work arrangements, and provide them with examples of successful arrangements so they are aware of the mutual benefits.	

Recommendation:	10	HR inform employees about flexible work arrangements.	
Status:		Website http://hrweb.mit.edu/jobflex	1
Additional info:		During the hiring/onboarding process, inform every employee of the options for flexible work arrangements, both on a regular basis and in the event of major life events.	
Recommendation:	11	Increase faculty participation in Diversity Summit.	
Status:		Summits held 2013-16 with faculty participation. Since 2016, Summits have been replaced by many events, with increased faculty participation overall.	1
Additional info:		Increase faculty participation in the annual Institute Diversity Summit.	
Recommendation:	12	Multicultural Center	
Status:		SPXCE created 2018 but with fewer groups than called for in the recommendation	0.5
Additional info:		Consider establishing a multicultural center to include the Black Students' Union, the Rainbow Lounge, the Latino Cultural Center, a women's center, an Asian Student Center, a Native American Student Center, the International Students Office, and an office for the First Generation Program.	
Recommendation:	13	Increased staffing to serve LGBTQ students	
Status:		One additional full-time employee since 2013	1
Additional info:		Increase staffing support for LGBTQ students.	
Recommendation:	14	Social justice curriculum	
Status:		Not implemented (cf. BSU recommendation 2)	0
Additional info:		Encourage MIT students to explore subjects in social justice. Social justice and ethics could be added as a field of concentration in the HASS Requirement.	

Minor Equity Recommendation (p. 131)

Recommendation:	1	Department faculty recruiting events for underrepresented groups	
Status:		Four additional departments in Engineering and Science have held Rising Stars workshops since 2013 (NSE, CEE, Physics, IMES), with more on the way in 2018-19.	1
Additional info:		More departments should adopt recruiting strategies similar to the Dow–MIT ACCESS Program in the Departments of Chemical Engineering, Materials Science and Engineering, and Chemistry; the Women in Aerospace Symposium of the Department of Aeronautics and Astronautics and the Department of Earth, Atmospheric and Planetary Sciences; and the annual Rising Stars in EECS Conference.	

Minor Structural Recommendations (pp. 131-132)

Recommendation:	1	HR and Institutional Research should investigate Google HR practices including Googlegeist survey	
Status:		Not implemented.	0
Additional info:		The incoming vice president for human resources and the Office of Institutional Research should study the Google methodology, including its Googlegeist annual employee survey, to learn how we can improve employee engagement, satisfaction, and retention.	
Recommendation:	2	Council on Family and Work should analyze Faculty and Staff Quality of Life Survey for equity issues similarly to Harvard faculty analysis	
Status:		Not implemented.	0
Additional info:		The Council on Family and Work should analyze the Faculty and Staff Quality of Life Survey data in a manner similar to Harvard’s Faculty Climate Survey but extended to all employee groups.	
Recommendation:	3	Institutional Research should analyze survey questions for discriminating power, prune and replace questions	

Status:	IR has implemented new questions following input from the Black Students' Union and other groups. More analysis needed regarding discriminatory power of survey questions.	0.75
Additional info:	The Office of Institutional Research should periodically review the questions used in the Quality of Life Survey and other surveys to find which questions are most useful in categorizing the data using clustering algorithms and other data-mining tools, and prune the surveys of questions that do not have significant discriminatory power.	
Recommendation: 4	Add a survey item on "treatment with respect"	
Status:	Added to 2016 and 2017 surveys	1
Additional info:	Add the item "People in my department/DLC are treated with civility and respect" to the Quality of Life Surveys.	