

## Diversity Leadership Congress Proceedings

The small group discussions at the Diversity Leadership Congress, and concurrent campus discussions, yielded over 1000 comments on current or future diversity and inclusion practices. Comments range from specific programmatic or policy suggestions to general reflections. All comments have been transcribed and organized into five broad categories to allow the community to review the Congress' raw data. These proceedings will serve as the starting point for working groups established for each category.

The five broad categories are:

**Recruitment-** Influenced by one panelist's observation that a hiring "search" process is often really a "sort" process, this category includes current and recommended practices for raising MIT's profile as an employer of choice, building community relationships, reexamining selection criteria, and creating relationships with a broader group of academic institutions.

**Retention-** A major theme of this category is a broad definition of mentoring. From freshmen advising, to mentoring junior faculty, to staff development and succession planning, examples exist of successful mentoring. The challenge is how to make appropriate mentoring opportunities available to all members of the community. Other themes include orientation, networking and talent management.

**Climate-** While retention focuses on individuals, climate is about community. Many of these ideas relate to creating mechanisms for people to come together to talk about similarities (affinity groups) or differences (dialogue sessions), or to learn about each other's cultures (multicultural events.) Climate also includes how we use programs such as Rewards and Recognition, and diversity training to reinforce appropriate community standards.

**Communications-** Many of these ideas concern clarifying our diversity message. There are questions about: What is our vision and /or goal? How might we reflect diversity in our mission statement? What are the "business cases" across constituencies? How do we build diversity messages into everything we communicate?

**Accountability-** While there is widespread agreement that change does not occur top-down at MIT, there is considerable interest in finding appropriate mechanisms for shared accountability. Ideas include the setting of local goals, incorporating diversity and inclusion goals in all manner of performance reviews, publishing relevant metrics, and having regular events to report on and discuss progress.

## Recruitment

### K-12 Outreach

Outreach at Lincoln Labs – they have a Science Saturday for elementary school children and their families. In a few years it has grown to full capacity. The Lab provides the funding and staff for the program.

MIT should expand work in the local high-schools

We need to work within the elementary schools

Pipeline filling in Asystem. Need to move further down chain to high schools, mentoring, etc...Next generation of employees will expect coaching (like Little League!).

Community outreach, take advantage of location, educational hub

Underneath doing a better job hiring diverse faculty is doing a better job attracting diverse graduate students. Underneath doing a better job with graduate students is doing a better job attracting diverse undergraduates. But the problem is the two-year requirement of science in high school. We must improve nationally high school science education.

Use of local teen programs, which has worked out well. (Possible staff pipeline)

We should work with local community youth groups to build a staff pipeline as well. It would be best if it was coordinated and encouraged centrally.

Curriculum development support for K-12

Need better publicity/access to information about resources & programs that already exist – for local youth, for potential employees

We have one program that does well for high school students at MIT – it's existing students

School of Engineering outreach to its students in Boston area to build pipeline; undergrad admissions partners help bring in; need mentorship to move them along.

We need a pipeline into the high schools and more summer programs to help build this.

Consider a program like Project Step in Boston: encourages young kids with classical music; needs to be community effort at young age (MITES program: 40-60% end up at MIT)

In my dept. we have a program to encourage young women who have strong skills but serious hesitation re: engineering – only 40 high schoolers – not such a big number.

Minority summer program...lots of centers at MIT...as Institute policy, each center is expected to have these programs...follow the models of others

Front page of Globe...how poorly Boston secondary schools are doing. Many aren't graduating from college. Does MIT have special relationships with the Boston public schools? We should. Shame on us if we don't. Something we can do better at...can expand the pipeline; partner with K-12 plus other colleges.

Another opportunity to do the outreach is using our students. Current students are interested in making a difference in the world. MISTI...Two students came to professor to ask for money to go to Mexico...what struck me...why aren't they going to Kansas City? Can we harness energy to do outreach within the US? Let's get serious support from Intel, Merck, etc. so students can go out to

We already have the model: Urban Studies and Planning has project in Lawrence...let's scale this experience...we have it. Another program is written by one individual...busing kids in (\$40k donor).

Are there things like the robotics course that we can do...something cool in genomics, package it out and send it out to schools to get them excited...not relying on us to do it but giving it to high school teachers?

Get labs out to the students...

Science on Sat. program...so successful it's now morning and afternoon sessions at LL; using staff

Need strategic partnerships with high schools to prepare more students to reach an MIT level.

Programs for girls, fellowships for young people interested in engineering

Pipeline programs like SEED and MITES have been very successful and we should look at expanding these and other programs that link to the minority communities, many other schools at MIT would benefit from feeder programs like these.

## Recruitment

More recruitment should be done at the local high schools through the guidance offices. CMSE has a 2-week long summer program that gives high school students an opportunity to get to know MIT – can this be expanded?

Communicate opportunities (such as DUE's Minority recruitment program) more widely.

Within each School and/or Department, appoint a K-12 liaison officer to work with Primary and Secondary Schools nation-wide, on programs exposing kids to the activities of our disciplines –perhaps targeting lower-income Schools?

Biology has had more success than any other science department; kids want the doctors; have a bigger problem in other areas of engineering and science from all faculty & students with diversity & Don't dwell with elite institutions...Winsor school...half of class goes to top schools, MIT only gets one or two...don't want to come to MIT...we've done poorly

Did an assembly on nanotechnology for 8th to 12th graders. Identifying a few schools and communicating with the science and math teachers.

Breary School – none was applying for MIT. Created a robotics course which spurred interest in MIT. Stuff can move the needle

Coming here as a foreigner...everyone notes poor quality of math education at the grade school level...is this a factor in pipeline dev?

Certain schools send a lot of kids to MIT – Lexington HS quality of education is so different from Cambridge Rindge and Latin – a natural place for MIT to work with.

Boston Latin...folks go to Ivies, not MIT

Good will factor alone is valuable; because we've been an elitist institution. It's been easy for us to just let the applications roll in...we don't think about doing outreach like to a large school in Phoenix with a large Hispanic community/Atlanta, etc.

We're all invited to give talks...when you go out to Emory, pay for the extra night and spend time at a local school who are working with minority kids. Seems to me if MIT picked up the policy...tried this but wasn't very successful (AO arranged it). Not successful since it's hard to organize on the other end. Low cost, high impact

Targeting schools to form partnerships...Sloan doing outreach to Wellesley...setting up

Do we think of OCW as that type of scalable benefit? Perhaps more videography directed to subset of faculty who might be iconic to people...

In Mechanical Engineering- Women's Technology program for high school juniors has about 25 students come to ME and about 45 to EECS. Most will apply to MIT.

SEED Academy - brings in minority students for summers and weekends

Summer programs and internships for URM's (but we need to issue the invitations sooner – by the time they were sent in April, many of the good students had already been recruited by other universities.)

## Community and Professional Organization Outreach

Conduct a survey. Is MIT seen as an employer of choice?

What are under-representative groups saying about us as an employer?

What do people think about our pay structure? Are we competing with corporate America? Are people leaving because of money? Analyze Exit Interview data.

Pipeline grows by MIT showing what can be done...we need to communicate better about our programs that are working...export it

Noted that historically Boston is not a welcoming city for black ee's, which is part of the challenge

Noted that "Commonwealth Compact" is an organization working to address this

Service staff are diverse but in spots around campus. How can we tap into this resource? Mexican American and Latinos have told their family and friends, which brings in a diversity of new staff.

Added benefit: students appreciate staff who can speak their native language

Going out to where the applicants are

## Recruitment

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| These conferences had minimal cost but have resulted in a new set of applicants that previously may have not considered MIT.  |
| Influence the prospective candidate pool before they need to apply.   |
| MIT should use its bully pulpit power in professional societies to make sure at professional society events there are sessions and outreach to attract minorities.  |
| Departments should be represented at national diversity conferences (SACNAS in any field of science, or in my area, NSBP/NSHP black and Hispanic physics)   |
| We spent a lot of time on pipeline, but anything we can do to become more proactive re: pipeline and relationships...partnering with others so we don't have to do it by ourselves.   |
| We must look harder and cast a wider net in recruiting  |
| HST: need to break out the old boy network, i.e. men often know only men  |
| MIT not looking broadly outside the usual channels or using nationally organized professional networks sufficiently   |
| Advertise   |
| Do a better job at presenting MIT to outsiders  |
| A consolidated presence at professional societies and conferences, such as NSBE.  |
| Work with City and State for resources.   |
| "Held a 2-day conference jointly with Harvard to attract minorities Librarians by contacting minority programs at various Universities"   |
| Hosted a group of 30 Librarians for a 2 day program on education and research in libraries – one mentor to tow attendees to partner and learn from; tapped into students of color and research librarians; did to address pipeline problem. 2-3 people have applied for jobs since the program, due to developed relationships. |
| Attending various job fairs, trying to sell MIT   |
| Continue reaching out to Diversity Organizations in area (Partnership, campus resources)  |
| Internship/ Co-op programs with local universities to help increase the community's exposure to MIT?  |
| People think you have t have strong technical skills (engineers) to hold jobs here – missing out based on this reputation   |
| Host activities where minorities can be brought to the campus and learn first hand that you don't have to have a MIT degree to work here  |
| Opening up training classes to people outside of MIT as part of professional development / attracting different types of people to MIT  |
| Leadership should tap into Professional and Diversity Organizations such as: Black MBA, Hispanic Organizations, to help provide pipeline for future.  |
| Partner with Harvard and other Universities in the area to reach out to the community.  |
| Better community outreach (particularly in Cambridge) – establishing the pipeline   |
| Use intellectual capital to start building the pipeline in own communities  |
| Bring potential future (Librarians) hires from URMs to campus to introduce them to MIT, and interest them in applying when a job becomes available.   |
| Tap into diversity infrastructures within different professions—e.g. libraries hosted recipients of ACA Sprectrum Scholarships to bring people of color to MIT libraries. Are there similar programs for Lawyers, Nurses, Academics, etc.?  |
| Create an "internship" program to attract a larger applicant pool and expose talented members of the local community to the notion of MIT as a viable work environment.   |
| Help us find and grow people at MIT by providing some people with some basic MIT skills. (e.g. through an internship or co-op program with local schools)   |
| Create a pool of applicants, preferably minority, available to interview for open positions.  |
| Work with a minority-recruiting agency to help MIT diversify.   |
| Develop a list of professional organizations for contact and recruiting purposes and post on MIT  |
| We need to use periodicals that are targeted to specific groups.  |
| When you're at conferences take time to develop a talent pipeline that focuses on diverse candidates.   |
| Recruiting to the Boston area is hard as it is an expensive city to live in   |

## Recruitment

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| Seems as though we have to go outside to find diverse candidates   |
| Suggested that we do internships for diverse candidates to build candidate pipeline  |
| Year Up was suggested as an organization to get further involved (has been successful in IS&T)   |
| The Libraries have a program to bring under-represented minorities to MIT. They find that many URMs would prefer to work at city libraries over universities libraries.  |
| The group discussed the possibility of an administrative fellows program similar to a program that exists (or existed) at Harvard University. They also mentioned partnering with other local universities in the area.  |
| Create marketing material and communicate a compelling story of why MIT is a top-notch, diverse and inclusive place to work  |
| Fund networking and outreach events. One-to-one recruiting and networking seems to work, whereas advertising seems to be largely ineffective. Everyone on campus should recruit tenaciously hard from different sources! (Referral bonus program, etc.)  |
| We're located in a very diverse community/area (Cambridge/Somerville/Boston) so we should reach out to that community more – it's right there in front and around us!  |
| Consider recruiting from military vets and military groups.  |
| Because we are perceived as a technically oriented organization, we miss some candidates who self-select out. We need to do more outreach to dispel this.  |
| In Urban Studies and Planning-Faculty has been pro-active. They are charged with nominating MLK visiting faculty and we have hired two people from that.   |
| Promoted a culture where diverse corners of the department can say, "I met so and so at a conference, can we invite them to MIT?"  |
| Fixed salaries outright, started recruiting at 15 new universities, including Wellesley, that are more diverse; got good women physics & math graduates, established fellowships   |
| Mathematics: Women in Math Day   |
| If MIT were to identify some geographical locations across the country... Start opening pipeline.  |
| Scaling pipeline is a challenge. ...maybe we should be partnering with other schools   |
| Institutional sharing would be a real help; level of faculty recruiting – contact your colleagues, who's coming up? Who have you seen that is worth looking at?  |
| Faculty keep in touch with graduates who go into industry or academia  |
| Biology department - Has improved for hosting graduate students from other institutions, mostly under-represented minorities, including for research and mini courses.   |
| Biology department - A staff person in the education office goes to other universities for recruitment and she often brings minority students.   |
| In Urban Studies and Planning-The graduate student recruitment committee is made up of faculty and students. They hold a series of open houses on campus and in other cities. They are held in places conducive to attract diverse audiences. We work with alumni/ae of color in local places and they are asked to bring prospective students with them to open houses. |
| In Urban Studies and Planning - Every person who has written a letter of recommendation for a successful student of color is contacted and asked, "Who do you have now?"   |
| Makes connections with faculty you can call and ask for students who would be appropriate; takes a couple of years to build relationships; no point visiting a school and then not keeping up with faculty   |
| - Email is not enough, phone call not enough; need to provide multiple contacts to convince students to come and faculty to recommend them   |
| - It's not often that women and minorities feel that MIT is the best place to be; sometimes a phone call helps   |
| - Combination of money and personal interview can make the difference  |
| Recruits from more than HBCUs; looks at large state schools: Florida, Texas (African American students' parents want them to go to medical school, not Ph.D. programs)   |
| Track the pipeline, network, go to conferences   |
| Offers sessions on how to get into grad school, process for intellectual property  |
| DMSE calls African American students before accepting them to summer program to see how they felt.   |
| Now when they go back to their own schools, they talk up MIT.  |

## Recruitment

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| Broaden MRSP summer research program to meet all department needs.   |
| Advertise for graduate applicants in places where it would increase applicants from certain populations. For ME, for example, advertise at Smith College, at Wellesley, at Dartmouth, Harvard, and Yale, which all have engineering programs and diverse student bodies. Gbeyond advertising as well and let them know they are welcome.   |
| MIT's relationship and alliances with HBCUs (Historically Black Colleges and Universities) is episodic. Need to establish relationships with faculty at these schools or invite students to come to MIT for the summer.  |
| Georgia Tech has actually partnered with HBCUs and has a formal pipeline.  |
| Share names and information with other departments when a student is interested; faculty contact in each department  |
| Recruit from one's own pipeline: we rarely admit to graduate school our own undergraduates, but we make it easier for underrepresented group members. We also have recruited twwomen to our faculty from our prize postdoctoral program.   |
| MIT should explore starting a similar program tthe Meyerhoff Graduate Fellows Program at UMBC. UMBC offers merit based aid. MIT does not do so currently. Also, UMBC offers "in your face", proactive mentoring. (e.g. You can't go partying two nights a week and do well.) They set extremely high expectations asking, "What is your career path?" not "How are you going to get your MS?" They get students in the labs ASAP. Similar to our UROP. Maybe we can partner with industry to fund a program like this.   |
| UMBC steers their students away from MIT. Is this true? Why? Someone needs to go there and have a dialog with UMBC about their perceptions of MIT.   |
| Create a pipeline with historically black colleges like Hampden, as the Physics Department has, to bring here for summer lab work promising sophomores and juniors are thinking about graduate school. (Pipeline established via personal connections.) These students have done very well here, and then returned for another summer through MSRP. Make clear to faculty the real incentives to bring such students in for a summer: seeing them in action in your lab, you get incredible information about the students, AND the students are much more likely to come to MIT. MIT could offer specific funding for this kind of thing, so there's even more incentive. |
| Create a roundtable for admissions professionals at the graduate level, to discuss best practices in recruitment and building a pipeline.  |
| Go after URMs in non-top-tier universities -- why compete with top tier schools if there are so many other great students available?   |
| Departments need outreach coordinators tarrange meetings with URM candidates and to do other nuts and bolts – this will allow faculty to focus on interactions with students. Without administrative help, this would be difficult at best. Can be one per department/school or for a group of departments.  |
| In Urban Studies and Planning- In April, events by the Students of Color Committee, include MyTown tours of Dorchester and Roxbury. Yield on admission is 80-90 percent for students of color.   |
| Developed a committee for minority student recommendations. Sent students and reps to LA / NY/ FL to involve the students and faculty in decision making   |
| Investigate Posse Foundation   |
| We need to touch base w/ people wh run SACNES, SHPE, etc. They are mentors t top students but they won't send them to MIT unless they know they will be supported to do well.  |

## Recruitment

Biology Department has advantages that don't exist elsewhere, especially funding. In recruiting grad students, they have moved from admissions committees to search committees (identifying students), and actively searching to change prospective URM grad students' view of MIT. They work hard at the undergrad level to develop a pipeline for grad students. Success includes HHMI(?) grant that allows them to bring in URM students in the summer to research and get a sense of MIT. Participate in ABRCMS recruiting conference – makes students aware of our programs, that we want them, and can offer a welcoming, supportive environment. This is specific to Biology/Bio-Eng field, but there should be other similar programs in other fields and a strong MIT faculty presence at them. Some difficulty getting faculty participation – try to lead by example (some faculty participate and then report back the value to encourage others to go). Programs like this won't work without department commitment – that it's important to search to meet the stated goals for diversity.

## Policies and Procedures and Other Resources

Re-Examine Policies with diversity and inclusion in mind

In absence of growing new programs, strengthen existing ones through stronger collaboration.

Get involved in the Boston Consortium or create a diversity consortium to deal with all things diversity.

Provide the support to achieve positive outcome—may require different packages for different

DUE's minority recruitment program intended for advancing career opportunities for minorities.

Accountability from HR and search organizations to validate diversity of the pool.

Identify existing monies as specifically for “cherry picked” URM/Women students, to be used for Undergrad Merit scholarships, Graduate Ph.D. students, and post-docs. Create publicity for MIT as a welcoming place.

Question assumptions made in search processes

We must question and resist our own expectations of others, and work to have comparable standards for all individuals regardless of race, cultural background or gender, so that we can overcome our own prejudice

Creating a diverse environment is important to bring in more diverse candidates at all levels. It's important for any diverse candidates considering coming to/joining MIT to see diversity. Consider hiring multiples into departments that may not appear welcoming to diversity candidates.

Search with an insistence on diversity.

Need to make sure all searches have at least one minority candidate

Interview all minority candidates, i.e. resumes do not always tell the whole story

Could we add something to process/steps to strengthen fairness in searches? Add accountability?

Previous accomplishment isn't the only consideration.

Must understand demographic changes better – who are our 'clients'.

Be willing to fail (the rate of hiring results in people who may not work)

Outreach candidate pool—search NOT sort.

Patience and time to create the pool.

Training for the search.

We currently have a leaky diversity pipeline from undergrads to grad students to faculty. A talent retention study about the reasons (including economic reasons) people leave could give us some traction. This should be done based on specific disciplines.

Develop a core group of “recruiters” (from across all areas of MIT) to encourage and engage diverse candidates to MIT – be “ambassadors”.

Provide sample of buddy programs for DLCs.

Events and training to discuss best recruiting practices. HR hosts forum that is across the institute.

Hire recruits to support recruitment efforts (\$\$\$).

Building relationships with diversity recruitment resources.

## Recruitment

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| At one organization where a participant worked, there was an overhead account that allowed them to not miss out on any hiring opportunity. They could hire into a central pool with the expectation that the applicant would be trained and placed in a lab/department. (Allows mentoring and support for the diversity candidates at the same time proving their value to skeptical labs or departments.) |
| NIH training grants have diversity requirements that push departments to measure up. When departments have fallen out of compliance and lost funding, they fixed what was wrong. (The knowledge on how to recruit diversity candidates exists.)  |
| Lincoln Labs (LL) has broadened their definition of diversity to include age. With all the talk about the lack of talent in schools, this gives them an opportunity to look elsewhere. They find that recruiting from the military has been successful for them. (Don't just look at the younger generation and schools to recruit – go broader.)  |
| "We hire through a temp agency to start to get people up speed, in hopes that they can advance"  |
| "We interview minorities, even if they aren't 100% qualified for the position. It gives the individual a chance to see what MIT is like and we may be able to refer them to others at the institute if they don't quite fit our position requirements"   |
| Need a better pipeline to get more URM[under-represented minority] support staff at ?. Talented women and URM for vacancies. There is a need for funding for a position to fund this process.  |
| Working with temp agencies that represent women and minorities   |
| In serious search process for Administrative Staff, the Librarians require that any local applicants who can be identified as minority candidates and who meet the minimum requirements for the job must be brought in for an interview.   |
| Seeking out diverse and under-represented individuals to hire for open positions   |
| Trying to go outside the current pipeline  |
| HR could offer more resources in hiring to help avoid the culture of "what's comfortable" and help ensure the extra steps are taken to bring in a good pool of candidates. Consideration should be given to reevaluating hiring criteria to help us figure out how to go outside our parameters.   |
| Do Relationship-based Recruitment. Build your pool of candidates and stay engaged with them until a position opens up.   |
| Build A Pipeline   |
| Call other DLCs and ask: Who do you have who is a female faculty/student? Who has potential?   |
| Build pool and hire diverse candidates when you have vs. need them! Invest since ROI is huge and builds a larger network.  |
| Frustration occurs in areas with little turnover. May have found someone, but few opportunities to place them. Share candidates across administrative staff if you can't hire them; give your candidate to someone else; avoid silo mentality.   |
| Celebrate Hiring Successes   |
| When the process goes right, celebrate with all involved   |
| Track successes (and improvement areas). How are we successful in some areas but not others (i.e., African Americans)? Do we have a critical mass (i.e., African American hiring managers)? Is there bias in hiring?   |
| Beware not to fall into "tokenism"   |
| As an administrator, look outside of the general area when looking for applicants  |
| As an administrator look at both the strategic and tactical views  |
| Look at nontraditional methods of posting positions; look other than standard places   |
| Reach out and talk to people, develop relationships, create allies; diverse staff can help recruit diverse students and staff  |
| Think about diversity from a broader sense (i.e. people with disabilities)   |
| Develop a practice of "sharing" (an applicant may not fit in one area, but would be great in another)  |
| Leaders should each hire more interns and include diverse candidates   |
| Leaders should interview diverse candidates and provide candidates with access to senior officers  |

## Recruitment

Identify easy ports that make it easier to get people in so that the pipeline is already there. More entry-level position identified in different areas As places that employees could gain easy entry and then be mentored to grow.

Bring us already identified strong candidates for openings, especially for support staff jobs.

Provide financial support to recruit and retain URM.

We need better job descriptions, with more realistic educational backgrounds- current jobs require too much education for the job.

Adapt SAP so if you want to hire and go to the website to start the process, you'd get recruitment info for that particular job

One on one recruitment works- hire when you meet a sensational one, not when you have an opening

Should ensure that titles are clearer to the outside community, i.e. administrative officer sounds

When you hire quickly, it difficult to factor in diversity. We should be proactive in establishing networks and to pre-identify candidates. Must have a plan.

Job search—insist on diversity VIGILANCE.

ID specific points where a “change of voice” could be meaningful.

“Hear the story differently”

Let go of the shields—what someone should bring so you can value what they do.

Filling new positions in program that is pretty diverse --> share the practice that's working.

HR: train and develop the people we have at MIT. Need a fair process for hiring. (Example given: minority employee had performed job for 8 years but was considered unqualified when position opened up. Inappropriate/discriminatory interview questions were asked.

Being able to compete with salaries and other benefits

“Additional funds for salaries when needed – there is strong competition for senior level people, sit costs more to attract those people”

“If I had the time to bring in some with a more diverse background and get them up to speed, I could do it, but this takes time and money”

“Can we start recruiting and grooming people (e.g. a pool of temps and floaters) who can begin up get up to speed on MIT policies and systems? This will do two things:1. Allows us to fill the gap while we take the time needed to do a more diverse search, and 2. Allows us the potential to recruit from the temp pool.

Provide budget/headcount to managers to hire when they find diverse talent, vs. just when they have slots open. How aggressive are we willing to be to fill positions with under-represented candidates?

We always hear: “The faculty pool is so small. We can't find anyone.”

Offer competitive salaries and benefits. Good people are often lured away by industry and money.

Benchmark comp structure and ensure MIT is competitive.

Hiring policy: sponsorship of foreigners still not allowed

We need ways to identify diverse candidate pools and to provide us with these pools.

Can Institute provide resources/staffing to establish diverse pipelines?

a better way to fill out the affirmative action form for hiring

a more robust set of resources, techniques, data for recruiting and hiring under-represented individuals so people can tap into them to find what they're looking for or advertise positions

Steve Lerman has some funds to do this – this isn't broadly known –

It should be an Institute priority tfind funding for departments and the Institute for more effective recruiting at the graduate student level, ie the Ford Foundation Program.

Find allies who are willing to speak out on behalf of women and minorities during the admissions process.

## Faculty Recruitment

## Recruitment

A key factor in undergraduate admissions is the quality of “promise”. There is a different approach for graduates and faculty – ie, “What have you done, with less focus on what can you do?” Junot Diaz is an excellent example of a faculty-hire based on the promise of his capabilities. The period of evaluation (tenure clock) is foreshortened – there is an urgency of process that does not allow for growth and exploration. It is short race, making it hard to achieve “promise”.

In Mechanical Engineering- At faculty level a lot has been done in terms of having faculty search broadly and try to understand and educate people how to search ... not sort. Had a consultant work with faculty searches.

In Mechanical Engineering- Had department-level faculty hiring committee that all searches had to go through.

In School of Engineering search committees had a requirement to have members representing a minority. Now chairs of departments sit on diversity committee and share best practices.

School of Engineering explicitly left aside faculty slots to provide openings for targeted opportunities.

One department head in the School of Engineering charged search committees with giving him a short list of three and give him the power to choose.

At MIT the undergrads are 46-48 percent women, In ME, undergrads are 37 percent women. In the ME master's it's 25-30 percent women. In the PhD program it's 10-15 percent. If they decide to stay for the PhD, more of those women go for faculty positions. They make their choice earlier in their graduate career to stick it out through PhD and become faculty.

Not just putting up a poster; get people out working with professors to become more aware of LL

Faculty search process is a sort process.

Faculty searches overly rely on a small number of universities to find potential candidates. We know we can always go to Caltech and hire the best person. It is a safe choice.

The School search committee meets with every Departmental search committee and Dean Fitzgerald attends all meetings. The school is very open to considering a wide range of factors.

Recently, my section created a Diversity committee in charge of researching hiring possibilities at the entry and senior faculty levels, and also possible MLK visitors in our discipline. The idea is to go beyond the normal search process to develop and maintain a list of potential candidates.

Many aspects of search for under-represented minorities were discussed, particularly the failures.

Working to increase the numbers of women and minority faculty, mentoring at the student postdoctoral level to increase the pool

Engage Deans to do thorough “search” for faculty so that searches are not waived and not so dependent upon “networking”

Transparent Faculty Searches

Who was the top candidate?

Who declined, and why?

Google them; investigate – what are they doing now?

Share information with search committee

Invite under-represented faculty in dept. to come and talk about their experiences; also, invite alumni

Chemistry department: recruiting efforts

For faculty hiring, use opportunistic money to help sweeten the pot for minority hiring.

Department heads can make faculty search committees really search and not merely sort: I require search committees to compile a pre-search list of women, underrepresented minorities and stars who are good potential applicants, even if they are not ready to apply this year. I ask them to invite these individuals to apply, or to visit a year or so in advance if they are not yet applying for faculty positions. The next year I follow up and ask what happened to their previous list. I give research groups money to host visits by promising women and URM before they apply for faculty positions, in order for us to get to know them and vice versa.

And this one is so important it bears repeating: Talk with members of underrepresented groups. Take them to lunch. Give encouragement

We need to broaden our faculty searches and be more proactive. Reach out to people who may not be thinking of applying. How do we encourage departments to recruit more broadly?

## Recruitment

Simulate the reality. Invite alumni back and get them involved in finding successful candidates. There may be more feeders than we realize.

One thing I didn't hear was how do we open up the pipeline...meritocracy we live in, we want to change it but we haven't figured out how to figure out the pipeline...no ah ha moment

Maryland pipeline is different on the ground than our pipeline...didn't come away with anything

Why is MIT different? We don't have a local base on which to rely on. Georgia Tech has done a really good job but also has advantages of Atlanta...maybe we need to do a better job of pipelining in Boston. We don't have pockets that we instantly look to. Because we're an international school the pipeline should in fact be bigger; noted as a paradox

Tell Deans to rectify the situation, i.e. do not allow more hires until the department shows a commitment to minority/women hiring.

Develop and/or expand a post-doc lecture program.

Get more funding to bring women and minorities for 1-2 years in faculty teaching positions. And, promote the program; for example the word is not out about our MLK Visiting Professor Program. Some Department Heads are not aware of the MLK program!

Back to the future: investigate and replicate the successful Ford Foundation supported program that recruited and trained minority economists in the 70s and 80s.

Increase recruitment of minority faculty. Move search, and begin looking for faculty in schools not considered competitors, but where there are many promising Ph.D. students.

New search methods for URMs need to be implemented.

To increase women/URM hiring, a department can aggregate all its hires over a certain period, and consider them together, rather than doing each one piecemeal. "If they are just going to get that one position in their area of the next ten years, then the hire is going to look a lot like them."

MIT needs to be more deliberate about tracking underrepresented minority students that leave MIT for graduate school or postdoctoral positions, so that we can work to recruit these individuals back to MIT for faculty positions

More support for "two-body dilemma" – culture does not allow for families. Do analysis of who takes flexible hours, parental leave; who gets tenure; promoted.

Better manage the MIT pipeline so grads come back and "restock."

Fairness in faculty hires – are minority candidates getting serious consideration?

Thought comment about how we do searches was spot on

The comment today sort of vs. search really hit the nail on the head; very powerful; we didn't go to extra mile to consider folks who aren't on the "lists"

Horried to realize not a single minority on our slate for committee – weren't conscious until you look back and see it

Data shows that in fields like biology and chemistry where there is sometimes over 50 percent women in graduate programs, the applicants for faculty are 25 percent. In fields where we've done well in getting women into and through the PhD programs, they're not becoming faculty.

For minorities, industry is tracking them since their undergraduate years so it is hard to keep them as faculty.

I have to do more work to convince women students to try for an academic job than guys. I'm not sure they want the intense lifestyle or in some cases their husbands are a few years ahead in their professions and they follow their husbands and take a research position rather than go for a faculty position.

GSPath to Professorship Program

## Student Recruitment

Department heads/deans need to be supportive, both in messaging and in funding (i.e. bringing in URM students for special orientations, visits, travel for faculty, fee waivers for URM students, etc.) and for other programs that reduce other perceived barriers.

## Recruitment

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| Increased promotion of existing resources, like Chris Jones. Many people in this group were not aware of him and his role in visiting URM colleges to recruit. We need a schedule of where he is going to be. He has the contacts and the network help us recruit.  |
| Alum Office - Work with current student groups to identify student leaders and to work with to keep them engaged as alums with the goal to increase women and minorities to better represent student CASE scholarships (council for advancement and support education). Structured internships – minorities interested in fundraising, research, stewardship or dimensions. Hired for campaign, 9 months. Student mentors within each functional group  |
| Where is the pool? start in education office—how are we missing the pool of students?   |
| Pipeline is so small for minorities: 20% undergrad, but 5% for MIT grad students, 3% for Physics  |
| In School of Engineering, lots of potential; key is to find them, get them to come tMIT, retain them  |
| Struck by the power, as described by Michael Summers, of UMB getting 2,000 applications for their merit-based scholarships. Perhaps we should try this? Would give applicants the sense that there's something here for them, and remove possibility of departments saying, "We just can't find the talent, the pipeline is broken."  |
| "I came to the issue recently, through a committee in the School of Science led by Hazel Sieve on minority graduate students. We meet monthly and propose things to the Dean of the School of Science. I have always been in the unenlightened group; I've served on previous committees where we were looking for URM grad students, and we would just conclude, well, I guess there aren't any. But now it's clear that we weren't doing anything, obviously. The Math Department is one of the worst!" |
| Issues about the value (or not) of students self identifying. If this was a required field on application, targeted outreach might be easier. It was noted that about 15% of students don't self identify, and that some URM identity is unclear (people have mix heritage, dnot choose tself-identify because they are not connected tthe URM community, etc.)   |
| Expand the pool of students—things take time.   |
| Resources to reach community (e.g., intellectual capital to speak to schools, bring students to campus, organize science (like Space Camps) on campus, start mentoring/tutoring programs with current MIT faculty).   |
| We need to address differential rates of URM participation in UROP, and in who gets mentored.   |
| OME--MAP program  |
| URM GRE underperformance should not be the sole determining factor in admissions – should have some flexibility in the process to understand other factors and or opportunities that a student has had. Possible separate or additional review of URM applicants. Requires investment of faculty (time to review) and of department (for outreach efforts).   |
| Need mandate at Departmental level to get faculty involved with MSRP – "right now, mostly driven by altruism, about 20-30 faculty participate, but it should be 1,000! If you can scale up the participation, then you get big payoffs, because of the multipliers."  |
| If our culture is to hire our own (at one point, at least 50% of MIT faculty had at least one MIT degree), then <i>we need to pay more attention to our own</i> – channeling promising women and URM undergrads to grad school, mentoring grad students more effectively, etc. "We get the best undergraduates available to us anywhere. We have the best farm system in the country!" "Of our undergraduates, 25% are URMS. If we were admitting graduate students or hiring faculty at that rate..."    |
| Industry pushing for more diversity; create affinity groups when self-expressed by providing resources; host international students via program through International Students Office.  |
| Critical mass –help with mentoring and inclusion while helping tusher along this process of #'s of women/URM's to be commensurate with white males.   |
| Change the "pipeline"   |
| Everyone is having same problem; limited talent out there   |
| Physical science & engineering is mostly white  |
| Much less of a pipeline issue with women  |
| Partly discipline dependent; DUSP has interest from URM's, faculty, diverse student body; Architecture less so because there's no money after graduation  |

## Recruitment

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| Local hiring policies – harder to impact  |
| Since we have so many different students, it is an opportunity to do outreach for diverse candidates  |
| Staff are more local, faculty tend to be more global, which makes the faculty more diverse and is more challenging to create diverse staff  |
| Recruiting undergrad URM students into MIT grad programs: Need to know how to manage faculty 'resisters', which can be a major task. Some departments/faculty use an 'absolute scale' and no value is given to candidates with diverse backgrounds, experience, etc. It's hard to win over/ convert the resisters and show them there is value to those other characteristics.                                    |
| MIT BiO dept. reviewed pool of students. We had our own list of excuses/rationales...turned out not to be operative. Good news is that there's a big pool of minority students out there that won't naturally apply but if you figure out how to reach out to them, you'll increase pipeline. Now have tripled our pipeline; didn't take years of work; every effort was repaid by people coming into the program |
| EECS is working with Mechanical Engineering to increase the overall numbers of undergraduate students going to MIT graduate school  |
| Work with administrators to be engaged with prospective students.   |
| Need to increase graduate student diversity before we can attract minority faculty  |
| First experience with summer programs needs to be good to get buy-in from MIT faculty, otherwise it won't work next time  |
| Reward is that faculty don't have to pay for students; if it takes too much time or doesn't work out, won't want to take another student again; wrong match would be a disaster   |
| Parents ask for McNair Scholarships; he was MIT alum, but MIT doesn't offer because program isn't geared toward a place like MIT  |
| We get good applicants, but it comes down to money: Princeton is putting loads of money into this; MIT gets outbid  |
| International students feel unwelcome due to current climate/how the nation defines diversity   |
| Note: MIT needs to mend some fences at UMBC. President Freeman Hrabowski doesn't feel MIT has been a positive experience for many minority students.  |
| URM students who come here often don't have great images of Boston, re. racial history – need to address that.  |
| Ask famous minority alum to create a fellowship in his/her name   |
| Get students to help recruit diverse new undergraduates into programs   |
| Important that prospectives see diverse population of students at CPW   |
| Work on graduate student recruitment and retention (search for graduate students) Full-time administrator for this purpose?   |

## Retention

### Mentoring for All

Create more buddy programs across the DLCs to ensure people don't feel alone.

Create more networks for support and mentoring, in order to mentor and retain underrepresented populations, including less visible identities such as GLBT populations.

The challenge voiced is that mentoring, although highly effective is an organic, personal initiative, and that broad appeals to the mentoring tool may be seen as detrimental to that very personal touch.

An employee in my department indicated that she felt alone. Could MIT build community and mentoring mechanisms that also involve leaders to build relationships?

Policy of recruitment and mentoring once here, how to marry the two.

Biology: good job within the department taking advantage of opportunities to mentor, recognize

Create a mentoring program for incoming students and new employees to see that they are truly part of the MIT community.

Groups need to take it on themselves to mentor

Mentoring for our students and junior faculty...how can we do this better?

What are good practices for mentoring?

We should look at mentoring, yet sometimes formal programs don't always work

Develop career path, mentoring relationships.

Openness and thoughtful mentoring.

Mentoring needs to be discussed at top levels. How should it be done? What are best practices? There should be institutional norms for mentoring. It isn't about being nice.

School of Science mentorship program for support staff (not strongly focused on diversity but skills

Create mentoring programs to help new folks learn the ropes at MIT and, for diversity candidates to feel welcome and connected.

Informal mentoring of diverse employees

Create a formal buddy or mentoring program.

Create a mentoring program independent of the buddy program.

Staff member should be available to mentor incoming underrepresented minorities and females (and new hires)

Mentors should meet with mentees on a regular basis and provide advise on how to be successful at MIT. Also, work to broaden everyone's definition on inclusion and diversity

Faculty mentoring was mentioned, but what if we instituted a staff mentoring program within the schools/departments? This would be harder to accomplish on an Institutional scale, but what if we were able to do some mentoring from the ground up within the school – informal or formal program.

Develop a staff mentoring program in which mentoring is as valued as it is in freshman-student

Find ways to improve the "pipeline" of support staff and staff personnel. Encourage and mentor these individuals to move up the administrative ladder.

Create a mentoring database for staff that would allow staff to connect with one another more easily.

Mentor—advertise that you're available, don't "tokenize" the new people.

Importance of mentoring: enrich and broaden experience and grow pipeline, become an "employer/school of choice"

We need to build better mentoring and career development among staff. Have conversations about overall goals, about where they want tbe in 5 years, 10 years.

Build a pipeline, keeping in mind that we can't limit mentorship by ethnicity. How do we engage people to do this, especially amidst a financial crisis?

Create an apprentice or mentoring program for diverse staff

Established technical women's network' brings everyone together, provides mentorship

A mentoring committee was set up in SOE – forced us to get act together to mentor junior faculty.

Creates a broader community; gives junior faculty a feeling they're being looked after Now have tripled our pipeline; didn't take years of work; every effort was repaid by people coming into the program

## Retention

Mentoring is one thing, dept. oversight of junior faculty is another thing. We've had problems where the mentoring committee becomes sfriendly with the candidate they become cheerleaders instead of objective arbiters

Should we tell mentoring committees that they're supposed tbe advocates/separate issue of evaluation...but more likely there will be an overlap in terms of whthe mentors are...

There should be clarity about the process from day one. Faculty need to know how they are going to be evaluated. A feedback system should be built in to the process. Mentoring should be available. .

Personnel committees made up of faculty to determine the voting may help qualitative discussions being dominated by a small number of people.

Department heads have to make sure mentoring is happening.

Put more emphasis on mentoring and teaching in the tenure process.

Not just in the promotion process, but also for annual reviews.

Mentoring of junior faculty is important. Part of mentoring is protecting the junior faculty. They need to be able to say no to being asked to serve on several committees. Mentoring committees would mean more people would give more feedback. A single mentor may not be enough.

A mentoring committee would provide more of a safety net.

Mentoring vs. advocacy. Junior faculty need honest feedback and good advice. They don't need

Teach faculty best practices for mentoring- particularly for Jr. faculty mentoring.

Distinguish mentoring from advocacy.

Junior faculty should always have an active mentor.

Meyerhoff Graduate Fellows Program at University of Maryland, Baltimore County(UMBC) has been very successful. They have worked out how to effectively mentor students.

Female grad student echoes need for mentoring and departmental events that support networking, role-models, inspirational programming.

Improve mentoring to create better retention — MIT is better at this at the undergraduate level

Mentoring /Leadership Strategies: Need to adapt techniques – special effort to women and URM students. Increase time to know people and their individual circumstances. Demonstrated interest in students gives them confidence that we care.

Make underrepresented minorities feel welcome, support them. Mentor them.

Biomatrix: undergrad mentoring program

More intentional mentoring is needed for undergraduate students

Look at mentoring program—evaluate undergraduate needs.

More direct, personal mentorship for struggling students: Housemaster was mulling over what if anything MIT could have done to keep a minority sophomore who left last year. She had lots of support – OME, housemasters, s-cubed – but no single point of support, a personal mentor. She just could not make up, in three semesters, the lack of preparation she came in with.

BIO Matrix: undergrad mentoring program in HST.

Create a cultural mentorship program for the first year foreign graduate students. The students who sign up for this program would get matched with the “volunteered” or retired or working American faculty, staff, or graduate students. They would meet occasionally during one year; go to cultural events (Museums, concerts, etc.) so that these students would get a chance to get introduced to the new culture and country they have arrived in.

Even when there is a "bad apple" faculty (at mentoring), the departments should be equipped to step in

Lobby for a person in each department to manage proper mentoring (i.e. the department chair)

GSC is attempting to assess mentoring status and needs

Added weight to undergraduate mentoring for professors (lack of incentive for professors).

## Networking

staff can connect with one another. ENDECA (which Alumni Association uses) could work for this innovation.

Go out to lunch.

## Retention

Bread-based “curriculum”—pita to port. sweetbreads.

The group discussed inclusion in general and the challenges that minority groups might feel at MIT. They suggested increasing the opportunities that individuals have for developing connections and developing informal networks. This can be particularly for younger members of the community.

Power of informal networking

Women's League

Make connections to new people to know the understand the environment.

Engage them in committees

Work to increase retention by creating networks.

Create institutional network/infrastructure for diverse employees

Endowed funds are needed to grow these programs

What networks can we plus minority talent into retention?

Provide a better network/community for new minority/diverse employees

## Employee Orientation

Better promotion of orientation diversity events

Encouraging incoming employee to communicate with supervisor

New hire buddy program

Welcome New Employees: Build Connections and Access Resources

Assist them during orientation

Holding a welcome breakfast and giving out welcome packages

Contacting new employee for feedback

MIT central campus has a buddy program for new hires.

New employee orientation could be extended throughout the first year of MIT employment, and emphasize the changing face of the community (MIT is failing to orient people during the first year)

## Employee Talent Management

Provide resources to current workforce to develop and retain talent, provide opportunity.

Womens leadership conference

Assess the needs of constituent group

More successful getting women and promoting women, less with African Americans

Leverage diversity—maximize unique skills.

After you make the goals, review and assess retention and progress.

Agreed that cross-functional training and expertise is key to growth

Agreed that succession planning is not done well

Education of MIT [staff/faculty] about potential (viable?) promotion tracks for their employees.

Staff training – topical, to address diversity related issues (e.g. Asperger's/autism)

Exit interviews & new hire interviews after a few months

Is there a way to some up with an internal referral for minority and other employees?

Offered to employees a ESL certification to better prepare them and help with the language barriers and to help them understand test taking

Explain benefits and training available

Identify opportunities for future advancement/job prospects

Talent management in School of Engineering for what's needed tbring people up the ranks; by-product of program design has affected minorities.

Culture of MIT to hire from within and supervisors prefer experience. A/training program will help create

Management focus on developing the talent.

Take performance assessment seriously, provide support.

Cross train—keep people interested—it can be challenging!

## Retention

DUE: explore different career opportunities within MIT—Minority Recruitment Initiative (?). Are there other similar opportunities? COMMUNICATE!

Lincoln Labs has an on-going dialog with the female technical staff taid with retention.

Offer challenging work

Examine candidate pools. What are the expectations re: who fills what roles?

Women in staffing roles are encouraged to stay at MIT when they are offered flexibility on schedules, work hours and locations. (i.e. telecommuting)

“Grow” folks into a particular job positions. The pipeline should “over-represent” under-represented groups, so that a supervisor has an incentive to draw from the pipeline rather than wait for the slower recruitment process to yield a candidate.

Have staff go to other staff meetings no necessarily tied to own position to know institute from different perspectives.

Succession planning- individual career development discussions

need for programs to help people see themselves in certain professions e.g. program with Harvard to recruit minority librarians

Create an expertise database.

We need to implement succession planning.

Staff ambassador program (sabbatical) to expand experience and share with others upon return.

Perhaps a working group would be useful in order to engage support staff in diversity. Some of them can become the future administrative leaders at MIT.

Retention-Be very flexible with hours and provide opportunities to staff.

We need to own a set of high potentials to advance through the Institute

Participate in the trainings for AO's and FO's, which are great opportunities for growth for ee's

We need to further identify needs for ee's to know what is needed to get to next level

A candidates could rotate positions more across campus to learn more about whole campus etc

We need progress ladders of how to grow

Suggested that HRAC could be a better method of sharing and promoting MIT diverse ee's as candidates for jobs/growth etc

Do a better job of noting why diverse ee's that are leaving MIT and see what it means

Xerox had an initiative to always have “3 great candidates” and that at least 1 of 3 is diverse to be posed for leadership positions

Create a system that will give access to opportunities between LL and main campus. Currently there are two different databases and there are a lot of applicants that could be shared through a joint system.

Create an evening education program. It's almost impossible to attend courses/pursue a degree at MIT while working here. Why not use the resources at hand and encourage growth? This has been proven to be a factor of retention at other universities.

Offer internal job fairs. There's often retention issues within encapsulated departments, need to make movement between departments more fluid.

Promote cultures where it's safe to move within MIT; internal career fairs

Updated IT Infrastructure; people can now work from home and participate in video conferencing

Issue: how to better support faculty as managers.

How to put issue of staff development on faculty radar?

Create three-pronged individual development plans. Focus should be on current job, MIT career development, and personal development, with responsibility shared between manager and employee.

At exit interview find out why people are leaving, particularly diverse candidates. If a problem(s) is discovered do something about it!

Report back to the community the results of exit interviews (if not details then at least general trends,

### Faculty Retention

## Retention

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| Go around and talk with URM faculty, take to lunch  |
| Read papers and give feedback; how to prepare a proposal...faculty give intros to other faculty at schools. Put them on your annual seminar list.   |
| Can't talk about lapses in faculty productivity due to having children. If you even bring it up, you've opened up that discussion, and you can't do that.   |
| Physics: maternity leave program  |
| Child care for junior faculty   |
| We have a fundamental conflict—want to be open, but there is confidentiality in the decision making part of the process. People are not always given the reasons why they didn't get tenure. Lots of things are discussed informally with others and often a person in tenure contention may not have a way of knowing what is said. Decisions are sometimes made based on qualitative discussions that can be dominated by a small number of people. |
| Some departments are very clear about all this and others need the more so.   |
| Most faculty can't answer the question re; how juniors are doing in respect to tenure...  |
| Junior faculty crave the info but there has to be a limit re: the amount of info they can give...until they go through the process...   |
| Sometimes morale problems come after tenure...how do we address this? Slate of nominees for committees...search, not sort...  |
| A MacVicar-type professorship for diversity – a one-year+ appointment with a monetary award.  |
| What constitutes high quality? Around year three they need to start doing other things.   |
| Amortize the child-bearing years.   |
| How much diversity student outreach should junior faculty do? We don't want to stress them.   |
| Got a few things out of it: transparency of tenure  |
| We need to know what's the portfolio in a particular unit that you should be striving for to get tenure; need to know what you're being measured against (referred to James Shirley case)   |
| Determine whether women & minorities leave for the same reasons as white faculty: don't like Boston, need a change, etc.  |
| It was pointed out that HR is not doing leadership development programs for faculty, which pointed out that it's great that faculty is asking for this!   |
| Can call for changes to tenure policy (without needing to be included in process)   |
| Do evaluations (for tenure decisions) happen too early?   |

## Student Retention

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| URM students need role models, need to be valued as part of a team, need to have more mentorship opportunities between URM students and faculty.  |
| GSC considering survey of advising and its effect on students. Want to create recommendations.  |
| Spouses program for Sloan Fellows (and perhaps other programs?) need to recognize that not all the spouses are women; husbands of female Sloan Fellows feel as if they don't belong, and so married female Fellows feel that way, too.  |
| Some faculty are not naturally connected to URM students (small departments, etc.). One faculty member said he doesn't have access to URM students – waits for them to come to him. Recognizes a need to do better outreach out, meet and greets to introduce URM students to the department. |
| I-House promotes global citizenship, a culture house, and has a strong connection with their academic   |
| Recognition that increased interaction with URM requires commitment from faculty and time. Although some are committed, finding time to do the right thing is difficult.  |
| Need programming that helps faculty connect with URM students (grad and undergrad).   |
| Need to avoid isolation, which can accompany the living group concept   |
| "Warm calling" ...warn students they'll be called on...   |
| When MIT students go abroad or do something for a semester, they have a lot more self confidence when they come back  |

## Retention

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| For minority grad students, ODGE will pay for 1 year, School of Science will pay for 1 year; has positive effects this year   |
| Empower members of underrepresented groups by seeking their advice and supporting their initiatives. For example, MIT graduate women in physics started an Ambassador Program whereby female grad students visit other schools to recruit undergraduate women to our graduate program. When the leader of the effort came to tell me about this idea and say that she had applied for a grant from the Dean for Graduate Education, I said, "Why wait for that? Get started now!" and I committed my own discretionary funds to pay for the first year. |
| Support travel by students to conferences -- not only to conferences highlighting diversity, but to professional conferences in their discipline.   |
| How do you help graduate students catch up? Especially when they come from places where they didn't have opportunities. How can we help them?   |
| Transparency of available funding for student needs.  |
| It would be good for departments to look at their records to see where they should be putting their efforts to bring students along.  |
| Can we provide feedback directly to the school they came from so students could come better prepared?   |
| Anecdote from a previous institution...wrote an encouraging letter to women who were at risk for dropping out – very cheap idea   |
| We shouldn't be making all of this up. There's research on what helps students survive the transition. We need to get that, devise a program, and train the resources.  |
| Students tend to get in trouble during the first semester. They need time in residence to adjust to the system. How to identify who needs to be supported?  |
| Successful introductory computer science classes are flexible enough to work for people with different levels of introductory knowledge. Extra coaching is available for those who need it. It provides a way for people to catch up.   |
| Summer work and internship programs   |
| Writing letters of encouragement at undergrad level would make a difference...a lot of bang for the buck; letter can recognize achievement both small and large   |
| One prof...Most successful mentoring is in the freshman seminar...intimacy of that seminar...not replicable really...   |
| The # of our faculty who do frosh seminars isn't as high as it should be... running research, got 4 grants, teaching, on committees, but can't get to this  |
| Can change the incentive...suppose the Institute said for every faculty member who runs a seminar, we'll put \$ into discretionary fund...  |
| Another mechanism that wouldn't involve \$...if x # of faculty aren't doing as much research, teach an extra course...like a freshman symposium. O  |
| Smaller depts. have had this mechanism – part of annual review process. Will try to make it uniform throughout the school   |
| One faculty member says that to recruit great women and URM students into his lab for a UROP, he regularly canvasses the people in his department who teach the big departmental courses, asking them for a list of their top 20-30 students. Within that group, there are almost always women and/or URMs, so he then invites those students to UROP or passes their names on to other faculty to do so. (Within the department, they view every student's grades anyway, so there are no privacy issues.)   |
| Often minority students come from backgrounds where they leave MIT undergrad with more debt; it's especially complex if their families aren't familiar with or don't value graduate education. So we have to get the message out that you generally don't have to pay for graduate school   |
| Summer internship possibilities   |
| One of those students came to MIT...20 compared their experience after 3 months...MIT was the toughest experience for the freshman  |
| Undergrad URM admissions seems okay (in terms of # of students) but there needs to be better, directed programming for them while they are here. Including connections to faculty.  |

## Retention

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| We need to have more strategically placed people throughout the Institute wh can help, such as housemasters and freshmen advisors and there needs to be coordination with DSL, advising, etc. so we don't lose them in the first year.  |
| Rich Losick at Harvard has a kind of a scholars' society for URMs and he integrates them into the real research community via his lab. He also provides a peer support.   |
| There are elephants in the room re: how tough freshman year is and many URMs don't make it. They need a support structure.  |
| When we recruit for URM tutors, we rarely see them apply.   |
| We lose a lot of URMs to SHASS  |
| one and that takes resources. Perhaps we should offer more summer programs. Should we offer special summer session help underprepared students? Maybe have undergrads come tcampus twork in research. Women in Engineering—funded by deans and donors. Parallels MITES. Partner with industry for funding?  |
| The Office of Minority Education piloted the Laureates & Leaders Program, which is designed to encourage URM students to go onto doctoral studies. The Program uses the Meyerhoff Program as an example of the success such programs can have.  |
| Summer Program (akin to MSRP) provides research experiences and career skills to talented Undergraduates. Goal is to increase applicant pool to Graduate Programs.  |
| Encourage students to find mentors early, and find their own support networks.  |
| Reward faculty who do a good job of advising students. Train T.A.s to provide more support to students. (academic, emotional, social)   |
| Have introductory classes that allow people to catch up. Studies at NCWIT appear to show that this has led to increased retention of women and under- represented minorities in particular.   |
| Under represented minority graduate students sometimes are not as well prepared in certain areas when they arrive- need to explore mechanisms to bring them up to speed and able to succeed in their first semester of grad school.   |
| Raise GPAs and Lower the Dropout rates of minorities by creating better advisors.   |
| Make Advisors people who actually want to be advisors, and let them do their job well by providing training and also expecting less of them on the research front, knowing that some of their time will be taken up advising. (and take this into account when looking at tenure) Evaluate current advisors to ensure that they are doing quality work. |
| Give minorities better academic support (especially through advisors).  |
| Advising younger students   |
| Informing TAs of resources available to undergrads.   |
| Qualification/training for advisors.  |
| Increased student interaction (lunches, lectures) with minority faculty   |
| Make diversity focused events and courses available during orientation and throughout the year.   |

## Climate

### Affinity Groups

Create affinity groups around specific diverse elements  
Event planning that are closed and address intimacy with issues and attendees work better  
Use Administrative Officers group as an example of effective affinity groups.  
Do more outreach that is program specific to diverse communities  
Need to have alumni affinity groups that are messaged to.  
We talked about the concept of support groups for various groups of ee's  
However they can appear as segregationist, yet, they have been very successful at Xerox and they could not have accomplished what they did at Xerox w/out them.  
Could we host groups such as Latin Accounting or Black MBA groups on campus?  
There are many ethnic groups in certain labs and among service staff. Might we connect people more across cohorts? Are we "using" the diversity of staff?  
Reach out to affinity groups  
Money was invested in Residential Life and in halls to bring people together and work on inclusiveness; develop affinity groups (additional staff hired, dinners financed, etc.)

### Cultural Awareness

Multi Cultural Conference, a day long leadership retreat that focuses on issues of diversity and inclusion at MIT, with leadership and planning involvement from students, staff and faculty.  
Hidden diversity, e.g. religious communities and bridges built there  
Could create networks around a particular problem or around books related to these issues. A department did this around a Stephen Covey book.  
Attend conferences—break down barriers, obstacles.  
Promoting awareness through programming, e.g. "Let's Talk," cultural expo, "Ed. Imp!"  
Creatively thinking about relationship building within departments and programs  
We need to be more accepting of diverse cultures at MIT  
Dining halls bringing students, faculty, and staff together to build community.  
Recommend having lunch debriefings with leadership or establish lunch groups  
Mix team assignments / mix ranks and areas of responsibilities. More bottom up. Diversity is not just about race and gender (ex. young vs. more mature). Need to make sure everyone is heard.  
Introduce a series of "Culture Connections" featuring a different country at each session.  
Involve students, faculty, staff from featured country to talk about culture including Government, Education, landscape, food, etc. The goals would be to reinforce inclusion and help the MIT community to appreciate and gain an understanding of other cultures.  
Create a multi-cultural conference. (MC2) This daylong leadership retreat would focus on issues of diversity and inclusion at MIT, with leadership and planning involvement from students, staff, and faculty. Secure resources so this one-day event could grow into a long-term program.  
Creating opportunities to understand experiences and perceptions of diverse constituents (awareness and education program)  
Create simple diversity events in our offices.  
Make US nationals more aware of differences in cultures; learn just how diverse a community MIT really is  
Programs open to staff on different cultures and countries  
Use existing events and make more cultural  
Showcasing diverse faculty  
Create new cultures, rather than change culture, that helps us value different cultures and opens discussions.  
Create panels that reflect diversity  
Learn from the diversity of our students

## Climate

One diversity event a month?

Find ways to replicate or build on (in other Schools and contexts) how Sloan Fellows program creates study groups. Program highly international: 53 students, 26 countries. Administrators create study groups (no student choice), based on many factors, including your skills in different areas. The whole program then starts with structured conversations around diversity: "What's the biggest stereotype about Japanese people? About Latinos?" Many good results of the whole experience and approach, including the fact that U.S. students gained the self-awareness to start saying, "From the U.S. perspective..." instead of just taking their own point of view as the truth.

We have not done this for a couple of years, but we always had interesting events that focused on Diversity. At one event, we watched the "Intuitively Obvious" tapes, and another event included a Comedian/Speaker that helped to stimulate a conversation.

Student advocacy- to get the importance of diversity across to the faculty, staff, and administration of the Institute. Increased engagement between student groups from diverse backgrounds to enhance the conversation about diversity.

Have a diversity fair with faculty, students and staff

DUSP has a holiday part (Christmas-centric) and some Muslim student organize their own event. Why don't we rotate the theme to include not just Christmas, but Hanukkah, Kwanzaa, etc. How do we integrate better? We shouldn't just focus on a particular race or culture.

The cultural groups/houses provide a point of support for the students of those cultures.

Faculty required to learn another language? (Like PhD students) This is a window into another culture.

Do international fair more often

Cultural themes in dining halls

Show off culture to other student groups via a method that they understand (i.e. use food as opposed to fine art)

### Dialogue Opportunities

Small group setting, personal experiences

Monthly diversity dialogue series (brown bag lunches) similar tone instituted in the School of Architecture and Planning.

Diversity Dialogue Series at Sloan School, launched and modeled on work in School of Architecture and Planning.

Being open to talking about the "elephants in the room". Helping to teach anyone from the community about language or situations that are inappropriate, or not where we want to be from a DIVERSITY standpoint.

I'm in an office with mainly white faculty, with a little diversity. A new faculty member pointed out that a display case didn't have any minority images in it and it opened up a dialogue on the topic.

Difficult to talk about

Create community dialogs to create more comfort about the issues

We need to create a safe environment in which to discuss provocative issues that are difficult to talk about

We need to be repetitive in our ongoing dialogue, with themes woven into our communications

HR trying to link all diversity initiatives - these discussions will be available. Can create some roundtable discussions...

Recommend having continued conversations with leaders and staff regarding diversity issues

Create "Diversity Dialogues" - a structured, funded, comprehensive program. Create a space in which to discuss issues of diversity and inclusion at MIT.

Mechanisms to build networks based upon "one on ones" (done in interfaith of Boston).

Free food to TOUGH CONVERSATIONS, eg. "Let's Talk"—OK to make mistakes, safe space.

Willing to have the "conversations"

Create opportunities to have the conversation.

## Climate

The Institute needs a public forum or space, perhaps on the Infinite, with multimedia, text, music, to provoke conversations about diversity, and so people can express how they feel.

Facilitate dialogue with staff.

To get into the culture, you need to facilitate/arrange for meetings with diverse groups of people with different values – to negotiate the path forward.

Replicate models like SA&P Diversity Roundtable (monthly dialogue series).

Friday night documentary films combined with discussions that highlight issues

## Culture and Change Management

Role models of overwork from faculty sets expectations.

Re: caste-ism at MIT among faculty and staff; MIT issue and very pronounced. How to make work teams more inclusive?

Reassure individuals, it is not them, but the MIT culture (the competitiveness...)

Being aware of the barriers that keep women and under-represented people out of some of the departments (being the only one, not having a vibrant community)

Budget cuts will make efforts move slower – affect morale and possibly escalate bad behavior.

Pace – how do we slow down to allow time for more creative thinking:

Email free zone?

Pace at MIT is intense, and the push to replace someone applies pressure.

Not enough fun – find a way to keep the pace light.

Strategic design, political, and cultural lenses must be used.

Ongoing assessment of constituents.

It will take a mix of strategies—some central/organization/low fruit.

Relationships—reconciling differences, faculty v. staff, basic lessons of respect, dynamics of that relationship, cultural differences—how do we work through that?

Consider alternative models that have been inclusive, high energy, and worked well: Johnson Games, Infinite Buffet for follow-up

Need to find allies, including in Office of Minority Education

Commitment to re-thinking, re-defining that change starts internally, not just in a new program

Engage others in raising expectations (relates to story of what they did at UMBC).

Lawsuits create an environment in which universities are reluctant to take a stand, an example of this is the MITES program.

We need to ensure we create a civil and respectful environment so 'that people feel welcome

The group started out by discussing the importance of understanding the culture in reference to the speakers who were from industry. At Lincoln Lab they appeal to new hires as a place where academia meets industry.

The group urged felt strongly that there are many strong efforts focused on increasing diversity and we should focus on expanding these activities by leveraging the distributed leadership culture of the Institution including:

The group pointed out that doing one-off programs as pilots is only effective if they are implemented in the longer-term.

The group confirmed that they and many of their colleagues would be interested in participating in programs designed to increase the diversity of the MIT community, "People want to help...

Capitalize on the good will of individuals who have indicated their commitment." A housing swap program would help facilitate this program.

A lot of good work has been done at the Institute, and there is a lot of goodwill and interest in working on this cause that is untapped. Our recommendation is to tap these people to implement some of these ideas.

Where is MIT in the 3 levels as an organization?

Or in decentralized units at different levels?

Culture of organization develops over time – takes real leadership to change that culture.

## Climate

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| A change in culture requires education and the 3rd party intervention / bystander trainings can show how much work could be done on the local level.  |
| Give people permission to make it a part of their strategy/culture; make it explicit  |
| Diversity is difficult to achieve solely as individual contributors   |
| Face/address the misconceptions of MIT as being an elite/exclusive place. Highlight the many opportunities there are – beyond research – for work. Go to diverse groups and ask them what they think about MIT as an employer to get a look at their misconceptions first-hand, and then address those.                                   |
| Should change occur within the culture or should we try to change the culture?  |
| We need infrastructure at all levels in place to support/grow an inclusive environment.   |
| Identify areas for “inclusive actions.” Look for the particular “cracks and crevices” where action/change can be instituted.  |
| Institute should be enabling projects and ideas the community and individuals bring to the table. These should be supported by an office/staff—similar to the PSC model?  |
| Must address the dominant culture of “scientific mindset” with numbers, by example.   |
| At the end of the day, there are a lot of grassroots efforts that make change. MIT must support grassroots development.   |
| Culture: no time – for training, for evaluation   |
| Need to change this culture   |
| Staff (and support staff) can make a difference in promoting ideas for innovation and flexibility – try new things, be given latitude w/ pilots and experiments. Ask employees to invest in themselves. They can team up with AO/s and department heads. Change can happen from bottom up.  |
| More synergy amongst the DLC—Committee on Staff Diversity should include D&I person from all DLCs (maybe include efforts on the wiki so all can see and use)  |
| Some people think that when there’s a targeted way of bringing people on board then maybe they can get two people in their area — but that leaves the appearance that the only reason the woman or minority was hired was because of minority status.   |
| We do target opportunities for the best minds everyday, but whenever it’s a woman or minority, they’re seen as targeted because they’re a woman or minority, so there has to be a better way to pose the opportunity, so part of it is in labeling and part is in how it’s presented.   |
| Culture of faculty different from staff   |
| Critical mass feels better; easier to get more people when they recognize others like them  |
| Subtext that’s not quite coming across today — the extent to which we have to change the nature of what we do to achieve these goals. Best Buy can lower the lights to make stores more women-friendly, but from the point of view of academics and faculty, it’s really the nature of the profession as we’ve defined it that limits us. |
| Sole woman at the table: 5 years after tenure she realized she was never chosen for particular committee....  |
| We will not get past a compliance mentality unless we can get the tenured faculty to change the culture. Without that commitment, the culture cannot change.  |
| Make it part of the culture: I go out of my way to say (to women and minorities), “When you have your own lab ...” Not if. It’s possible. It’s there.   |
| We can achieve the numbers but we will not be successful if the culture is not supportive.  |
| It is critical to change the environment so students feel welcome.  |
| Biology has 25% women faculty, but no URMs; URM women students seem to feel comfortable with women faculty of any race  |
| If a white student doesn’t do well, their performance doesn’t reflect on all white students. The same is not true for blacks — an institutional memory and informal stigma linger in the case of black students. There is more pressure on women and minorities to never “screw up.”  |
| Study the issues—with interactive forum with MIT community regarding what might work.   |
| “Centralized Resource DAMIT! (sic)”   |

## Climate

MIT needs to have a more centralized system open to everyone so that we all know who's doing what and can connect with each other and open up new modes of collaboration

Did diversity study – wished that all 22 employees had the same opportunity to engage and understand what the workplace is like to a minority employee.

“Additional time to spend on making the workplace diverse – we automatically go for the person who can come in, fit in and start working right away, spending time managing, changing the culture takes more time than we have now”

Students need to know that there are places for them to turn if they encounter a faculty member who is insensitive, “a total idiot.” Someone to report such a thing to, besides the department head – often too intimidating.

Problem in departments with very few women: if a student reports some questionable behavior by a faculty, no way to channel the feedback to the faculty member without in effect identifying the student. So sometimes the behavior goes unchecked.

One prof...seeing minority students sitting by themselves at the back, you won't get eye contact...feel tremendously exposed...whereas young white guy doesn't worry about asking the question... even wildly accepting East Campus doesn't have a diverse base

Nature of undergraduate housing is self-segregating

Is chocolate city a good thing?

Living environments = comfort issue, students just need other avenues to get involved and integrated

Most important focus isn't where people live, but are they advancing science/technology, etc., are they being engaged within the community

Community picnics are good!

Student-wide dining would be good!

Even dining can be segregated within, how to affect this?

Want to stay biased toward proactive ideas (as opposed to not reactive ideas) because they will produce more results

Don't need equal numbers of every type of person, just need to be open and welcoming to all

MIT may have already achieved 50% men and 50% women in enrollment numbers, but that is not necessarily representative of the student culture (which is still male-dominant)

Need to have all people feel included and welcome

More pressure is seen by people when they are in small numbers, because their success/failure seems to be representative of an entire group

Can't allow "right to protest" of a professor interfere with rights of others (students)

$V=iR$ , therefore increase voltage to those who resist

MIT is a meritocracy, especially at the faculty level

We are agnostic towards race/religion/etc

MIT is diverse: views, cultures, freedom, but after all those choices, the students tend to end up in places where people are the same, culture revolves around personality types; Is this what we want to encourage?

Build relationships between people (i.e. staff who do not meet for long periods of time, but work on similar things. We are becoming a transactional organization.

Larger departments are less personal, there is not as much support

People tend to gather with others who are similar to themselves

We can affect change in the organizations that we represent, within our constituencies, lobbying for changes in the faculty and administration

Collaboration rewards for groups, particularly from student run funding groups

## Procurement

Keeping and using a diverse list of vendors for events and services

Provide list of vendors that practice diversity

## Climate

The group discussed the attributed challenges to MIT buying more, or in some cases, exclusively from minority, women, or veteran owned businesses for some goods and services both to MIT and the marketplace. MIT's culture and practice of avoiding a "mandate" to use specific vendors and the inability of small businesses to provide goods and services on a scale that MIT demands both contribute to our encouraging the support of this potentially vital link in the supply side.

A suggestion was made that MIT needs to educate departmental buyers to the existence of minority owned business and to encourage buyers to experiment more with the same. Simple techniques as a highlight on procurement product websites the designation of minority, women, or veteran owned businesses.

An MIT vendor list for more under-represented vendors available to all

Procurement, both on the main campus and at Lincoln Lab have made efforts to emphasize purchases from minority, women, or veteran owned businesses.

## Rewards and Recognition

The "Mind, Body, Attitude" Committee expresses appreciation for individuals within the group.

Created a group of initiatives around "mind, body and attitude," including an appreciation tree. This incorporates appreciation, but cuts across team boundaries. There is a "MBA (Mind, Body, Attitude)" Committee that creates relationship building and connects with diversity.

We should adopt a clear rewards and recognition system geared to these issues

Reward & Recognize Diversity

MIT does not recognize or reward people who do this kind of work; a lot of activity going on, but what is a required process, vs. what is internalized? (i.e., orientation for faculty search committees)

Don't wait to be empowered, do it anyway! You will be rewarded/recognized.

Explicitly begin appreciation for diversity within the group of a newly formed "Mind, Body, Attitude" Committee.

Develop rewards and recognition for success that is sustainable and supports the vision.

I would like to see a merit raise system for service to the Institute, including student life. Examples include freshman advising, diversity outreach and support for students needing special mentoring. We also need to work to create inclusive student groups that are conducive to welcoming URM students.

We need more URM tutors as well.

Culture of MIT...praise-free zone...get into the habit of saying you've done a great job...changing that will encourage people who are already feeling sensitive about being here

School of Science URM Awards Program

Have collaboration awards for diversity programs

The senior MIT leaders must reward diversity. Statements to be positive statements, for example, the "non-discrimination statement" should be crafted to imply inclusion and expectations for all candidates. See SA&P School's statement.

Provide funding to groups who are engaged in or are promoting diversity and inclusion across campus

Who knows what is done? who cares? If one is known as a promoter of inclusion, does anyone say "thank-you"?

Is activism encouraged?

## Training

Understand micro-cultures within DLC's

Cornell interactive theatre ensemble program (CITE)

Project Implicit at Harvard

Stephen Young presentation

Bystander Training Workshops using video vignettes, offered twice a year and open to the Sloan Community.

## Climate

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| Diversity training—share experiences to develop a richer understanding of diverse backgrounds; break stereotypes. L2L did this.   |
| CSW Associates  |
| We must guard against unintentional micro inequities  |
| Individually: Training  |
| We're all extremely busy – how to influence the culture and more uniform training (HR 'Trainings To Go') may need to start out small, then grow.  |
| Need training on Micro-Inequities and Macro-Inequities for Faculty and leadership (Potentially bring Stephen Young)   |
| Training options/possibilities:   |
| Mandatory diversity training, like the Harassment training done by Jay Keyser   |
| Training in a less direct way – coaching not training   |
| Training should be facilitated: Fac to Fac/ Staff to Staff  |
| Workshops using real MIT examples with the individual involved hearing it back.   |
| Create Diversity/Inclusion trainings (education and professional development) annually with rewards program for ongoing mentorship.   |
| Create a sensitivity training program. A temporary staffing search which allows for adequate time to find strong minority candidates. We need strong leadership from top Administrators.  |
| Invite the Cornell Interactive Theatre Ensemble (CITE) often enough to increase awareness of unintended bias.   |
| Diversity training— mandatory for staff, faculty, students.   |
| We could bring in performance troupes who would come into MIT, interview lots of people, and then through role-playing reflect what they learn in public performances, to bring issues into the community's consciousness.  |
| We need to do more training on how to foster an inclusive environment   |
| Need more Diversity Training (mandatory training) and leadership training (tie in Microinequities and Macroinequities).   |
| Provide OD support for mentoring program development and/or vendor selection support.   |
| Cross-Cultural communications training to discuss differences in cultures both in the US and overseas (preclude misinterpretations)   |
| Should have institutional resources for training  |
| Should have mandatory Diversity and Inclusion training for staff, faculty and students (training should include all aspects of diversity to include socioeconomic, ethnic differences, respect.) Additionally, these topics should be just to start the conversation. |
| Diversity training in-house to increase staff understanding of cultural diversity.  |
| Sensitivity training --> with depth and nuts and bolts information.   |
| Look at the Leader2Leader 2008 report on 3rd party intervention (Bystander Intervention). Make it available.  |
| Sensitivity training for all staff – people say and do things, not realizing the impact it has on people “not like them”.   |
| Have HR classes or discussions conducting sensitivity training to make MIT more welcome to diverse staff, and allocate funds and time to making this a priority within the entire Institute.  |
| Hold mandatory and regular “training” sessions, to build mutual respect and appreciation for fellow colleagues.   |
| By survey and by focus groups, with a goal of making sure we are prepared and poised to provide culturally competent/comfortable care and make sure that we have an environment (culture) which facilitates and supports recruitment and retention.                   |
| Want and need more tools to have this discussion and as a manager, need help in knowing what to do  |
| Make diversity not just a stand-alone program   |
| Include issues and information about diversity in all management training (new managers, experience managers, L2L, Atraining, etc.)   |
| Additional services and support from HR could help.   |

## Communications

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| Cultural shift lags behind rule changes; needs to promote more from top. Made shift, but good has come from it; some people are uncomfortable because culture doesn't support work model  |
| Reflect the communities we serve – is that in our faculty/staff sides   |
| Need to emphasize simple points (i.e. Alexis and Shirley points). Start with those as you have to start somewhere.  |
| Need to understand and articulate what our goals are.   |
| It's not that diversity is the right thing to do, it's the competitive thing to do and we need to do a better job of articulating that.   |
| Create a better workplace for everyone, see gains   |
| Expand definition of what diversity means   |
| Educate community re compliance issues  |
| Show the distinct difference between Diversity & Inclusion and EEO.   |
| Diversity not just about hiring.  |
| How do we change the perception of diversity from an obligation (negative) –into a positive?  |
| What do we mean by “minority”? The current definition (e.g. African women with U.S. citizenship) seems to be too narrow to tackle the issue of diversity.   |
| what does making a difference mean?   |
| Articulate need for diversity in leadership.  |
| Diversity and inclusion is an investment that will drive innovation.  |
| We don't know where we are so how do we know where we're going? (diversity plan, a vision to embrace at MIT, your department)   |
| We don't yet have a common language—is that language around “excellence”? We have a uniform alphabet but we don't have words yet.   |
| When thinking of diversity, also need to address the issue of equality, which is not reached by looking at numbers. Equality doesn't necessarily mean equal numbers.  |
| Who defines what URM is – if demographics are changing, definition should be more flexible.   |
| Susan Hockfield's opening comments were important – that a diverse community is important for the health of the Institute and to retain our competitive advantage. Not all colleagues understand this   |
| What wasn't addressed: so much focus on diversity nationally and internationally but what about the tension of balancing both?  |
| MIT is in a great position to do something significant.   |
| Work on diversity issues. Intrinsically important. Smart thing to do. The value of diversity is coming  |
| If MIT doesn't look like the future, we will be the past.   |
| Special interest groups—women, African/American, international. Respond as a fairness issue. These are not special interest group issues. It is for all of us. It is our problem. We need to remember the vision—majority problem, MIT problem. |
| In the hiring process how do we articulate the value-add of diversity in faculty? How does that translate to MIT? How does it make us more competitive or a better institution?   |
| Remember that what we do here has a broader impact in the country and the world.  |
| We need to consider the changing definition of diversity, which is now more broadly defined.  |
| The group discussed the Institute's mission statement and wondered if it might be time to revisit the statement to include the goal of a diverse community.   |
| Diversity as a strategic objective essential to growth.   |
| Leadership needs to define the vision, strategy, and process. Establish why diversity is important.   |
| Leaders need stronger business case for Diversity. Provide resources for DLCs to provide a strong business case to management (e.g., Diversity & Inclusion ROI)   |
| Need more business cases on the web and to leaders of why Diversity is important. More in the way of actual ROI and how this actually translates into either dollars or a tangible good result.   |
| Ensuring changes management--what can we do to accelerate change?   |
| Admit the problems specific to MIT at all levels.   |
| Certain subdivision of our department are very on board as seeing diversity as highly valued and other subdivisions of the department see their own area of work as trumping diversity.   |

## Communications

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| Struck by Shirley's comment that NSF now when making grants looks at "broader impacts" not just the quality of the proposal so, how would we move to get MIT faculty to consider in the tenure process intellectual merit and the broader impact?  |
| Faculty participation is a big issue – getting buy-in in the dept. – only a few have actually participated...its important to frame these efforts so you get broad buy in  |
| One faculty member asked if we should have a similar effort (re. the late '90s effort on women and gender equity) on race and diversity – and was surprised to learn that Paula Hammond is leading such an effort. So awareness is not universal.  |
| Focusing on the bottom line/number of minority students is nonstarter  |
| Much better way of thinking about these activities: creating opportunities for people to get MIT education who might not have thought of MIT (justifies summer programs and postbacc. program)   |
| In the current budget climate it is essential to protect budgets that exist for diversifying the student   |
| In the undergraduate admissions process, for years we limited undergraduate international students on the grounds that they need a lot of financial aid. How do we reconcile the push for more international undergraduates as a US organization supported by US entities — government and other?                                    |
| Share values: safety, service, communication, & respect (importance of respect as a core value)  |
| Core values – leadership, scholarship, wellness, & community   |
| Noted that MIT is very inclusive, welcoming, values input from others  |
| Shared values/culture of inclusion—what is shared? How do we ensure inclusion, on a global campus?   |
| Institutional roadmap: vision statement that stresses commonalities among faculty, staff, students, alumni- articulates shared values.   |
| Re-write MIT Mission Statement to incorporate diversity language; 1. Reflects old culture of what MIT was, not what it wants to be; to individually vs. collaboration/team focused   |
| Material Science & Engineering re-writing their mission statement  |
| MIT quietly engages in socio-economic leveling — it is part of MIT's moral fabric.   |
| We must be clear about our vision  |
| Have a separate Link for Diversity on website. Currently embedded in EEO website.  |
| MIT website with chronology of good ideas and initiatives. Gives a sense of history. Also link the many diversity initiatives  |
| Enhance the MIT website to describe "WHY" it is a great place to work (a slogan/line we use but don't explain...) Do an Institute survey to answer the questions of "Why it's a great place to work."  |
| Other suggestions were to include diversity goals and outcomes in staff performance reviews, and that an electronic clearing house of these ideas—mentoring, procurement, and local conferences would go along way to raising awareness and ultimately affecting cultural change. Use of a website for these purposes was discussed. |
| Central clearinghouse of what is available and occurring.  |
| We need to broaden our ideas of what diversity means   |
| How to share ideas of best practices more centrally?   |
| Have different organizations connect on best practices – can do this through a WIKI or on a local level.   |
| Use the Institutes convening power and resources to get it started and keep it going.  |
| Find ways of sharing best practices, including at the lunch groups/debriefings   |
| Also, recommend email groups to share best practices   |
| Recommend having informal lunches to share new ideas and best practices.   |
| Best practices guide?  |
| Share best practices virtually and in person a few times a year, and involve all members of MIT- including FACULTY!  |
| We need to integrate Faculty, Staff, Students, and Alumni to develop a culture of inclusion we don't presently have; sharing current best practices that are happening in various DLC's, perhaps online, or in future sessions.  |
| What are MIT's "Best Practices"? I don't know what they are. Need for broader awareness, eg creating a diverse pool of candidates.   |
| What are the best practices elsewhere? Are there practices that will fit elsewhere?  |

## Communications

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| Information on opportunities for faculty, staff and students should be disseminated in a better way. Should be department responsibility for department programs and Institute priority for cross-cutting programming. What are the best practices? Departments could learn from each other. |
| We need more knowledge sharing of best practices.  |
| Develop a way to share good stories or practices around diversity and inclusion.   |
| Look at what's working elsewhere and adapt to MIT. Example: at Yale, student applications are reviewed by panel to look at equal opportunity in admissions   |
| Provide anecdotes, how people track or measure success. MIT needs to get information out. Not a one-size-fits-all solution, not even within departments. Throw out a lot of examples.  |
| Ask what other people are doing  |
| Look at Diversity Maturity Models  |
| Reinforce that people have to think about this issue   |
| Economic downturn may create opportunities for us. We offer stability, job for spouse, etc.  |
| "Outlaw" after hours email, 5pm and weekends to office colleagues to buy into MIT culture of hard work and feeling of "must" work after hours. Find ways to subvert the culture!   |
| 24/7 use of technology with email – respond with an "I'll get back to you ASAP" so message is acknowledged. System of prioritization and alleviating stress, expectations.   |
| Vignettes sent via email regarding Diversity   |
| Begin emphasizing the importance of diversity when hiring and/or accepting students, so that this will become engrained in the MIT culture. I think it would lead to behavioral changes and practices.   |
| We need more bottoms up information. Find out what support staff and students think about diversity at MIT—not only by anonymous survey—maybe small groups.  |
| Pictures should appear when MIT names are researched.  |
| Symbolic gestures  |
| Clarence Williams' book: who has looked at it to see what we might learn from it?  |
| Ride the Obama Tide for a blended community  |
| Need a tag line, e.g. Does MIT look like America?  |
| A great practice is for the leader to repeat the message that we need more diversity and more women.   |
| Bring in retirees to discuss how they were successful.   |
| Communication Campaign.  |
| Inclusion is an easier concept to grapple with.  |
| Talk to students about their experience  |
| Integrating ideas into culture.  |
| Push importance of diversity plan and continuing internal and external dialogues.  |
| Learn about existing projects/committees.  |
| Use the 150th as a milestone – set goals so that we can show how we are different than we have been in this area   |
| Wants to talk about diversity of ideas, philosophy, valuing non-scientists   |
| Everyone is intimidated by MIT   |
| MIT publications do not represent diversity  |
| Be sensitive to the population to whom you are communicating—do our communication tools reflect a diverse community; can you "see" yourself at MIT   |
| Technology and the Dream by Clarence Williams  |
| Revisiting released reports  |
| Translate and adapt others' practices—one size does not fit all.   |
| Funds may be there for diversity programs (in some departments) but the messaging is not.  |
| Need to hear from the whole community.   |
| Have the topic of diversity repetitive and consistent  |
| We must teach our community what diversity/inclusion is. We should also ask them for their ideas.  |
| There were people in our group that felt they were not being communicated with by the MIT administration (visiting staff, consultants, part time people)   |
| Need help in dealing with 'resisters'.   |

## Communications

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| Reveal pattern of discourse regarding faculty diversity   |
| Publish (online?) a picture book of new and current faculty per department, per year.   |
| When the study led by Paula Hammond is completed and we have a plan to respond, we need to be very public about our interest in getting better – a big out-loud commitment. So candidates at other institutions feel that this will be a welcoming place for them.  |
| Shirley Malcolm...reminded me of DH lunches recently...good processes related to diversity are really just good processes. Over confidence is a challenge...combat the sense that you know all the people...embed diversity goals in a broader sense. Good mentoring and transparency are good for diversity and are just good. |
| Identify and point people to diversity resources, i.e., International Students Office, etc.   |
| Re. undergrads – the fact is that there is no discernable difference between the performance of men and women at MIT. But MIT never says this out loud, so the social stigma persists, so young women here often hear, “You only got in because you’re a girl.” MIT needs to reveal this fact about equivalent                  |
| We interviewed (in person or over the phone) all of our underrepresented minority Alumni. The interviews were edited and posted on the Department website   |
| Convey to people that we want "the very best" people  |
| Highlight success stories   |

## Accountability

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| In Urban Studies and Planning - There are two outstanding committees — student diversity and faculty diversity. The goal seven years ago was 25 percent of graduate students should be under-represented minorities. Made it to 17-18 percent.   |
| Lincoln Lab has made progress: two years ago set up study on laboratory diversity; laid out 10 actionable steps to make improvements :Wasn't tracking any metrics previously   |
| At steering committee level, has an audit of metrics; groups report on how they're doing with diversity  |
| Hired a diversity manager within HR whexecutes 10 recommendations: recruiting, fellowships, mentorships, tracks metrics  |
| Produced code of conduct- to help address accountability- but enforcing accountability is challenging.   |
| Metrics, report to Senior Management to drive action.  |
| Push back until the pool is diverse.   |
| Question about how do we make the concept of diversity second nature - moving beyond our comfort zones. How do we sustain the fire under the feet?   |
| Need to measure outcomes and give rewards (carrot and sticks).   |
| Set expectations and rewards for meeting diversity goals.  |
| Define what progress should look like – how do we measure progress towards goal, which is more difficult than measuring success (which is more obvious).   |
| Leadership needs to take action – can't wait for the perfect solution.   |
| Need process to collect best practices from around MIT and outside of MIT.   |
| Mandatory* diversity training like the workshops Jay Kaiser ran on harassment when he was Associate Provost. *mandatory aspect should be enforced by Dept. heads and Deans.  |
| We need to make diversity everybody's job:   |
| Re. Shirley Malcolm's observation that "we always bring who we are into the room" -- true, but "it's important ALSO to go beyond the idea that responsibility for diversity belongs to those who embody it – and instead is something we all need to internalize no matter what our bodies look like." |
| Need much more sharing between departments about realistically where they stand on diversity progress, and what works.   |
| We must have a clear approach to managing enablers and resisters   |
| We should measure for outcomes and hold the organization accountable   |
| Get managers invested and involved and held accountable for hiring a diverse pool, but keep in mind that people take their cues from the top.  |
| Insist on diversity data, which fits our MIT culture. Conduct an analysis and/or a survey. What do data show? Choose comparable institutions and analyze. Who are the top-ranked scientists? What did they do? What path did they follow? What enabled them along the way?                             |
| Loss of earning power in getting onto a career track vs. white males; what has the balance of spousal/child care cost women?   |
| Present data in a manner that does not breach confidentiality; present data across the board, in   |
| Hold all MIT managers accountable as supervisors for staff professional development.   |
| Build accountability into everything we do – Developing commitment to Diversity  |
| Add Diversity Goals in Performance evaluations for leadership and maybe tie to Incentive Plans, e.g., "How have I supported Diversity in the Workforce?"   |
| Changing the decision-making processes may open awareness to others to look beyond the surface and be more inclusive. HOW CAN WE DO THAT?  |
| Lead by example.   |
| Incorporate diversity and inclusion goals and responsibilities into performance reviews.   |
| Be transparent by cohort and area.   |
| Create a vision of diversity that clearly includes persons with disabilities.  |
| Base some aspect of the performance evaluation on achievement of "representative" goals.   |
| As we move forward with diversity we need to make sure the practices we employ are applied across all levels, so that the MIT community sees this as credible.   |

## Accountability

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| Faculty, Staff, and Students should have clear goals for what they want to accomplish in five and ten years' time, effective mentors who give feedback on that work, and a clear understanding of how they will be evaluated.   |
| Create a diversity office and officer to centralize resources, manage accountability, provide pro-active strategies, (with regard to diversity/inclusion) and make sure all aspects of diversity are considered, supported and represented.   |
| Add component to performance reviews about inclusion and diversity.   |
| There should be an annual leadership congress, with a section on reporting on previous years' work, and a "State of Diversity at MIT" presentation with tangible benchmarks tracking yearly progress on faculty, staff, and student diversity   |
| Importance of accountability: who asks about search protocols   |
| Bench Marks   |
| Anniversary meeting to ask how far we have come from today  |
| Articulate diversity objectives—goals, and making it applicable throughout organization.  |
| Follow up necessary to gather best practices within MIT and outside of MIT.   |
| We are measured against outcomes; need to provide diversity plan each year, show metrics  |
| Look at the past and understand history to get what works and doesn't work  |
| If Architecture didn't have someone full-time, they wouldn't do it fully; got no funding from sources above so had to fund themselves   |
| Struck by Alexis Herman's discussion of different stages of diversity and inclusion work. "Sad about our department, but culture is slowly moving from 'right thing to do' to 'strategic thing'. "MIT overall is maybe at Level 2; at least it is possible to state it in MIT terms, that making progress on diversity is smart and strategic." |
| Make diversity part of the annual review (or the promotion package....) and publicly state it! Make it an institutional expectation.  |
| Lincoln Lab has made progress: two years ago set up study on laboratory diversity; laid out 10 actionable steps to make improvements :  |
| Noted that MIT is very data driven, which could be useful   |
| We need to put the diversity reports in front of our leaders every quarter  |
| Get the data, see the gaps and leverage your resources to address the gaps while utilizing your base of ee's  |
| The group discussed accountability and what could help guide people in developing metrics for accountability. They suggested holding a diversity congress type meeting in another year to discuss progress and plan for future actions.   |
| Heighten expectations.  |
| Leadership important—walk the talk.   |
| Shift local practices V. Institute accountability.  |
| For every area where the Institute makes an X percent cut, make an X percent increase in diversity recruitment.   |
| Consolidated diversity office with resources, that follow the MIT development office model  |
| Dedicated people within each school/department help.  |
| Fund mandate instead of asking departments to come up with the money  |
| Each department to raise matching funds   |
| Work hard on external resources: donor base   |
| How do we keep this dialogue going even in bad economic times? What can we do in the meantime?  |
| How to define the minority target? Not just underrepresented minority.  |
| We believe everyone has potential. Training/ set goals.   |
| Collect best practices on recruitment/retention of students and faculty   |
| Training regarding "What is Good?" Many feel that since we have met our AAP goals, we may be good. Is that really good.   |
| Provide a list of current affinity groups or network groups for DLCs. Maybe a list on the website, if not there. If there, have link on Diversity page.   |

## Accountability

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| We must have leadership and commitment (action) from the top.  |
| We must build credibility—where are we diverse or not diverse? In what positions? At what levels?  |
| Clarify language [to a standard?] across the Institute? Department? Group?   |
| Support accountability and establish metrics, explore understanding that metrics can be fuzzy for instance to DLC. Articulate/make ourselves accountable.  |
| Educate managers and supervisors re how we look relative tthe population, and have goals for diversity (representation)  |
| Give rewards for attracting diverse candidates, followed by a performance evaluation with appropriate managers.  |
| Ask managers to specify a three-year effort in their strategic plans to improve minority representation.   |
| Training for hiring managers. Accountability for behaviors and decisions.  |
| Establish and Track Diversity Metrics  |
| Conduct internal and external surveys  |
| Benchmark against similar institutions   |
| Use metrics to inform decision-making and policy creation  |
| Our department follows Diversity Search Guidelines in order to implement successful and diverse faculty searches.  |
| If we could get Insitutional reminders that we're not in the "sorting" business  |
| The new review of searches undertaken by the HASS office seems to be working well, although the proof is still in the making. It should be continued and perhaps replicated by other Schools.  |
| Arrogant and abusive behavior on the part of faculty towards students and staff should be openly discussed. There should be training for faculty in this regard.   |
| Give more weight to mentoring of students when evaluating Jr./Sr. faculty in relation to research publications. Success of alumni as Jr. faculty in other Universities can be a good way to measure.   |
| In annual review conversations with faculty, make diversity one of the areas that the Department Head asks them about/one of the blocks on the form they fill out. This year, they have just started doing this in EE/CS. (One person suggested that diversity performance be tied to size of annual salary increase; another countered that that would lead to "a lot of dishonesty and game-playing." Everyone seemed to agree, however, that it would be valuable to ask the question, to get faculty members thinking that this was something they are responsible for.) |
| When diversity issues come up in departments, it is often junior faculty members who bring them up – but can be awkward/uncomfortable for them. Need senior faculty to take the lead.  |
| MIT faculty care deeply about making decisions based on good information, careful analysis. A reasonable premise is that we will not attract great URM grad students unless this is a great place for them to be – so we should measure what kind of environment we do offer – and then do something   |
| Incorporating faculty accountability.  |
| Ask faculty to give examples in their annual reviews of their contributions to diversity/student life.   |
| Service doesn't get a great amount of weight in annual reviews. Research is first, teaching is a far second, and diversity would be a distant third. If you want to encourage diversity activities among the faculty, the reward structure must support that.  |
| Need to have faculty incentives for service – currently perceived by faculty as not valued by Institute or departments, especially when it comes to tenure tracks.   |
| How did Michael Summers do it? Attention, dedication, strong financial backing   |
| Michael Summers was from UM Baltimore County, but how well does UM College Park do with this   |
| Really wanted to know criteria for Meyeroff scholarships; would like to see more data from Michael.  |
| Departments with grad fellowships need to designate some for minorities  |
| A center to consolidate and manage all summer programs, UROPs, etc. for URMs.  |
| Repeat Diversity Leadership Congress – or similar opportunities for cross-pollination of ideas, experiences, resources   |
| Hold similar forums annually to discuss what is and is not working in departments, offices and programs across the board, and across professional levels.  |
| Need to have a follow-up to this congress.   |

## Accountability

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| Diversity Leadership Congress for students with take-aways that can be implemented with support from Faculty and Staff, making sure that this is an inclusive group, with representation from all aspects of diversity: race, ethnicity, gender identity, sexual orientation, religion, socio-economic status, disability, Include diversity and inclusion as topics in staff meeting discussions. Assess mentoring of women and minority students to see if needs are being met. Make resources available (money) for Faculty and Staff recruitment, and for diversifying student groups. |
| Who looks for action items from reports, i.e. the old notion that reports simply get tossed  |
| How to move from numbers to changing the culture—respect, dignity, no-one is invisible. Open mind about differences.   |
| Responsible to speak up when we see something wrong.   |
| Stated vs. the reality—analyze and assess.   |
| What we say vs. what we do.  |
| “Fake it ‘til U make it” re: the goal(s).  |
| Needs to be integrated into all financial aspects through MIT (institutional, organizational, etc).  |
| Goals and plans at DLC level--> goals and plans individual level.  |
| Our personal goals—make myself more aware of what already exists; convey that everyone is valued; communicate more about what’s going on; articulate high expectations of students; stronger risk taking in pointing out what needs to be done; strengthen my own language: “culture of diversity: mediate between faculty and staff—help build respect; represent diversity guidelines in hiring process.   |
| Unlike most or all other MIT School’s, SA+P has a single unified committee on diversity – versus separate ones for separate groups, e.g., women, URMs, etc. This unified approach is a plus  |
| Need to make diversity efforts a standard part of what we do, not an extra, e.g. setting side money for the “Robert Taylor Fellowship” to attract minority candidates consistently.  |
| If each school had someone like Michael Summers, you’d feel guilty for not doing enough  |
| Our leadership needs to ensure the leaders are taking care of their ee’s. There is an investment made that needs to be upheld (Pointed out that w/a Faculty search, if a \$1M investment had been made...you can’t afford to not create a welcoming environment for that new person)   |
| Show personal commitment to take actions—make extra effort (us); provide resources (MIT)   |
| Personal Commitments   |
| Honest look --> to make changes that will improve our understanding of ourselves--> increased retention and recruitment.   |
| We have a plan (cost \$100k)—in economic climate, harder to take risk and try something new. Need to prioritize. Diversity the intentional outcome. Allocate resources of human energy.  |
| Even in these economic times, whatever resources that have been made available should remain in tact   |
| Make diversity NOT just an HR issue/initiative/responsibility  |
| Efforts must be ongoing and sustainable, not occasional.   |
| Don’t “do diversity” only once a year, but have periodic diversity activities (and promote them early/often) throughout the year.  |
| Need for resources to make things happen--lengthy conversation with some thought that money was a false issue  |
| Diversity Council established and employees are evaluated on how they have impacted the office in respect to making it more diverse.   |
| Continue the process of the Provost meeting with diverse staff members to encourage ideas and to see “how things are going”  |
| The Medical Dept. has been proactive in identifying where we fall short with diversity through surveys and suggestions. We have begun to address some of our issues by looking at the relationships amongst employees in implementing ongoing diversity programming.   |
| Surveys and focus groups to get info about the medical group to find out about attitudes, self   |
| Make Diversity part of performance evaluation criteria (management level) to show what the employee did to make their units more diverse   |
| Feedback systems for performance reviews are inadequate. Not usually culmination of a series of conversations.   |

## Accountability

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| Culture issue...Small change in our dept...when asking faculty in for annual report, included a line about what outreach you've done in the last year...outreach broadly defined...this was attempt to change culture...how am I reaching out  |
| Seeing where we need to improve in this way is an incredibly valuable mechanism to motivating action.  |
| Greater accountability and clarity should be required for the faculty tenure process.  |
| "A lot of people want to do the right thing, but they don't prioritize it, so then for example, we have the CONVERGE Program – and no faculty are available to host it."   |
| Best practices happen when department heads/ deans are committed. Example given of EAPS, dept. head personally meets with URM candidates and actively seeks out URM and female candidates. From the top down, the dept. head instills values, support systems, etc. to these students. |
| Concerned about compliance mindset; we have mechanism for replicating what's happened in Baltimore, go to HBCUs, everyone is too busy, takes mentoring   |
| Need to have ways to address faculty who discriminate  |
| UA Fin Board could ask student groups how events plan to incorporate diversity   |
| Don't want to micromanage diversity  |
| Make leaders (student and administration) available to student groups so they can discuss their goals  |