Status of BSU and BGSA Recommendations

Academic Council Working Group on Community and Inclusion

April 29, 2016

Group	BSU and BGSA Recommendations	Summary Status	AC Working Group Lead
COMPLETED FOR AY 2016-2017			
Financial Aid	BSU 6: Increase financial aid commitments to at least match peer institutions, reaffirming MIT's commitment to keeping MIT education accessible and affordable through need-blind admission and a generous need-based financial system.	10.4% increase in the undergraduate financial aid budget announced for AY 2016-17. Parental contribution reduced and home equity removed as a factor.	C. Barnhart
IN IMPLEMENTATION			
Orientation	BSU 3: Diversity orientation for incoming students must include the following: a) Incoming student focus groups of no more than 30 people facilitated by conversation leader; b) Incoming student focus groups held in spaces designated for diversity and inclusion of URMs. BSU 4: Online diversity training to be completed after an undergraduate student's second year, possibly employing of techniques the "Student Success Sexual Assault Training" to obtain 100% student compliance. BGSA 3: Require diversity training for incoming graduate students. BGSA 4: Offer a special, university-wide orientation session for incoming graduate students of under-represented minority racial and ethnic backgrounds.	Fall 2016 undergraduate orientation will include small focus group conversations on diversity and inclusion, facilitated by a trained conversation leader. Discussions are underway to make diversity training a component of the activities for incoming graduate students.	C. Barnhart
Mental Health and Counseling	BGSA 5: Enhance services to assist students coping with race-based traumatic stress. BSU 1: A full-time equivalent be hired with a specialization on psychological issues affecting the African Diaspora in MIT Medical's Health and Counseling Office.	Mental Health and Counseling at MIT Medical has hired a new underrepresented minority clinician with experience in psychological issues affecting the African Diaspora, to begin work this summer. Also, Dr. Stephanie Pinder-Amaker (McLean) is working with MIT students and Medical staff to discuss issues of cultural competence.	MIT Medical
Data / Surveys	BSU 5: Publicly release breakdown of data by identity groups (e.g. race, gender, sexuality) on the reasons why	An analysis is complete that will capture data on undergraduate	C. Barnhart

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	undergraduate students of color turn down offers of admission to MIT while still respecting students' privacy. BSU 7: Targeted survey questions be added to MIT Quality of Life and Undergraduate Enrolled Student Survey (ESS) on feelings of diversity, inclusion at MIT such as: a) "Do you feel at home where you live? Do you feel included?"; b) "Do you feel your major is a diverse place? Your place of residence?"; c) "Do you feel comfortable expressing your opinions to your peers in your home? In your classrooms? With your professors?" BSU 8: Targeted survey questions in the previous recommendation be coupled with publicly released breakdown of data by identity groups (e.g., race, gender, sexuality, place of residence, majors) while still respecting students' privacy. BSU 9: Statistics be released and updated yearly on the following beginning Fall 2016: a) Major retention rate and flow (how many students switched to and from each different department); b) A report on "Number of Underrepresented Minority Students by Course and Year" in the Degree and Enrollment Statistics by the MIT Office of the Registrar, mirroring the Registrar's "Number of Women by Course and Year" report.	retention rate and flow within departments. It will be accompanied by a plan for data release that ensures student privacy. IR has worked directly with the students to pilot questions in the upcoming senior survey.	
PILOT PROGRAM UNDERWAY			
Training	BGSA 6: Require implicit bias training for research laboratory personnel – including faculty, staff, and students.	Academic Council engaged in a pilot implicit bias training program on April 5; two additional training programs for faculty, staff, and students have occurred in the last month.	E. Bertschinger and C. Bourg
Professional Advising	BGSA 7: Provide tailored resources to help URM graduate students to compete successfully on academic and professional job markets.	The MIT University Center of Exemplary Mentoring (UCEM) is piloting activities in EECS, MechE, ChemEng, and BE. Also, connections are being drawn to ongoing activities in Global Education and Career Development in DUE.	K. Kolenbrander

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	OPPORTUNITIES FOR DEPARTMENT-LEVEL ACTIVITY		
Department-Level Activity	BSU 10: A formal statement from the leader of each MIT Department, Lab, Center on behalf of one's department or group affirming MIT's commitment to students' health, diversity, and inclusion with remarks including but not limited to: 1) "We care about the mental and physical health of our students before the quality of their work"; 2) "We value diversity in and inclusion of our students, faculty, and staff with regard to their backgrounds and opinions"; 3) "We are still committed to MIT's 2004 goal of doubling the percentage of URM faculty and tripling the percentage of URM graduate students within ten years"; and 4) For departments only, "We pledge to create and to implement an action plan to meet and exceed MIT's 2004 goal of doubling the URM faculty and tripling the percentage of URM graduate students within ten years. This proposed action plan and its progress will be reviewed periodically together with an Institute Visiting Committee." BSU 11: Creation of a Diversity Representative within each Department: 1) These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education; 2) These representatives must be tasked with leading the improvement of diversity and inclusion within the department; 3) These representatives must work within each department to create and to implement an action plan to double the percentage of URM faculty and triple the percentage of URM graduate students within ten years, as per the unanimous 2004 resolution of the MIT faculty; 4) These representatives must employ the tactics outlined	Bertschinger and Kolenbrander are working with the School Deans to establish School-based approaches to the set of department-level recommendations. Among the areas under consideration are efforts to: 1) Articulate departmental perspectives that address the issues raised in BSU 10. The History faculty have put forward a compelling model: http://history.mit.edu/about/statement-diversity. 2) Review and renew department practices and services in areas such as graduate admissions, recruitment, orientation, and academic and career advising to achieve best-in-class performance. 3) Develop outreach and training activities that engage department faculty and staff. 4) Extend best practices in women and URM faculty hiring to capture graduate admissions and recruitment. 5) As an alternative to BSU 2, infuse the curriculum of each department major with opportunities for students to learn skills to enable them to build and thrive in inclusive teams and communities.	E. Bertschinger and K. Kolenbrander with C. Bourg and M. Nobles

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	in the 2010 Report of the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT's Initiative on Faculty Race and Diversity; 5) These representatives must work with respective Department Heads, ICEO, and the Human Resources Department to implement equity recommendations. BGSA 1: Develop and implement a ten-year plan to increase the number of under-represented minority graduate students, in particular Black graduate students. BGSA 2: Introduce greater accountability for departmental performance related to the matriculation and graduation of URM graduate students. BSU 2: The current mandatory HASS-Elective (Graduation Requirement) be restricted to a newly designated "Immersion studies" HASS-Elective.		