### Summary Scorecard

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<th>Year</th>
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<table>
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<tr>
<th># Recommendations</th>
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<tr>
<td>38</td>
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177 Total recommendations
### ICEO Report

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<td>39% Average completion rate</td>
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</table>

*29% (major)*  
*61% (minor)*  
*46% average*
Report on the Initiative for Faculty Race and Diversity
(2010 Hammond Report)

Recommendations (Section E, pp. 25-33)

Overall implementation score (including assessment): 29%

<table>
<thead>
<tr>
<th>Structural Recommendations</th>
<th>Implementation score per item</th>
</tr>
</thead>
</table>

**Recommendation:** 1  
Each departmental unit, lab and center should work with its academic dean and the associate provost of faculty equity to set realistic but meaningful specific goals with timelines with respect to recruitment efforts of URM faculty.

**Status:** While some of the practices below are employed, specific goals are not set. Associate Provost for Faculty Equity position no longer exists.

**Additional info:** These goals should include URM faculty interview and recruitment; planning for future faculty recruitment through outreach on the graduate, undergraduate and lower level; and efforts to increase the graduate and postdoctoral pool, especially for fields that are highly challenged with regard to pipeline. Specific strategies and efforts should be re-assessed and new strategies put into place if long-term increase in diversity is not achieved. A focus should be placed on units that have experienced difficulty in this area in the past, with the idea of providing additional support and addressing needed strategies that can lead to success over reasonable time horizons.

**Recommendation:** 2  
Resources and support should be provided to all units by the administration and school deans to assist in the recruitment and/or retention of faculty from URM groups.

**Status:** Resources are provided by the Provost and Deans. However, the periodic assessment and performance review are not practiced.

**Additional info:** Efforts toward increasing diversity in the faculty should be periodically assessed and taken into account when reviewing the performance of the units and their leadership. For units that have achieved some level of success and/or met goals in URM recruitment and diversity efforts, resources should remain available for continued efforts in increasing diversity; attention toward retention should also be considered.
### Recommendation: 3
Institutional measures of success and strategic plans for future diversity efforts for each of the schools, set by the president, the provost and academic deans, should be specified and addressed on an annual or biannual basis in a written report to the president.

**Status:** Not implemented.

### Recommendation: 4
Minority hiring and retention should be critical issues in the selection of MIT administrative leaders.

**Status:** Not implemented and difficult to assess.

**Additional info:**
It should be the MIT administration’s goal to appoint leaders (i.e., deans, department heads, etc.) committed to advance diversity in the faculty. A clear plan to increase URM diversity and, where possible, a track record and accountability in this area must be a necessary condition in consideration of others for appointment to department, lab, center, school and administrative leadership roles.

### Recommendation: 5
The MIT Corporation should play a role in active oversight via the visiting committees.

**Status:** Unknown whether this has been implemented. Each visiting committee sets its own agenda with the Department Head. Increasingly, visiting committee examine the climate for inclusion in departments, not necessarily diversity and recruitment of URM and women faculty.

**Additional info:**
The Corporation should discuss the critical nature and importance of diversity and recruitment of URM and women faculty with all Visiting Committee chairs. Each Visiting Committee should have at least one member who strongly advocates for issues of diversity.

### Recommendation: 6
The provost should ensure support and clarity around the purposes and mechanisms of the Provost Opportunity Hire.

**Status:** Unclear to what extent this has been implemented.

**Additional info:**
This includes the critical fact that the program enables the hiring of top choice candidates who enhance diversity that are put forward following departmental searches.

### Recommendation: 7
Department heads and deans should catalog specific efforts and progress toward the recruiting and retention of diverse faculty in a formal and uniform manner, with such efforts shared annually at a Dean’s Council Meeting.

**Status:** This process started end of academic year 2018.

Updates and corrections to edbert@mit.edu
A great deal of information can be gained by sharing and comparing strategies and goals. This meeting should specifically address the sharing of lessons learned in the recruitment of underrepresented minority candidates; emphasis should be placed on the progress made and efforts put forth by each department in achieving goals.

Recommendation: 8
Specific sharing of information from programs and departments — with quantifiable measures of success in minority faculty recruiting and retention, and pipeline issues such as minority graduate student recruiting — should be implemented. These departments should be recognized for their

Status: Partially implemented. Graduate student and faculty recruiting practices shared in Dean's Group in academic year 2018. Unclear what measures of success in recruiting and retaining minority faculty have been implemented or how widely such measures are discussed. No units have presented at a general faculty meeting.

Additional info: One means of sharing information on models of success more universally with faculty is to ask such units to present their efforts and acquired knowledge at a general faculty meeting for dissemination

Recruiting Recommendations

Recommendation: 1
These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education.

These representatives must be tasked with leading the improvement of diversity and inclusion within the department.

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.

These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT's Initiative on Faculty Race and Diversity.

Status: Unclear whether this has been implemented in any department or school. Difficult to assess.

Additional info: This is possible through the usual methods of departmental evaluation and oversight (see Structural Recommendations).

Recommendation: 2
Faculty search chairs must be trained and informed on issues that include hidden biases, broad search policies and existing resources for identifying potential candidates.
Recommendation: 3  When possible, faculty searches that involve hiring in small groups or clusters, as opposed to single hires, should be pursued.

Status: Not implemented during 2013-2018 in the ways stated in the recommendation. Some schools coordinate searches across departments, but not to make cluster hires.

Additional info: Final top candidates should be grouped, but not ranked, since ranking can often lead to exclusion of excellent candidates based on arguments of fit or need. An example of the approach of cluster hiring is given from MIT Sloan (Section G). In some cases, this can be facilitated in the following ways: by the monitoring of slots by school deans; open discussion with the dean’s office and the department about potential candidates who are strong but may be in areas beyond the focus of a current search; or coordination across searches in several departments. An example of coordination between search committees from the School of Engineering is also provided in Section G.

Recommendation: 4  MIT should build strong pipeline programs on campus and network with the top peer institutions from which current URM faculty have come in a targeted and focused manner.

Status: The recommendation has two parts. 4a (presidential-level programs) has not implemented, but 4b has, with the Path of Professorship program (Office for Graduate Education) for graduate and postdoctoral women.

Updates and corrections to edbert@mit.edu
A large number of MIT’s URM faculty have matriculated at MIT or from a short list of peer institutions. Building strong two-way relationships with these peer institutions that involve directed recruiting will expand the pool of faculty candidates. For such efforts to be successful, they must be initiated on the top levels — between presidents at the institutions of interest (based on the cohort analysis, Stanford and Harvard would be in this group). The interactions initiated on the presidential level should be bridged by specific one-to-one interactions with peer schools, including planned efforts for sharing information and shaping programs (on the school, department or disciplinary level) between deans and department heads. This kind of model should be adapted to engage groups of search chairs and department heads — on the level of fields or disciplines — to exchange information with frequency. Such efforts would enable the tracking of potential candidates early in their graduate careers and the guiding of those candidates toward academia.

The ability to target our own MIT students is an opportunity the Institute must take advantage of with deliberate programs that introduce undergraduate and graduate students to faculty life at MIT and the possibilities of a future career in academia. These efforts can be made in conjunction with the Office of Minority Education and the Office of the Dean for Graduate Education.

Each department should track its top underrepresented minority undergraduate and graduate students, follow their academic careers and post-graduate successes, and keep information available that will enable or inform a search committee in future years.

Not implemented.
Recommendation:  6  The Institute must enforce the broadening of searches to other carefully selected institutions to increase the numbers of highly qualified URM applicants. Because these relationships are strongest on a disciplinary level, these interactions should be engaged by department heads and academic deans in a strategic fashion by determining top schools at which URM candidates reside. Infrastructure should be provided to enable departments and units to build these relationships.

Status: Between 7/1/2010 and 9/1/2017, 14 URM faculty born in the US joined the MIT faculty. 6 of 13 PhDs are from MIT or Harvard.

Additional info: The fact that more than half of the current URM faculty come from three or four peer institutions is indicative of a significant problem in the breadth of academic searches. For many departments and disciplines, even an extension of a search for URM candidates to the top 10 schools could impact these numbers. In many cases, there are excellent, highly ranked institutions, particularly in specific areas or fields, which also have larger numbers of URM Ph.D. candidates. MIT must form strong and substantive relationships with these institutions that will enable the sharing of information about potential URM candidates early in their graduate careers. It is critical that significant effort is placed in building the quality of these partnerships, which rely on trust and mutual benefit to yield an exchange and growth of minority scholars. Weak efforts could lead to a diminution of respect or trust with MIT and a loss of good faith.

Recommendation:  7  MIT departments and schools should increase the numbers of prestigious postdoctoral/visiting scholar programs that can bring minority scholars to campus, naturally expanding the pool of potential candidates over a short timeframe.

Status: No department or school has done this beyond the Pappalardo Fellowship program. SHASS has created a pre-doctoral program for underrepresented scholars.
These programs do not need to be solely focused on minority candidates, but should be used to increase the pool of URM candidates. This benefits MIT and its peer institutions by producing highly qualified scholars with substantive experience and some exposure to the academic rigors at the Institute. Such programs would be particularly beneficial if they enable scholars to initiate independent research in a supportive faculty lab environment and to develop a strong mentorship relationship with the faculty member(s). An example of such an initiative that has been successful in attracting women faculty is the prestigious Pappalardo Fellowship Program established in Physics, discussed in Section G.

**Recommendation:** Bridge programs in science and engineering that facilitate the transition for excellent students from less competitive undergraduate institutions for MIT graduate school should be designed.

**Status:** Two departments implemented such programs before 2013, but they have since ended or become dormant.

**Additional info:** This approach would be particularly helpful in fields with low numbers of URM students and for which few students matriculate at top-tier graduate institutions. Such programs could provide a one- or two-year period of academic rigor at MIT and could also offer academic research opportunities. An example of such a program exists in the field of Physics at Vanderbilt University with Fisk University, an historically Black university. Several of the participants in the bridge program have applied and been admitted to Vanderbilt as graduate students, making Vanderbilt one of the top producers of minority physics Ph.D.s, as described in Section G.

**Recommendation:** MIT should develop programs that enable departments to build relationships with early and pre-career minorities in a substantive fashion.

**Status:** Efforts listed below have continued. Several departments have implemented Rising Stars programs focusing on recruiting women.
More targeted programs can be undertaken by specific departments to attract and evolve future faculty members. Resources for such programs should be discussed and made available on the school and administrative level, and partnerships among departments can enable shared resources. Coordinated efforts such as these can be greatly facilitated in schools or departments that hire a full- or part-time person to focus on minority recruitment on both the student and the faculty level. Resources for such personnel and programs should be implemented to allow a much more extensive use of MIT’s own student resources. An example of such hires includes the position of manager of diversity recruitment for the School of Architecture and Planning to address outreach, diversity awareness and recruiting on every level, from undergraduate and graduate students to faculty. A second example is the hiring of a full-time staff person in the Department of Biology to operate diversity recruitment and outreach programs directed toward undergraduate and graduate students. Both of these examples are discussed in more detail in Section G. Career-building workshops can also bring graduate students and postdoctoral associates to MIT’s campus to learn more about the preparation for faculty life, the application process and the expectations of applicants. They can include assignment of mentors, discussion of research plans or discussions on how to choose a good postdoctoral opportunity. An example of one such activity was a Future Faculty Workshop — supported by MIT’s Chemistry, Chemical Engineering, and Materials Science and Engineering departments — headed by Chemistry Department Head Tim Swager. Swager partnered with participants at Carnegie Mellon and the University of Massachusetts, Amherst, in the cross-disciplinary area of materials chemistry and engineering and polymer science; this example of cross-field and cross-institutional collaboration is also detailed in Section G.

Recommendation: 10
Minority undergraduate students should be targeted and encouraged toward graduate school via summer research opportunities at MIT such as the MIT Summer Research Program.

Status: Many departments now participate. Two former MSRP students are now MIT faculty members.
Comprehensive on-campus honors programs that train and prepare the top URM undergraduates for graduate school at research institutions can also greatly increase the yield of undergraduates that attain Ph.D.s; an example is the Meyerhoff Program at the University of Maryland, Baltimore County, as described in Section G.

**Recommendation:**

11 The disciplinary and departmental units at MIT should engage on a substantive level in professional organizations to specifically reach minority scholars.

**Status:**

Several departments participate in such activities (Biology, BCS, DUSP, Media Arts & Sciences, MechE).

**Additional info:**

The presence of MIT, especially when it includes significant representation from faculty or key staff at organizations that represent minority groups in a range of fields, can have real impact in both the exposure of students who are considering faculty careers and have not considered MIT, and in opportunities for MIT to spot new talent. Such groups include the National Society of Black Engineers, Society of Hispanic Professional Engineers, National Black MBA Association, National Society of Hispanic Physicists, National Society of Black Physicists, National Organization of Black Chemists and Chemical Engineers, etc.

**Mentoring Recommendations**

**Recommendation:**

1 Formal mentors should be assigned to all junior faculty hires as part of an Institute-wide policy on mentoring.

**Status:**

Formally accomplished and described in Policies & Procedures Section 4.1.2, https://policies-procedures.mit.edu/node/39/#sub2 However, two or more mentors are not assigned in all schools and external mentors are generally not assigned.
Additional info: 1a It is recommended that junior faculty be assigned at least two mentors. Multiple mentors enable a balance/counterbalance in career guidance and provide the advantage of more than one perspective. It also provides a greater opportunity for a good fit with at least one departmental faculty member.

1b It is also recommended that one faculty member outside of the departmental unit (and in some cases outside of the school or the Institute) be assigned a mentorship role, which would be slightly different from that of department members. This external mentor can provide a broader range of advice and may also have the ability to prod action outside of the department in difficult or strained internal situations.

Recommendation: 2 The primary role of the mentor as an informed advocate independent of the evaluation process, rather than an evaluator, must be delineated and should be encouraged.

Status: Unclear whether this has been implemented and difficult to assess.

Additional info: In some cases, ‘mentors’ have been defined as internal evaluators of a tenure candidate as part of a tenure committee. This role of evaluator should be reserved for the senior faculty departmental body that determines the final promotion decisions (be it a full senior faculty, subdivision or tenure committee) and not specifically assigned to the mentor. Mentors should be independent advocates who can inform fellow senior faculty of the candidate’s status and efforts, as well as act to help shape and develop the junior faculty member in a supportive fashion.

Recommendation: 3 Mentors should be accountable to the department in their role.

Status: Unclear whether this has been implemented and difficult to assess.

Additional info: Regular annual or biannual meetings with the mentee, followed by a presentation and update of the mentee’s progress to the department or department head, should be minimal requirements of mentors. Mentors should be chosen so that they may be engaged/invested in both the process and the person.
Recommendation: 4  
Mentors should be trained/informed of their role and expectations — formal training or informational sessions within departments or schools may be needed to disseminate the meaning of the mentor’s role.

Status: 
SHASS disseminates a faculty mentoring handbook. Unknown whether other schools also provide such information.

Recommendation: 5  
Mentees also should be trained or informed on what to expect from and how to use mentors.

Status: 
Not implemented systematically across schools and departments nor as a part of introductory (new faculty) workshops.

Additional info: 
Specific training and information on mentors and the promotion process in general can be included in the junior faculty introductory workshops now offered on teaching.

Recommendation: 6  
Annual departmental reviews should be implemented for each junior faculty, beginning in the first year.

Status: 
Not implemented systematically across schools and departments.

Additional info: 
It is important for junior faculty to receive feedback and advice from their departments or units as early as possible. The review should be followed by verbal and/or written feedback from the department head and the assigned mentor(s). A follow-up meeting based on the feedback provided should be arranged with the mentee during the course of the following year.

Recommendation: 7  
All junior faculty should be introduced to the Faculty Personnel Record or other relevant device or form used to assemble the promotion package in the first year.

Status: 
Electronic Faculty Personnel Record used by some schools and departments, but not all departments introduce starting faculty to the elements of promotion and tenure packages.

Additional info: 
This is early enough to enable junior faculty to see benchmarks for tenure evaluations, to discuss and determine the relative importance of those benchmarks with mentors, and to enable mentors to impart rubrics for success.
Recommendation: 8  Department heads, deans and the provost must implement a comprehensive feedback and evaluation process.

Status: Feedback on the mentoring process is not systematically collected. Associate Provost for Faculty Equity no longer exists.

Additional info: It is recommended that the MIT Office of the Associate Provost for Faculty Equity initiate a general procedure enabling feedback from junior faculty on their mentoring experiences, which can be shared with deans and department heads.

Recommendation: 9  Regular discussions with the associate provosts for faculty equity and department heads to confer on the progress for each of the junior faculty in the department or unit should occur on an annual basis.

Status: This happened prior to 2013, when the Associate Provost for Faculty Equity position was replaced by the ICEO.

Promotion and Career Development (tenure and beyond)

Recommendation: 1  A general oversight process for all tenure cases from the dean and provost level that can take place prior to development of the junior faculty case is recommended.

Status: Unknown whether this has implemented beyond the brief summary of junior faculty status presented annually at the Academic Appointments Subgroup of Academic Council.

Additional info: This overview could consist of a discussion with the department or unit head and the dean to cover potential issues and how they will be handled (e.g., time off tenure clock for children, unusual situations regarding lab or infrastructure availability, other concerns).

Recommendation: 2  Careful discussion of potential referees, including their competency levels and research relevance to the candidate, should begin with the first annual reviews and continue to the point of promotion.

Status: Unknown whether this has been implemented by departments.
Additional info: In many fields, URM faculty study areas viewed as different, nontraditional or “non-core” to a specific discipline. In many such cases (regarding both non-URM and URM faculty), there is a need to pay specific attention to letter writer selection.

Recommendation: 3 Guidelines to promotion and tenure should be described to all junior faculty upon arrival.

Status: Not implemented.

These guidelines should be reviewed with specific attention to details about how junior faculty can actively engage in the tenure process.

Recommendation: 4 It is recommended that clearer guidelines be presented on the promotion to full professor, including typical expectations around timing and accomplishment.

Status: Not implemented.

Additional info: This information should be provided by the department chair and the assigned mentors within a year of a positive tenure decision. Mentors should maintain a role in the process to “full” and address how to gain recognition and expand research programs and/or other opportunities as senior faculty.

Climate

Recommendation: 1 MIT must present leadership from the top levels to introduce, create and maintain a climate of inclusion.

Status: Progress has been made on 1a (Presidential communications and CEOO activities) and 1b (leadership training is offered for department heads).

Additional info: 1a The president and provost should initiate systematic efforts on the importance of diversity; motivation and the initiation of innovative processes to address diversity challenges should become a part of the primary messages shared with the Institute faculty.

1b Leadership training of new deans and department heads should be introduced, which should include a significant and relevant diversity component.
Implementation of a diverse faculty and student body as a part of the evaluation of success for schools, departments, labs and centers, and their leadership.

Recommendation: 2 The Institute should create forums at MIT where race and cross-cultural interactions are openly discussed.

Status: The ICEO and others have created numerous such forums over the past five years, many of them described at http://iceoblog.mit.edu/

Additional info: One approach to the idea of Institute-wide forums would be problem-solving open forums or task-force style working groups that seek innovative solutions to increasing diversity. This approach is unique to the MIT culture of creative and collaborative means of addressing difficult problems. A second approach is to directly address the faculty about the existence of hidden bias using workshops, as was done recently in the School of Science with each of its departments, detailed in Section G.

Recommendation: 3 It is recommended that MIT harness its top and most highly respected scholars, scientists and engineers of the Institute to act as spokespeople on diversity issues.

Status: Unclear how to measure this. ICEO is one example, but nothing like the Michigan STRIDE workshops have been implemented. Not all top scholars can be spokespeople for diversity. Spokespeople should have a demonstrated commitment to diversity and inclusion.
Key individuals respected for their academic achievements can be used as visible and influential allies in the effort to increase faculty diversity. Other allies include those people with institutional roles and/or background and knowledge who have shown consistent support for issues of diversity. An example from a peer research institution is the University of Michigan, where highly respected non-minority faculty were engaged as both consultants and advocates to address and champion diversity and excellence across campus. It should be noted that significant resources may be needed to engage, inform and prepare such allies. This example, which is a part of the National Science Foundation-funded ADVANCE STRIDE program, addressed all STEM fields on campus and is detailed in Section G.

Recommendation: 4  
Departments should be expected to take the initiative to invest in the resources needed to develop either their own programs or joint programs with departments in related fields, and to take part in other efforts to increase student and faculty diversity.

Status:  
Efforts are being made in some departments (e.g., Rising Stars, departmental outreach efforts).

Additional info:  
Efforts toward increasing diversity need to be clearly specified and owned from department heads through the school and Institute levels (see structural recommendations).

Recommendation: 5  
Active efforts are expected from department heads and deans to seek and recognize talent from faculty of color (at all ranks) within and beyond the university.

Status:  
Appointment by the Provost of senior faculty of color to key leadership roles and to an Institute Professorship are laudable. Some schools (e.g., Architecture and Planning, SHASS) have increased visibility of scholars of color. MLK Visiting Professors and Scholars Program has been utilized by some departments.
Additional info: Such efforts include speaking opportunities, named seminars, invitation of visiting faculty and scholars, selection of members to visiting committees, etc. By increasing awareness of scholars of color across all fields, increasing awareness of excellence in diversity will help to address some issues around tensions of inclusion versus excellence.

**Assessment**

Section F of the 2010 report offers a plan for institutional implementation, assessment and ongoing evaluation of progress, including:

**Recommendation:**

The Institute must assess the progress made on the recommendations established in this report in future years. A committee of senior faculty should be assembled to periodically review progress made toward minority faculty recruitment and retention every five to 10 years and report to the president and provost with further recommendations, if needed, to accomplish the original goals of this report. The results of these evaluations should also be shared with the general faculty.

**Status:**

This assessment has not been carried out.
Awaiting more information

Awaiting more information

Updates and corrections to edbert@mit.edu
Awaiting more information.

Updates and corrections to edbert@mit.edu
Awaiting more information.

Awaiting more information.
Awaiting more information.
Awaiting more information.

Awaiting more information.
A Report on the Status of Women Faculty in the Schools of Science and Engineering at MIT, 2011

**Overall implementation score:** 35%

### Science Recommendations to Ensure Equity

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<th>Recommendation</th>
<th>Description</th>
<th>Status</th>
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<tbody>
<tr>
<td>1</td>
<td>Oversee the hiring of women faculty, at the level of the Deans and Associate Provost. The action items needed, regarding recruitment of women, include equity of resources, and training search committees to recognize subtle forms of discrimination in reference letters and the interview process. It must be transparent that women hired at MIT are exceptionally accomplished.</td>
<td>There is no longer an associate provost to oversee the hiring of and climate for women faculty. Most search committees do not receive training. SHASS follows the recommended practices.</td>
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<tr>
<td>2</td>
<td>Address the persistent need for childcare slots, increased financial support for childcare, and continuation of tenure clock flexibility. This support is critical, but it also is essential that women faculty members without children are not unduly burdened with administrative tasks.</td>
<td>More childcare slots are available for faculty following the expansion of the Technology Childcare Centers in 2013. Tenure clock flexibility continues.</td>
</tr>
<tr>
<td>3</td>
<td>Improve mentoring of junior faculty. Many faculty and possibly department heads are unaware that there exist recommendations for effective mentoring procedures, which should continue to be used permanently in all departments. Departments should have a clear mentoring plan in place prior to making new hires.</td>
<td>No change in procedures since 2011, although SHASS and some departments in other schools provide a guide for mentors.</td>
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Recommendation: Disseminate reference information regarding policies relevant to women, including maternity leaves, family leave (that encompass caring for aging parents, as well as other family members, including children), tenure clock extension and other benefits.

Status: This information does not appear to be uniformly disseminated to new faculty. Most of it can be found on the web. There is no formal policy for faculty leave associated with pregnancy and childbirth, although there is a new policy for non-faculty employees, https://policies-procedures.mit.edu/node/56/#sub6. Faculty are guaranteed only a 12-week unpaid leave under the Family Medical Leave Act, https://policies-procedures.mit.edu/node/56/#sub2. While departmental practice generally grants mothers paid time, the lack of a stated policy creates uncertainty and increases the chances for inequitable treatment across departments.

Recommendation: Continue and improve tracking of faculty salaries and resources for equity. Conduct a study on equity of individual retirement packages.

Status: Salary equity (based on 9-month faculty salaries) continues to be tracked.

Recommendation: Monitor service commitments and ensure that these are fairly distributed, such that women do not carry a greater burden than men.

Status: SHASS has implemented this recommendation (and tracks service of URM faculty, too).

Recommendation: Implement more formal mechanisms to deal with gender-based harassment.

Status: Largely accomplished with revisions to Policies and Procedures https://policies-procedures.mit.edu/relations-and-responsibilities-within-mit-community/harassment and the implementation and expansion of Title IX efforts http://titleix.mit.edu/. Procedures are still not fully satisfactory when faculty are the perpetrators.

Updates and corrections to edbert@mit.edu
Recommendation: 8 Continue to lead nationally and internationally in recommending solutions to gender bias outside of MIT, in representation at scientific meetings, in publishing, and in funding of research. The women faculty of MIT can advocate for issues (e.g., extensions of student or postdoctoral fellowship support for child bearing) that can build up the pipeline and increase the number of women choosing to enter the academic ladder.

Status: MIT’s visibility in recommending solutions to gender bias has diminished since 2011. National leadership resides in ADVANCE programs and Project Implicit, international leadership in the UK Athena SWAN system -- not MIT.

Engineering Recommendations

Recommendation: Improve selection of and educate department heads. The ability to deal appropriately with junior faculty and women faculty should be an important criterion when choosing a new department head, and women should be consulted during the selection process. Training of department heads would be useful, e.g., to understand that women are less likely to refuse an assignment than men are, and to ensure that faculty members hired under broad searches have the resources they need to succeed.

Status: Unclear whether the ability to work well with junior and women faculty is an important factor in department head selection or how to assess whether such criterion has been effectively used. Although there is an orientation workshop for department heads, it does not include training on

Recommendation: Ensure fairness of committee assignments. The current attitude that there must be a woman on every committee needs to change, since this places an undue burden on women. We recommend putting in place a system that allows yearly monitoring of teaching, committees, and service for all faculty.

Status: SHASS does this.

Recommendation: Prepare mentors. The specific problem that women noted is mentoring committee members who wanted them to change research directions. Mentoring committee members need training to understand what their responsibilities are and what is helpful.

Status: This does not appear to have been implemented, although some departments and at least one school (SHASS) provide information (not training) to mentors.
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<th>Recommendation</th>
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<tr>
<td>4</td>
<td>Reexamine family policies. For example, is gender-neutral best with respect to childcare slots in the Stata center and parental release? In addition, consider providing financial support for childcare. These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education. These representatives must be tasked with leading the improvement of diversity and inclusion within the department. 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. These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT’s Initiative on Faculty Race and Diversity. These representatives must work with respective Department Heads, ICEO, and the Human</td>
</tr>
<tr>
<td>5</td>
<td>Develop ways to help dual-career couples, particularly with searching for jobs. Faculty Concierge program <a href="https://myconcierge.mit.edu/">https://myconcierge.mit.edu/</a> helps with this; also, increased connection to administrators at area universities and other employers.</td>
</tr>
</tbody>
</table>
Advancing a Respectful and Caring Community: Learning by Doing at MIT
(2015 ICEO Report)

Recommendations (Appendix 2, pp. 125-132)

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>C1</th>
<th>Partially implemented at the level of major work units through Departmental Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status:</td>
<td></td>
<td><a href="http://diversity.mit.edu/departmental-statements/">http://diversity.mit.edu/departmental-statements/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Charge the TFMC with writing a ≤ 300-word statement considering core values, community aspirations, and norms.</td>
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<tr>
<td></td>
<td></td>
<td>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).</td>
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<td></td>
<td>5. The MIT president and chair of the MIT Corporation commence a ratification process.</td>
</tr>
<tr>
<td>Additional info:</td>
<td></td>
<td>6. A working group convenes to oversee implementation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>C2</th>
<th>Launch an education campaign, employing bystander videos and leadership workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status:</td>
<td></td>
<td>Not implemented.</td>
</tr>
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</table>

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

Additional info:

Recommendation:  

C3 Review and update policies and complaint-handling procedures

Status: 0.5

Updates and corrections to edbert@mit.edu
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.

Additional info:
5. MIT should appoint a complaint investigator similar to the Title IX investigator.

Recommendation: C4
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/

Status: 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/

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

Status: Not implemented.
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.

Additional info:
3. Postdocs, as trainees, should all receive time for professional development.

Recommendation:  C6  Establish a Mentoring Resource Center
Status:  Not implemented.
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.
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.

Additional info:

Recommendation:  E1  Increase the URM percentage of non-faculty academics
Status:  Not implemented.
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 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

**Additional info:**

biases corrected.

Updates and corrections to edbert@mit.edu
These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education.

These representatives must be tasked with leading the improvement of diversity and inclusion within the department.

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.

These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT’s Initiative on Faculty Race and Diversity.

Recommendation: E3  
These representatives must work with respective Department Heads, ICEO, and the Human Resources Office.

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.

The vice president for human resources should analyze data on salaries and other resources to ensure equity on the basis of gender, race/ethnicity, LBGTQ 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.

Additional info:

Recommendation: E4  
Implement recommendations of existing faculty equity reports

Status: Not implemented.

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.

1. Department heads should review with their dean annually what they are doing to implement the recommendations of these reports.

Additional info:

Recommendation: E5  
Educate all community members about unconscious bias

Status: Stalled after initial efforts. Academic Council members participated in a workshop in 2016 and some faculty search chairs receive training.

Updates and corrections to edbert@mit.edu
Every community member should become aware of unconscious bias and methods to reveal and correct it, starting with the Implicit Association Test.

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.Handbook8.pdf. This handbook should be updated.

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.

3. Workshops should be offered annually for new employees and for search committee members, who should receive periodic refreshers.

Recommendation: E6 Consider appointing a faculty recruitment concierge
Status: Done.

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.

Updates and corrections to edbert@mit.edu
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. 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

**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.

**Recommendation: S1**
Create and use a Community and Equity Dashboard

**Status:**
Partially implemented with diversity and climate dashboards at http://diversity.mit.edu/data/

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

**Additional info:**

**Recommendation: S2**
Join the Leading for Change Higher Education Consortium

**Status:**
Done.

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

Updates and corrections to edbert@mit.edu
Recommendation:  S3  Appoint Equity Committees

Partially implemented with diversity committees in several schools and major administrative units.

Status:

See http://diversity.mit.edu/offices/ for listing.
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.

Additional info:

Minor Community Recommendations (pp. 127-128)

Recommendation:  1  Biannual award lunch to honor student groups.

Not implemented as called for, however, the annual Multicultural Awards Banquet achieves some of the same goals.

Status:

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

Additional info:

Recommendation:  2  Community activities during Career Fair Day.

The Day of Action held annually the day after Patriot’s Day in April achieves the goal of this

Encourage faculty and students to engage outside the classroom on Career Fair Day, for example by collaborating in community-building activities that day.

Additional info:

Recommendation:  3  Time Bank for exchange of services.

Not implemented.

Additional info:

Create a “time bank” for exchange of services using a commitment of time.

Recommendation:  4  Coaching for abrasive conduct.

Very limited implementation.

Additional info:

Provide coaching to faculty and other supervisors engaging in abrasive conduct.

Updates and corrections to edbert@mit.edu
Recommendation: 5  Replace Personal Assistance Program
Status: Implemented via MyLife Services.
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/
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
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.
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-

Recommendation: 9  Leaders support flexible work arrangements.
Status: Widely implemented.
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
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.

**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
 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.

**Additional info:**

**Recommendation:** 13 Increased staffing to serve LGBTQ students

**Status:**
One additional full-time employee since 2013

**Additional info:** Increase staffing support for LBGTQ students.

**Recommendation:** 14 Social justice curriculum

**Status:**
Not implemented (cf. BSU recommendation 2)

**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.

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

Updates and corrections to edbert@mit.edu
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Status</th>
<th>Additional info</th>
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<tbody>
<tr>
<td>2</td>
<td>Not implemented.</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>Not implemented.</td>
<td>Council on Family and Work should analyze Faculty and Staff Quality of Life Survey for equity issues similarly to Harvard faculty analysis.</td>
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<tr>
<td>3</td>
<td>Not implemented.</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>IR has implemented new questions following input from the Black Students’ Union and other groups.</td>
<td>Institutional Research should analyze survey questions for discriminating power, prune and replace.</td>
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<tr>
<td>3</td>
<td>More analysis needed regarding discriminatory power of survey questions.</td>
<td>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.</td>
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<tr>
<td>4</td>
<td>Added to 2016 and 2017 surveys</td>
<td>Add a survey item on “treatment with respect”</td>
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## BSU Recommendations

**December 1, 2015**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Description</th>
<th>Status</th>
<th>Additional info</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>A full-time equivalent be hired with a specialization on and experience with psychological issues affecting the African Diaspora in MIT Medical’s Health and Counseling Office.</td>
<td>Implemented: <a href="https://medical.mit.edu/services/mental-health-counseling">https://medical.mit.edu/services/mental-health-counseling</a></td>
<td></td>
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<tr>
<td>2</td>
<td>The current mandatory undergraduate HASS-Elective (Graduation Requirement) be restricted to a newly designated “Immersion studies” HASS-Elective (a designation for current or future courses focusing on topics of multiculturalism or diversity [e.g. race, gender, sexuality]).</td>
<td>Not implemented</td>
<td>Immersion studies being a designation for current or future courses focusing on topics of multiculturalism or diversity (e.g. race, gender, sexuality).</td>
</tr>
<tr>
<td>3</td>
<td>Diversity orientation for incoming students.</td>
<td>Implemented. National trainers are brought to speak to all first-year incoming students; facilitated group discussions were added starting August, 2016.</td>
<td>Must include the following:</td>
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<tr>
<td></td>
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<td>- Incoming student focus groups held in spaces designated for diversity and inclusion of URMs (e.g. Black Students’ Union Lounge, Latino Cultural Center, Rainbow Lounge, Office of Minority Education, Institute Community Equity Office, Office of Multicultural Programs).</td>
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<tr>
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<td></td>
<td>- Incoming student focus groups of no more than 30 people facilitated by trained conversation leader.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
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</table>

**Overall implementation score:** 57%

**Implementation score per item:**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Score</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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Updates and corrections to edbert@mit.edu
Recommendation: 5  Publicly released breakdown of data by identity groups (e.g. race, gender, sexuality) on the reasons why undergraduate students of color turn down offers of admission to MIT while still respecting students’ privacy.

Status: In discussion but not yet implemented.

Recommendation: 6  Increase financial aid commitments to compete with peer institutions, reaffirming MIT’s commitment to keeping MIT education accessible and affordable through need-blind admission and a generous need-based financial aid program.


Recommendation: 7  Targeted survey questions be added to MIT Quality of Life, Senior Survey, and Undergraduate Enrolled Student Survey (ESS) on feelings of diversity, inclusion at MIT.

Status: Implemented starting in 2016.

Additional info:

“Do you feel at home where you live? Do you feel included?”
“Do you feel your major is a diverse place? Your place of residence?”
“Do you feel comfortable expressing your opinions to your peers in your home? In your classrooms? With your professors?”

Recommendation: 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.

Status: Partial implementation through ICEO Climate Dashboard, which shows the differences in experience of students by race, gender, sexuality. Data by major and place of residence not made public.

Recommendation: 9  Statistics be released and updated yearly on the following beginning Fall 2016, on:

Status: Partial implementation (URM students by course and year) for access with MIT certificate, http://diversity.mit.edu/data/

Additional info:

Major retention rate and flow (how many students switched to and from each different department).

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
Recommendation: 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.

Status: Implemented, see http://diversity.mit.edu/departmental-statements/

Additional info: Statement should include but not be limited to:

“We care about the mental and physical health of our students before the quality of their work.”
“We value diversity in and inclusion of our students, faculty, and staff with regard to their backgrounds and opinions.”
“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.”

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.”

Recommendation: 11  
Creation of a Diversity Representative within each Department

Status: With few exceptions, no representatives. No evidence for experience/education in diversity, or for departmental plans.

Additional info: These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education. These representatives must be tasked with leading the improvement of diversity and inclusion within the department.
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. These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT’s Initiative on Faculty Race and Diversity. These representatives must work with respective Department Heads, ICEO, and the Human Resources Department to implement equity recommendations.
BGSA Recommendations
2015 December 1

Overall implementation score: 29%

Recommendation: 1 Develop and implement a ten-year plan to increase the number of under-represented minority graduate students, in particular Black graduate students.
Status: Not implemented.

Implementation score per item 0
Additional info:  Part 1

MIT’s dedication to diversity is evident in the MIT community, which contains representatives from all 50 States of America and the District of Columbia, three territories, and 116 countries. Although it is very ethnically diverse, the Institute still has a lot of to work do to create racially diverse MIT community. Measures taken by the Institute have lead to a rise in the number of under-represented minority students (URM) in the undergraduate population. With the decentralized nature of the graduate department admissions, such upward trends were not reflected in the graduate admissions. The Institute’s commitment to increasing the number of URM faculty and graduate students was accompanied by a marginal rise in the graduate student URM population from 7% in 2004 to 12% in 2012. Upon further analysis, this percentage increase can be attributed to increasing numbers of graduate students identifying as Hispanic or Latino, American Indian or Alaskan Native and Native Hawaiian or other Pacific islanders. The number of the Black graduate students has remained fix at about 3.5%. Therefore, to increase the number of URM students, in particular the number of Black students at MIT, we recommend the Institute develop and implement a new action plan with measurable goals continuing the Institute’s focus on increasing admission and enrollment of URM graduate students, particularly those of Black students, through targeted recruitment for the next 10 years. Increasing the number of URM graduate students is an important catalyst for creating a culture at MIT that lives up to its values of diversity and inclusion.

Updates and corrections to edbert@mit.edu
Academic departments are at the front-lines of the implementation of academic policies related to graduate student education. The success of any academic policy initiative related to graduate students, such as enhancing diversity and inclusion, depends on effective departmental implementation. To address some of the challenges associated with implementation of centralized policies on increasing diversity and inclusion in an decentralized graduate student admissions system, we propose:

- Each department be required to submit to the Institute Community and Equity Office a five-year plan for increasing URM graduate student enrollment and retention.
- The appointment of a Diversity Representative in each department whose task is to carry out the targeted recruitment of competitive URM students as outlined in the new action plan. (See BSU-PAC Recommendations, Section 11)
- Each departmental admission committee should contain at least one minority representative to help identify and advocate for competitive minority applicants.

**Recommendation:** 2

Introduce greater accountability for departmental performance related to the matriculation and graduation of URM graduate students.

**Status:** Not implemented.
In addition to concerns about the relatively low level of matriculation at MIT by URM graduate students, there are related concerns about the graduation rates of URM graduate students once enrolled. While many in the Institute are working to address these issues—including faculty, staff, and students—they are stymied by the lack of access to department-level information on URM graduate student applications, matriculation, and graduation. Moreover, MIT’s decentralized graduate admissions system means that academic departments have almost total responsibility for the outcomes of their graduate admissions processes. Greater transparency and accountability for MIT’s academic departments could make an important contribution to improving URM graduate student matriculation and graduation. We recommend that the Institute introduce a centralized process of data collection from MIT’s academic departments for information about URM graduate student matriculation and graduation. This step will allow the Institute’s senior academic leaders, as well as other members of the community, to identify where problems lie, and to constructively engage with departments about possible solutions.

Recommendation: 3  
Require diversity training for incoming graduate students.

Status: Not implemented.
Additional info: Bringing together students from disparate backgrounds and circumstances in a cooperative and respectful way within a single institution is a formidable challenge. One key to reducing sources of inter-cultural friction and division is to educate students that diversity and inclusion are core MIT values and that they have responsibilities to comply with those values. Guidance on how they can develop affirmative skills for competently navigating multicultural social spaces can provide students with a real marketable asset. Therefore, to reinforce the importance of diversity and inclusion as core values for new graduate members of the MIT community, we recommend that they be required, as a condition of enrollment, to complete an in-person diversity awareness training module. Admitted students might complete this requirement during the period of graduate orientation, or during the first month of the Fall semester. As an alternate option, the Institute could also offer graduate students the opportunity to take during the prior summer an online module, perhaps in the form of an MITx course, which would be more in-depth, but would also confer a credential on successful completion.

Recommendation: 4 Offer a special, university-wide orientation session for incoming graduate students of under-represented minority racial and ethnic backgrounds.


Additional info: One element of creating an inclusive environment for under-represented minority (URM) graduate students lies in welcoming them to the Institute in a way that respectfully and informatively acknowledges the ways in which their experiences at MIT may differ from the experiences of others, and which introduces them to the support resources available to them. We recommend that the Institute host a session during orientation, before the start of classes, during which URM graduate students are introduced to senior academic leaders at MIT, key personnel in the Office of the Dean of Graduate Education, and representatives from other offices that provide relevant student services. This session could also aid incoming URM graduate students in forming a supportive, informal social network by allowing them to connect with other URM graduate students or graduate student

Recommendation: 5 Enhance services to assist students coping with race-based traumatic stress.
There is a growing recognition in the field of psychology of a phenomenon called “race-based traumatic stress.” Race-based traumatic stress is thought to be an emotional condition experienced by victims of racial and ethnic bias. In such cases, the victim bears measurable evidence of abnormal traumatic stress levels and experiences a cluster of negative psychological reactions in response to an experience of perceived racial bias or discrimination. URM students may arrive at MIT already experiencing race-based traumatic stress due to their prior life experiences. While at MIT, URM students may have direct experiences that could trigger traumatic stress. In addition, race-based traumatic stress can be triggered vicariously through highly-publicized events that feature allegations of racial bias. We recommend that the Institute take steps to expand the capacity of MIT Medical’s Counseling and Mental Health Services division to assist URM students who may be experiencing race-based traumatic stress. This could include adding personnel trained specially to provide counseling for students coping with mental conditions related to experiences of racial bias. We also recommend that Office of the Dean of Graduate Education identify race-based traumatic stress as a legitimate basis for writing “excuse notes” on behalf of graduate students seeking special academic accommodations, when those students are confirmed by an authorized professional to be showing symptoms of race-based traumatic stress. Additionally, we recommend that senior leaders at the Institute conduct a listening tour to begin a process of documenting and understanding current students’ encounters with racial bias at MIT, and of raising community-wide awareness of such bias.
MIT’s research laboratories are vital training grounds for graduate students to learn important disciplinary subject matter and research skills. One’s ability to thrive within a given lab environment often depends on one’s ability to form relationships of trust and respect within the lab, and particularly with senior lab personnel. URM graduate students may encounter greater difficulty in forming such relationships due to the effects of implicit bias. Therefore, to help ensure that each laboratory environment is inclusive, we recommend that all lab personnel be required to complete an implicit bias training once every three years, similar to the validity period for successful human subjects research training. We note that leading innovation-driven corporations, like Google, have recently introduced mandatory implicit bias training workshops to improve the management,

Recommendation: 7
Provide tailored resources to help URM graduate student to compete successfully on academic and professional job markets.

Status: Not implemented.

Additional info:
Students of color encounter unique obstacles on the academic and professional job markets due to the effects of implicit and explicit bias. Well-meaning but generic career development advice sessions often do not touch on how to overcome these obstacles. We recommend the hiring of a career development officer specializing in counseling academic and professional job-seekers of color. Such an officer could provide dedicated assistance to URM graduate students in developing job search plans and interview strategies specific to their needs. They could also add an important layer of knowledge about the effects of bias on corporate human resources decision-making to the career development community-of-practice at MIT, and help to organize targeted recruitment events.
These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education.

These representatives must be tasked with leading the improvement of diversity and inclusion within the department.

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.

These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT’s Initiative on Faculty Race and Diversity.

These representatives must work with respective Department Heads, ICEO, and the Human
**BAMIT Platform**

for Diversity and the Black Experience at MIT

2015 December 3

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Description</th>
<th>Status</th>
<th>Additional info</th>
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<tbody>
<tr>
<td>1</td>
<td>Recruit “Dean Counselors”. Identify and train a significant number of non-academic dean-like counselors who can speak to shared experiences.</td>
<td>Partially implemented with additional hires in S3, <a href="https://studentlife.mit.edu/s3/about-us">https://studentlife.mit.edu/s3/about-us</a></td>
<td>Before students can experience inclusion, they have to learn to navigate and leverage opportunities at MIT. This can be challenging regardless of department or major. Value, respect, and inclusion are often fostered by the depth and meaning of the relationships students develop. Research supports that students tend to reach out and respond most effectively to a member of their affinity group, whether by ethnicity, gender or race. “Dean Counselors” (DCs) will understand the specific race-related challenges Black students face both inside and outside of MIT. Lived experiences put DCs in the ideal position to share the broad and varied set of skills and strategies necessary for success at MIT. Having like-minded individuals vested and aiding in their success ensures that students feel valued, respected and included. DCs should therefore be professionals trained in dealing with issues related to stress and isolation; the main DC role is to bond with students and intervene as necessary.</td>
</tr>
<tr>
<td>2</td>
<td>Enable crisis intervention. Establish a formal process by which DCs can identify potential mental-health crises among Black students and follow through by interfacing with medical and mental-health</td>
<td>Partially implemented with the establishment of the CARE Team, <a href="http://studentlife.mit.edu/careteam">http://studentlife.mit.edu/careteam</a></td>
<td>Anticipating a crisis situation and intervening before a crisis occurs is especially needed during students’ freshman and sophomore years. Those who need to reach out may not do so if they are depressed or feel isolated. As a normal part of the semester, we suggest establishing meetings for all students with DCs. These meetings should take place at least once or twice a term. The student gets to meet with a person who is “on their side” and converse about grades or life at MIT without feeling the pressure associated with an Academic Advisor or department member. The more informal role allows DCs to do a well-being check of the student. If DCs recognize forms of mental illness or duress they can begin interfacing, proactively, with the mental-health department, the academic department</td>
</tr>
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</table>

**Mental Health**

Overall implementation score: 52%

Implementation score per item
Recommendation: 3  Expand advising. Increase advising efforts appropriate to the mental well-being of Black students.
Status: Implemented. Mental Health & Counseling has special groups for black students and other students of color, https://medical.mit.edu/services/mental-health-counseling/group-counseling. Women’s and Gender Studies has organized a group for black women http://news.mit.edu/2016/my-sisters-keeper-builds-community-for-black-women-students-1110, and the Office of Minority Education has established a group for men of color http://ome.mit.edu/programs-services/standard. Thus, both counseling and advising needs of black students are being addressed.

Additional info: Just as MIT has recognized the importance of identity markers like gender, and sexuality in counseling, the Institute must place greater emphasis on the specific advising needs of Black students in order to ensure both retention and mental well-being.

Recommendation: 4  Hire specialists. Hire Black counselors with expressed interest (and experience) in counseling specific issues related to URMs.
Status: Implemented with several new clinicians in Mental Health and Counseling, https://medical.mit.edu/services/mental-health-counseling#careProviders

Additional info: In order to address any mental-health issues found among Black students, MIT must assure that there are sufficient health professionals equipped with the cultural sensitivity required. Indeed there are many Black students with multiple URM identities—e.g., women, members of the LGBT community, the disabled—who especially need guidance. Specificity of treatment ultimately helps all students navigate issues within MIT and manage racial challenges they encounter outside of MIT (e.g., internships, grad school, jobs, etc.).

Recommendation: 5  Ongoing dialogue.
Status: Unclear how to measure this, but Mental Health and Counseling is exploring new ways to help faculty help students.
The recent mental-health crises among members of the MIT community make it imperative that the Institute integrate mental-health approaches in its endeavors. One of MIT’s constructive initiative of the past year was encouraging professors to check in with students, especially while the campus community was coping with deaths in the student population. BAMIT also looks to explore ways in which we can help Black students approach professors without shame or hesitation.

**Student Support and engagement**

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Implementing recommendations from the Report on the Initiative for Faculty Race and Diversity, developed by the committee led by Dr. Paula Hammond.</td>
<td>See Hammond Report tab. 0.29</td>
</tr>
<tr>
<td>2</td>
<td>Monitoring and addressing any procedural inequities in Black students being able to secure thesis advisors (especially in departments with straight and flexible options), UROP/IROP assignments and distinguished fellowships.</td>
<td>Not implemented. 0</td>
</tr>
<tr>
<td>3</td>
<td>Providing all students with a print or online catalog of all campus professors from underrepresented groups (not just those in students’ respective departments) at the beginning of each semester.</td>
<td>Not implemented. 0</td>
</tr>
<tr>
<td>4</td>
<td>Assure operating space. The Institute should assure the Black Students Union a regular (everyday) operating space.</td>
<td>Done. 1</td>
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**Additional info:**

URM-community-oriented spaces like the BSU Lounge, the Cheney Room, and the Rainbow Lounge deliver a clear message that the MIT campus welcomes and is home to diverse communities. For decades the BSU Lounge has sustained the campus life of Black students as a place to study, share meals, connect with peers, and hold meetings and events. In addition, having a regular place to congregate significantly eases the administrative burden on students to coordinate meeting space.
**Measuring Outcomes**

These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education.

These representatives must be tasked with leading the improvement of diversity and inclusion within the department.

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.

These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT's Initiative on Faculty Race and Diversity.

These representatives must work with respective Department Heads, ICEO, and the Human

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**Recommendation: 1**  
Granular data. Include metrics on recruitment, retention, graduation (MIT and departmental data) and other survey data by race (not just URMs as a whole).

**Status:** Largely done, see dashboards at http://diversity.mit.edu/data/

**Additional info:** BAMIT has additional interest in seeing the breakdown of these statistics by gender within the Black community. MIT should also monitor whether high achieving URMs (e.g., those with certain test scores) are applying and being admitted to MIT at higher or lower rates than their counterparts.

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**Recommendation: 2**  
Student surveys. Increase the frequency and depth of student surveys to understand how attitudes change for specific students over time.

**Status:** Not fully implemented. While surveys have added new questions and more in depth analysis has been done, not all questions are asked annually.

**Additional info:** This will allow more accurate pinpointing of issues that should be addressed by MIT leadership. As part of the dashboard (mentioned above), there should be a student assessment done on an annual basis (as opposed to the student survey that is only done once every 4 years, currently).

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**Recommendation: 3**  
Black-student surveys. Conduct a specific survey for Black students on a bi-annual basis to address any impediments to their success such as difficulty in finding or working with academic/thesis advisors, UROPs/IROPs and distinguished fellowships.

**Status:** Not implemented.

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**Recommendation: 4**  
Interest assessment. Review areas of academic and research interests and determine how those align with growing minority concerns.

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Updates and corrections to edbert@mit.edu
Status:  Not implemented.
Additional info:  The Institute can better allocate resources to heavily recruit within certain research areas, such that Black candidates will feel that the program will be more attractive over the long-term.

Recommendation:  5  Institutional models. Have MIT continue to participate in the “Leading for Change” consortium that addresses creating more inclusive universities.
Status:  ICEO has led continued participation, https://www.bridgew.edu/LeadingforChange
Additional info:  This leverages learnings from peer institutions that are making significant strides, not limited to the elites.
Awaiting more information
Recommendations of LBGTQ+ Students and Communities at MIT (2016)

Overall implementation score: 22%

Recommendation:  1  LBGTQ+ Inclusive Graduate Student Orientation
Status: Not implemented (there is a graduate student orientation, but it does not provide information about LBGTQ+ issues).
Additional info: We fully support the Black Graduate Student Association recommendation #4 - changes to grad orientations. We also recommend that there be more visibility of the LBGTQIA+ community during graduate student orientation events, programs, and presentations. Several students have commented on the lack of LBGTQ identities and experiences represented in their grad student orientation experience. Inclusion of LBGTQ related content in other diversity and inclusion efforts during Grad student orientations is advised. Furthermore, the intersections of student's identities should be highlighted at some point during grad student orientation.

Recommendation:  2  LBGTQ+ Inclusive Undergraduate Student Orientation
Status: Current entering student orientation does include a look at intersectionality as it relates to some of the frequently named characteristics such as ethnicity, culture, economic class, politics, religion, etc. However, owing largely to severe time limitations, there is no appreciable focus on intersectionality as it relates to the LBGTQ+ community.
Additional info: We fully support the Black Students' Union recommendation #3 and, similar to its graduate counterpart, strives to have more visibility of the LBGTQIA+ community during undergraduate orientation/international orientation events, programs, and presentations are recommended. Furthermore, the intersections of student's identities should be highlighted at some point during

Recommendation:  3  LBGTQ+ Inclusive Mental Health Resources
Status: Implemented.
We fully support BSU recommendation #1 and BGSA recommendation #5 - increased resources allocated for the hiring of multicultural competent mental health and student support services staff, inclusive of a racially diverse professional staff. In addition we recommend the inclusion of staff in Mental Health who have professional experience and expertise on issues of Gender Identity and Sexual Orientation. Student feedback highlights a recent Gender Fluidity Support group in Mental Health in which some time was spent teaching the practitioners about Gender Identity rather than fully receiving the benefits of the group therapy experience. Similar to the need for more practitioners with multicultural competencies, this experience highlights the need for more LBGTQ

Recommendation: 4  Resources for Queer and Trans Students of Color
Status: 0.25

Discussions are under way to develop strategies to begin to more fully address needs of Queer and Trans students of color, but these are in the embryonic phase and no timeline is articulated.

We highly recommend more human and financial resources and support services be provided to self-identified queer and trans students of color at MIT. A recent professional consultation indicates that MIT students from these populations are in need of more inclusive, better trained, and more supportive resources across MIT. Highlights from this report include statements that students are being called racial slurs by their professors without any bystander intervention, that "diversity work is not a hobby", that "MIT is not designed for people", that "there is a lack of moral/ethical impetus to care", and that "MIT has lost its humanity". We suggest the swift implementation of the report's recommendations: improvements to overall transparency, communication, strengthening student affairs, and developing a student-centered ethic of care felt throughout the student experience.

Recommendation: 5  LBGTQ+ Inclusive Sexual Violence and Sexual Misconduct Resources
Status: 0

Currently no targeted efforts have been outlined. National data indicate that bisexual and trans people of college age experience much higher rates of rape, physical violence, stalking, and intimate partner violence. Thus, it is recommended that all MIT services that handle issues of sexual violence and sexual misconduct have the proper resources, data, training and awareness to adequately assess and address these existing disparities for LBGTQ+ students and other high risk populations within the student body.

Updates and corrections to edbert@mit.edu
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<tbody>
<tr>
<td>6 LBGTQ Training for Faculty</td>
<td>Not implemented.</td>
<td>There is currently no ongoing, organized inclusion of any LBGTQ specific training or educational content for faculty and more importantly no sustainable resource for the provision of any diversity, inclusion, or social justice related training for faculty. There has been a demonstrated need for sensitivity training among faculty, housemasters, advisors, etc. around issues of sexuality, gender, and race. Thus, within the context of multicultural competency and social justice skill development for our faculty, we recommend LBGTQ inclusive sensitivity, awareness, and ally-ship trainings be funded, staffed, developed, organized, implemented, and repeated as needed.</td>
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<td>7 LBGTQ Training for Staff</td>
<td>While initial conversations with HR have been started on this front, there continues to be insufficient staffing to fully implement the demand for all in-person training requests or other strategic training. We recommend more staff be trained to support the needs of our LBGTQ communities, especially within HR and for a variety of offices that service students (eg. MIT Mental Health, Medical, Student Support Services, MIT Police, Ombuds Office, Card Office, DSL staff, Housemasters, Academic Administrators, Advisors, etc.) We recommend LBGTQ inclusive sensitivity, awareness, and ally-ship trainings be funded, staffed, developed, organized, implemented, and repeated as needed.</td>
<td></td>
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<tr>
<td>8 Infrastructure and Space: Intercultural Center</td>
<td>With the newly established intercultural center, the staff is better able to address some of the needs of underrepresented student groups, but current resources of budget and personnel remain inadequate for meeting the needs of the populations that have requested services.</td>
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</table>
We fully support the BSU recommendation #11 to have experienced diversity representatives available in every department. In addition, we recommend that the Rainbow Lounge move to a more centrally located space, housed with other cultural student spaces. Moving above ground, out of the basement would allow more students to feel welcomed and accepted by the Institute. We suggest the inclusion of the Black Students’ Union, Latino/a Cultural Center, additions of an Asian student space, Desi/Indian student space, a Middle Eastern student space, and Native American student space as well as intentional collaborations with the International Students Office, the Student Disability Services Office, and the Cheney Room. The center could also be closely tied to the course work of "Inclusion Studies" (BSU recommendation #2) and serve as a resource for social justice learning and initiatives for students both grad and undergrad across the institute. A newly renovated

**Recommendation:** 9  
*Financial Resources*  
Staffing and budgetary resources were increased from $20K to $30K in this area for the current year but are not yet sufficient to support the level of effectiveness aimed for ($80K annually to best support all student needs from these communities).

**Additional info:**  
We recommend increasing financial resources for LBGT@MIT. For the past 10 years this office has only received $20K annual GIB for all operations, support, and programs. This year the program has lost approximately $11K due to the aging of a major donor. The current financial needs of the office based on the needs of the LBGTQ community and the educational, training, and support needs of the Institute are closer to $80K annually.

**Recommendation:** 10  
*Gender Inclusive Restrooms*  
These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education.  
These representatives must be tasked with leading the improvement of diversity and inclusion within the department.  
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.  
These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT’s Initiative on Faculty Race and Diversity.  
These representatives must work with respective Department Heads, ICEO, and the Human Resources Department.
We recommend that gender inclusive restrooms be included on all MIT maps and the MIT app. Currently MIT does not have a strategy to ensure that renovation, reconstruction, and new construction includes Gender Inclusive Restroom spaces across the Institute. We recommend that a strategic and comprehensive plan be implemented. The MIT Media Lab and MIT Sloan currently have no Gender Inclusive Restroom spaces available for students.

Recommendation: 11  
**LBGTQ+ Specific Career Development Resources**

Early steps in the work on this recommendation have begun with group discussions involving MIT offices on what it means to identify as LGBTQ in a professional setting. We recommend that career services, other large career events and programs (career fairs, UPOP, MISTI, etc.) at MIT be more inclusive of LBGTQ identities and that professional and career advising for students be inclusive of LBGTQ specific considerations and information. In recognizing that career development happens throughout the institute, we suggest that all staff responsible for advising students on their careers have the proper training, experience, and expertise regarding issues related to the coming out process, LBGTQ related research for various career paths, LBGTQ specific resources of potential employers, and LBGTQ specific considerations working in other states and in other

Recommendation: 12  
**Resources and Support for International Travel for LBGTQ Students**

While some early conversations about travel resources are starting on this front, nothing has been set at the level of this recommendation. We recommend that all travel related services at MIT be inclusive of LBGTQ identities and that travel advising for students be inclusive of LBGTQ specific considerations and information. In recognizing that travel advising happens throughout the institute, we suggest that all staff responsible for advising students on their travel (eg. international student travel, study abroad programs, MIT’s Global Emergency Team, International Safety and Security of IS&T, and international travel for LBGTQ students through D-Lab, MITSI PSC programs, etc.) have the proper training, experience, and expertise regarding issues related to the coming out process, LBGTQ related safety issues in other states and other countries, and LBGTQ specific considerations and safety planning when traveling to

Recommendation: 13  
**LBGTQ Equity Issues for Employees**

Paid parental leave increased to 20 days effective July, 2018:  
http://hrweb.mit.edu/worklife/newparents/employees ; other changes not made.
Please note that LBGTQ Equity for MIT employees has a positive ripple effect for LBGTQ+ students, post docs, etc.

In keeping with our peers and best practice from industry, we recommend Gender Neutral Paid Parental/Family Leave be a minimum of 4 and ideally 6 weeks for full time staff. The current 5 days is not at all adequate.

Similar to disability status, we recommend that HR offer new employees the option to disclose basic demographic information with regard to sexual orientation and gender identity.

In keeping with our Nondiscrimination Policy we recommend that MIT Health Insurance offer equitable coverage for fertility benefits to LBGTQ identified employees as is offered to heterosexual employees (eg. costs of donor sperm and shipping, the ICSI procedure of IVF). For same-sex male couples we suggest the benefit of a stipend for surrogacy.

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<tr>
<td>14</td>
<td>Graduate LBGTQ+ Resources</td>
<td>Not implemented. There is a strong need for more LBGTQ related resources for the graduate student community. We recommend the provision of more resources (human and financial) to support the LBGTQ graduate student community.</td>
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<tr>
<td>15</td>
<td>LBGTQ-Friendly Faculty/Staff Directory</td>
<td>Not implemented. We recommend creating a directory of faculty and staff who are open to speaking about LBGTQ related issues and topics and who are comfortable serving as a resource for LBGTQ identified students.</td>
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<tr>
<td>16</td>
<td>Divestment from Prisons</td>
<td>Not implemented.</td>
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Additional info: Because prisons are a source of oppression for many different groups that are disproportionately incarcerated, MIT's investment in these institutes poses an issue. Similar to the University of California School System, we recommend that MIT divest from all prison related investments.

Recommendation: 17
Creating an LBGTQ-affirming Culture and Climate in West Campus and the FSILGs

Status:
Heads of House have met with members of Queer West, and have had conversations with Abigail Francis and La-Tarri Canty to talk about some of the issues implicated in this recommendation.

Additional info:
We recommend that Housemasters, Housing, and Res Life staff on the west side of campus as well as RAs and FSILG staff join with the student groups "Queer West" and "Affiliated" respectively to help build LBGTQIA+ community and to help ensure that a safe and supportive living environment is available for all students. We also recommend that the ASA recognize the "Affiliated" student group (on hold since Fall 2015) so that they may have more access to resources for this important work.

Recommendation: 18
LBGTQ+ and Social Justice Coursework

Status:
Not implemented.

Additional info:
We strongly support the BSU recommendation #2 - an "Inclusion Studies" GIR Requirement. We also recommend more MIT coursework focus on LBGTQIA+ issues as well as history and current events, and we suggest that faculty lines be added in WGS so that diversity, inclusion, identity, and social justice content are consistently being taught by those trained in that discipline.

Recommendation: 19
Data and Accountability Metrics

Status:
Work done to date on this recommendation is constituted in the work done in response to the BSU and BGSA recommendations cited above. Further detailing of data that focus on LGBTQ members/issues is not yet part of this work but needs urgent focus. This recommendation is considered the most important one of all, given its relevance and interdependence to most of the foregoing ones.
We fully support BSU recommendation #5, #7, #8, and #9 and BGSA recommendation #2 - the public release of data and accountability for departmental performance. In addition, we suggest the breakdown of recruitment, retention, matriculation, transfer of majors for students, and the hiring, firing, promotions, tenure, and attrition of employees based on ALL identity categories and intersectional identities included in the MIT non-discrimination policy. We recommend the disaggregation of the non-discrimination policy identities and intersections of those identities for the Community Attitudes on Sexual Assault, Mental Health, Enrolled Student Survey, Student Quality of Life, and Employee Quality of Life surveys. We also suggest a comprehensive climate survey be administered to access issues of harassment, micro/macro aggressions, and overall sense of welcome, inclusive of the aforementioned demographic breakdowns. We recommend that this data be shared with department heads and visiting committees (ex. Dashboard from ICEO report).
Recommendations (pp. 37-41)

Overall implementation score: 43%

Recommendation: 1.1 Require that students and departmental advisors meet at least twice per semester to promote the discussion of topics outside of academics.
Status: Not implemented.
Additional info: This will encourage professors to build relationships and check in with their students throughout the semester. Professors will also have more opportunities to point students to useful resources and to offer networking advice based on their advisees’ interests.

Recommendation: 1.2 Create an online platform for advisor evaluations, similar to the current course evaluations website, where students provide feedback on their advising experience.
Status: Not implemented for undergraduates. (Graduate students can now evaluate their RA or thesis advisor.
Additional info: Students writing an evaluation would choose whether to have their demographic information anonymous to both students and professors, or just professors. This will provide students with more information in choosing department advisors that are best suited for their needs. This program could be piloted in the Department of Electrical Engineering and Computer Science (EECS) using a similar platform to HKN’s undergraduate guide, or implemented institute-wide by the Dean for Undergraduate Education (DUE).

Recommendation: 1.3 Each department should have funds dedicated for social group events, such as dinners, between advisors and advisees. These events can help facilitate discussions between advisors and advisees.
Status: Some departments have these, many do not.
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<tr>
<td>1.4</td>
<td>0</td>
<td>Each department should have a Piazza forum, similar to the EECS academic advising Piazza page. Not implemented beyond EECS. Having a public forum would allow students to freely ask questions and read previous responses, while also taking some of the burden off from advisors, who often answer these questions individually. The EECS Piazza forum has already been popular amongst students, with over 500 posts.</td>
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| 2               | 0       | Offer workshops for students throughout the academic year that address differences in technical experience among incoming freshmen. Not implemented. Academics and Leadership: Section Three shows that many male students come to MIT with prior experience in programming, business, and building machines. This difference in prior experience can cause psychological barriers for students who have not seen this material when taking introductory classes, as the content is not new to many of their peers. To level the playing field, we recommend having short-term workshops available for all students throughout the academic year, especially during the fall semester. These workshops would take place over the course of several days, and would be aimed at introducing students to concepts many of their peers may have seen in high school. Potential topics could include “Fundamentals of Java,” “Western Blot Basics,” and “Introduction to SolidWorks.” The New Student Survey, administered to the incoming class every two years, could be used to gauge the backgrounds and needs of the student population. The MIT Division of Student Life, First-Year Experience (FYE) can oversee these workshops in collaboration with relevant student groups, such as MIT Design for America (DFA) and MITREs, with.
| 3               | 0.25    | Develop bias training for all faculty, administrators, and teaching assistants. The ICEO and others have offered such workshops, but very few faculty, administrators, or teaching assistants have participated. |

Updates and corrections to edbert@mit.edu
Additional info: As described in Environment: Section Four, students have heard insensitive remarks from community members who are expected to teach or guide them. These comments affect confidence and are not conducive to building positive relationships between students and educators. Furthermore, the existence of a similar recommendation proposed by the Black Students’ Union at MIT, “Online diversity training to be completed after an undergraduate student’s second year...”, supports the demand for bias training on campus.

The Institute Community and Equity Officer, in conjunction with the Teaching and Learning Lab, should develop online training programs for members of the MIT community to promote a culture of sensitivity regarding gender and diversity issues. Faculty, administrators, and teaching assistants should be familiarized with research findings on evaluation bias, work-life issues, and gender schemas. Upon being hired, they should be expected to attend trainings based on this literature and taught how to approach different sensitive situations. Faculty and administrators would also be expected to attend at least one diversity workshop each year. The purpose of these trainings would be to help educators identify and reduce systematic forms of discrimination at MIT. This program

Recommendation: 4 Offer interdisciplinary and flexible majors designed for students whose academic and career goals demand greater breadth.

Status: Several interdisciplinary majors have been added since 2015.

Additional info: Academics and Leadership: Section One, shows that there has been an increase in the number of women majoring in traditionally male-dominated fields upon the addition of flexible majors. Thus, we recommend creating interdisciplinary majors in every department designed for students who wish to develop a strong foundation in one area but to also have the ability to explore other disciplines. These should be structured similarly to 2-A or 8-Flexible so that students can choose to major in any course and concentrate in another. One possible future major includes the medical track in EECS, 6-Medical,

Recommendation: 5 Create a program to connect alumni and graduate students with undergraduates.

Status: Undergraduate women can connect with alumni via the Hub, https://alumniadvisors.mit.edu/.

Another program connected undergraduate and graduate women, graduate women via https://studentlife.mit.edu/impact-opportunities/diversity-inclusion/womenmit/events-programs/undergrad-grad-mentoring Current matching is focused on careers and entrepreneurship.
Many students benefit from having a mentor in their field, especially if the mentor is knowledgeable in the opportunities available at MIT. Although there exist a number of alumni-undergraduate mentorship programs, including the Institute Career Assistance Network and the Community Catalyst Leadership Program, many of these opportunities are not well-known among undergraduates at MIT. Additionally, when undergraduates contact graduate students, they are typically looking for research opportunities rather than mentorship opportunities. At focus groups many female students spoke about the need for more role models. Since structured programs are popular amongst females at MIT, as shown in Environment: Section Three, lowering the barrier to find mentors can help address the necessity for more role models for women.

The MIT Alumni Association should expand existing programs, and strengthen efforts to publicize these mentorship opportunities to both students and alumni. Many of the current programs focus on mentorship with regards to career. These programs should be developed to include guidance to undergraduates in leadership, wellness, or different academic fields. This program can be implemented through an online platform where alumni and graduate students can sign up and list areas of interest and expertise. such as “Negotiation.” “Stress Management.” “Product Design.” or

**Recommendation:** Offer more classes with a focus on health, education, and environment.

**Status:** During 2017-18, at least 13 undergraduate subjects were offered in health-related areas (including the new 20.213 Genome Stability & Engineering in the Context of Diseases, Drugs, and Public Health) , 5 in education (including the new CMS.595 Learning, Media and Technology), and 13 in environment (e.g. 2.982: Ecology and Sustainability of Coastal Ecosystems).

**Additional info:** It is important to offer classes that align with students’ interests. Females on average respect leaders in public service more than CEOs or entrepreneurs, as discussed in Academics and Leadership: Section Five. We therefore recommend offering more classes that focus on applications to healthcare, education, or other public service sectors. For example, D-Lab classes, which use engineering to tackle a broad range of global poverty issues, have been very successful at attracting female engineers.
These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education.

These representatives must be tasked with leading the improvement of diversity and inclusion within the department.

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.

These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT’s Initiative on Faculty Race and Diversity.

These representatives must work with respective Department Heads, ICEO, and the Human

Recommendation: 7
Create a program for students to get mentorship and funding to pursue entrepreneurial activities.

Status: Not implemented.

Additional info: Interest in starting businesses decreases from freshman to senior year, as shown in Confidence and Stress: Section Two. To help retain enthusiasm for entrepreneurship, UAAP should develop a program, modeled after the Undergraduate Research Opportunities Program, focused on encouraging students to work on an independent project. Students would contact a professor or graduate student to supervise them and be compensated hourly for their work. Since females are more likely to stress about their financial future and spend more hours working for pay, it is

Recommendation: 8
Provide more opportunities to lead class discussions in TEAL and CI-H classes.

Status: Not systematically implemented; some faculty discussions underway on how to enhance leadership development in these subjects.

Additional info: Academics and Leadership: Section Four describes how females feel less comfortable leading class discussions. By offering more opportunities for students to lead in the classroom, students would gain experience and confidence.

In order to promote a culture of engaged learning in MIT’s classrooms, students in TEAL and CI-H classes should be required to lead a discussion in at least one class over the course of a semester. In TEAL classes, this would involve the student leader presenting their group’s solution to the TA or professor. Similarly, in CI-H classes, the student leader would ask questions based on the class’s

Recommendation: 9
Showcase professors outside of their research.

Status: The Chancellor’s office, DSL, GSC, and other offices have done many such events in the last two years, for example http://news.mit.edu/2017/tea-with-teachers-students-interview-professors-1222

Updates and corrections to edbert@mit.edu
Additional info: Environment: Section Four highlights the disconnect between students and professors. Most students only see their professors in an academic context. To address this, we recommend that MIT Tech TV create an online platform that contains interviews of professors discussing their lives outside of academia, including their failures, hobbies, and experiences as students. This would allow professors to be more accessible and relatable. A different professor could be interviewed each month, and eventually students would be able to vote for which professor they would like to see be interviewed. To supplement the online interviews, The Tech, MIT’s student newspaper, can feature a Question and Answer column for professors to respond to questions submitted by students at MIT.

Recommendation: 10 Increase the number of questions in Institute surveys that focus on diversity and inclusion.
Status: Done. Several new questions were added to the 2017 Student Quality of Life Survey.

Additional info: This report encourages the MIT Office of Institutional Research and the MIT Office of the Registrar to conduct further analysis to confirm or rebuff our findings. These offices should include additional questions in their surveys regarding diversity and inclusion within living groups and classroom settings.

Recommendation: 11 Strengthen efforts to recruit and retain female faculty.
Status: In the absence of coordinated or systematic efforts, the only way to measure this is by recruitment outcomes. In AY2016 the number of female faculty dropped. In AY2017 it increased.
Environment: Section Four illustrates the effect of the lack of female faculty on the confidence of female students. To address this issue we encourage MIT department heads to continue strengthening efforts to hire more female faculty. This is the first recommendation in the 2011 Report on the Status of Women Faculty in the Schools of Science and Engineering at MIT, Recommendations to Ensure Equity section, as well as the first priority recommendation to promote equity in the 2015 report on Advancing a Respectful and Caring Community. It is clear that implementing this recommendation will have a far-reaching impact across MIT’s campus.
Recommendations from DUE (OME, UAAP/SDS)/DSL (OMP, LBGTQ)/ODGE staff (2016)

Overall implementation score: 43%

**Infrastructure and Resources**

<table>
<thead>
<tr>
<th>Recommendation:</th>
<th>Item</th>
<th>Description</th>
<th>Status</th>
<th>Implementation score per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>ai</td>
<td>Cultural/Community Spaces - We recommend improvement and/or additional space allocations for Cultural and community spaces for students at MIT. Current spaces are in need of better infrastructure and resources, i.e., space, staffing, and funding, e.g., BSU, Rainbow Lounge, Latino Cultural Center, Cheney Room, creation of an Asian Student Center and a new multicultural center,</td>
<td>Partially implemented with the new SPXCE Center and a renovated Rainbow Lounge.</td>
<td>0.25</td>
<td></td>
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<tr>
<td>aii</td>
<td>Residential Halls/Dorms - We recommend that Residence Life staff work with Facilities to ensure that buildings are properly maintained on a regular basis to avoid displacement of students and disrupting student communities, e.g., Chocolate City, Spanish House, etc.</td>
<td>The Division of Student Life has created an Undergraduate Housing Working Group to develop strategic approaches for successful renovations with care for affected student communities.</td>
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<tr>
<td>aiiia</td>
<td>MIT adopt an Institute-wide electronic accessibility policy so that individuals with disabilities can acquire the same information, engage in the same interactions, and enjoy the same services as non-disabled individuals, with substantially equivalent ease.</td>
<td>Not implemented.</td>
<td>0</td>
<td></td>
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<tr>
<td>aiiib</td>
<td>MIT commit to both the letter and the spirit of the Americans with Disabilities Act, particularly in the construction of student spaces, such as classrooms, dormitories, and gathering places.</td>
<td>Academic campus planning is committed to ADA compliance, including bringing spaces up to code in renovations, and allocating funds for additional changes for ADA compliance, as well as in all new construction.</td>
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<tr>
<td>aiv</td>
<td>Currently MIT does not have a strategy to ensure that renovation, reconstruction, and new construction includes Gender Inclusive Restroom spaces across the Institute. We recommend that a strategic and comprehensive plan be implemented.</td>
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An all-gender restroom pilot began on June 1, 2018, http://diversity.mit.edu/allgender-restrooms/. An assessment and planning process will build on this project.

Recommendation: b
We support BSU recommendation #11, i.e., the hiring of 20 new professionals with relevant expertise in every department, where departments decide the best way to incorporate initiative and efforts. Furthermore, we recommend that the Diversity Representatives work closely with the ICEO and meet on a regular basis to share best practices and challenges; this group may also serve as a support group.

Status: Not implemented.

Recommendation: ci
We support and offer additional suggestions for BSU recommendation #1 and BGSA recommendation #5 - Increase resources allocated for the hiring of multicultural competent, LBGTQ competent, and social justice competent mental health and student support services staff, inclusive of a racial diverse

Status: Substantially implemented. Mental Health and Counseling has added 4 staff since 2016 and emphasizes multicultural competency for all its staff. Additional staffing has been added to several other offices.

Recommendation: cii
We recommend increasing financial support for LBGT@MIT – for the past 10 years this office has only received $20K GIB for the year for all operations, support, and programs.

Status: Staffing and budgetary resources were increased from $20K to $30K in this area for the current year but are not yet sufficient to support the level of effectiveness aimed for ($80K annually to best support all student needs from these communities).

Recommendation: ciii
We recommend increasing financial support and staff, i.e., Assistant Director for OMP – currently receives no ongoing GIB funds and only one staff person.

Status: One FTE was added, but student needs still greatly exceed available funding requiring staff to raise most of the funds from other sources.

Recommendation: civ
We recommend increasing the number of students who participate in programs like Interphase EDGE, OEOP/MITES, ODGE Diversity Initiatives as well as increasing collaborations and support for marginalized/minority Graduate Students.

Status: Partially implemented through UCEM for graduate students. Future expansions of Interphase EDGE and MITES are under consideration, subject to fundraising success.

Updates and corrections to edbert@mit.edu
Recommendation: cv
We recommend providing additional financial support to administrative offices charged with implementing any new activities and initiatives resulting from the BSU and BGSA recommendations (and those included in this document).

Status: Not implemented.

Recommendation: d
We support and offer additional suggestions for BGSA recommendation #1 - 5 and 10 year strategic plan for diversity efforts at MIT, widen identities beyond URM to match ND policy identity categories.

Status: Not implemented.

Additional info:
- a. Endowed funds to support these resources, including a connection to the Capital Campaign.
- b. Increased faculty hiring and retention for marginalized/minority identity groups.
- c. Expand MLK Visiting Scholars to all departments and with more visibility.
  
  These representatives must have experience with and educational background specifically in diversity and URM recruitment and retention in higher education.

  These representatives must be tasked with leading the improvement of diversity and inclusion within the department.

  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.

  These representatives must employ the tactics outlined in the 2010 Report on the Initiative for Faculty Race and Diversity by Professor Paula Hammond, the former chair of MIT’s Initiative on Faculty Race and Diversity.

  These representatives must work with respective Department Heads, ICEO, and the Human

Recommendation: e
We recommend expanding the staff of the Institute Community and Equity Office. The ICEO needs a strong team in order to better address the needs and concerns of faculty, staff, and students across

Status: Not implemented.

Recommendation: f
We strongly support BSU recommendation #2 – “Inclusion Studies” GIR Requirement; and additionally, we recommend Faculty lines be added in WGS so that diversity, inclusion identity, and social justice content are consistently being taught by those trained in that discipline.

Status: Not implemented.

Recommendation: g
We support BGSA recommendation #7 and believe that it is also appropriate for undergrads.

Status: Not implemented.

Updates and corrections to edbert@mit.edu
Recommendation:  h  We support BSU recommendation #6 – paying particular attention to the needs of students in mid-range socioeconomic status categories.

Recommendation:  i  We support and offer additional suggestions for BSU recommendation #10 – this should be tied to strategic plans and accountability measures.
Status:  Partially implemented: departmental statements done, but no strategic plans or accountability measures.

Addressing Climate

Recommendation:  a  We support and offer additional suggestions for BGSA recommendation #6 – we recommend a Bias Reporting Team be created to address bias incidents; this team would have the capacity to track and address incidents of Bias. This also supports BGSA recommendation #6 and the ICEO’s recommendation for Institute-wide Implicit Bias Trainings (ICEO E5).
Status:  Implemented: http://t9br.mit.edu/

Recommendation:  b  We support BSU recommendation #3 and BGSA recommendation #4 – changes to grad and undergrad Orientations.
Status:  Implemented.

Recommendation:  c  We support and offer additional suggestions for BSU recommendation #4 and BGSA recommendation #3 – Online diversity training for students, inclusive of staff, faculty, postdocs, corporation, etc. Especially those working most closely with students, i.e., advisors, GRTs, undergrad administrators, UROP administrators, DSL staff, housemasters, orientation leaders, MIT police, MIT Medical/Mental Health, Student Support Services, etc.
Status:  Partially implemented through online Title IX training (Haven).
Recommendation: d

We support and offer additional suggestions for BSU recommendation #5, 7, 8, and 9 and BGSA recommendation #2 – Public release of data and accountability for departmental performance re: matriculation – based on ALL identity categories and intersectional identities included in our non-discrimination policy we suggest breakdowns of recruitment, retention, matriculation, transfer of majors for students, and hiring, firing, promotions, tenure, and attrition of employees. Additional disaggregation of ND policy identities and intersections for CASA, Mental Health, Enrolled Student Survey, Student QOL, and Employee QOL surveys. – All to be shared with department heads and visiting committees. (Ex. Dashboard from ICEO report).

Status: Partially implemented with public Diversity and Climate Dashboards and other information at http://diversity.mit.edu/data 0.5

Recommendation: e

We recommend that diversity/inclusion efforts and outcomes be assessed annually by department heads and during visiting committees.

Status: Many, but not all, visiting committees address climate and/or diversity. There is no annual assessment by department heads. 0.5

Recommendation: f

We recommend that MIT conduct a comprehensive Campus-wide Climate Assessment – rigorous quantitative and qualitative data.

Status: Quantitative analysis has been performed via Climate Dashboard. Qualitative data collection is in process. 0.5

Recommendation: g

We recommend that MIT research, assess, and align with best practices of peer institutions as appropriate.

Status: Several processes do this: Corporation Visiting Committees; participation in Ivy Plus groups and the Leading for Change Consortium. However, efforts are not systematic nor focused on the climate for inclusion. 0.5