

Leading for Change Higher Education Diversity Consortium:
Institutional Profile and Promising Practices

Name of Campus: Massachusetts Institute of Technology

Brief Overview of Campus (250 words or less): MIT is an independent, coeducational, privately endowed university, organized into five Schools (architecture and planning; engineering; humanities, arts, and social sciences; management; and science). It has some 1,000 faculty members, more than 11,000 undergraduate and graduate students, and more than 130,000 living alumni.

At its founding in 1861, MIT was an educational innovation, a community of hands-on problem solvers in love with fundamental science and eager to make the world a better place. Today, that spirit still guides how we educate students on campus and how we shape new digital learning technologies to make MIT teaching accessible to millions of learners around the world.

The mission of MIT is to advance knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century.

The Institute is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world's great challenges. MIT is dedicated to providing its students with an education that combines rigorous academic study and the excitement of discovery with the support and intellectual stimulation of a diverse campus community. We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind.

President/Chancellor's Name: L. Rafael Reif

Campus' Carnegie Classification: R1: Doctoral Universities—Highest Research Activity

Number of Students Served (October, 2016):

	Undergraduate Students	Masters Students	Doctoral Students	Post-Doctoral Students
Part-time Students				
Full-time Students	4524	2818	3878	1558
Full-Time Equivalent				
Overall Headcount	4524	2818	3878	1558

Name, Role and Contact Information for Campus Consortium Team Leader:

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Institutional Promising Practice #1

The Leading for Change Diversity in Higher Education Diversity Consortium defines a promising practice as one which campus data demonstrates supports the success of campus students or employees, with an emphasis of those from under-represented groups who have historically experienced achievement gaps either in higher education nationally, regionally or on your campus.

1) Name of Initiative: Academic Council Working Group Response to Recommendations

2) Who the Initiative Is Designed to Support: Ultimately, everyone at MIT. Much of the initial focus has been on students.

3) Description of Strategies/Activities Employed: This initiative represents the MIT administration's response to recommendations made by black students in December, 2015, by other student and staff groups since then, and in a campus report and strategic plan for diversity and inclusion released in February, 2015 (the ICEO report). Academic Council is the President's cabinet. The AC Working Group is a subgroup of Academic Council members plus black student group representatives, led by Vice President Kirk Kolenbrander. A second group, the Staff Alignment Group, consists mainly of administrative staff working in student-serving units, plus representatives from HR, student life, graduate education, student disability services, communications, alumni, and Ombuds. The SAG is co-chaired by VP Kolenbrander and Associate Dean DiOnetta Jones Crayton, who is also Director of the Office of Minority Education. ICEO Bertschinger and Diversity and Inclusion Officer JJ Jackson serve on both bodies.

The AC Working Group is a coordinating and planning body for the administration. It has set priorities among the more than 100 recommendations presented to the group. The SAG consists largely of staff members who support student diversity and inclusion. The groups help to ensure communication across the diversity and inclusion functions of the university and appear to be a helpful means for advising the senior administration when additional efforts are needed, for example, in the hiring of mental health counselors of color.

4) Data on Effectiveness of Initiative: In May, 2016, the AC Working Group released a summary of recommendations that had been accomplished (increased undergraduate financial aid), were in implementation (new student orientation, mental health and counseling, sharing of survey data), and for which there were pilot programs underway (training, mentoring, departmental statements). With the exception of participation levels and admissions data showing increased yield for some groups, we have no concrete measures of effectiveness. As of June, 2017, all academic departments have produced statements valuing student well-being and diversity.

5) Contact Person Who Can Share More About This Promising Practice: VP Kirk Kolenbrander or ICEO Ed Bertschinger

Institutional Promising Practice #2

1) *Name of Initiative:* Unconscious Bias Workshops

2) *Who the Initiative Is Designed to Support:* Everyone at MIT.

3) *Description of Strategies/Activities Employed:* Universal unconscious bias education was one of the top recommendations of the ICEO report and was advocated to Academic Council by black students in December, 2015. MIT President Reif supported this goal with a call to Academic Council members to attend a workshop. In April, 2015, more than 20 AC members participated in *Breaking the Bias Habit*, a 2.5-hour workshop delivered by Prof. Molly Carnes and Dr. Jennifer Sheridan of the University of Wisconsin-Madison. In November, 2016, more than 250 people attended a presentation given by Prof. Mahzarin Banaji of Harvard University, co-author of *Blindspot*, and co-founder of Project Implicit.

During the 2015–16 academic year, at least 8 unconscious bias workshops were held at MIT, and several hundred people, mostly staff, participated. Getting faculty buy-in has proven harder. In November, 2016, Provost Martin Schmidt convened a faculty committee to evaluate training options and to recommend a program that would be offered to faculty with the encouragement of the academic deans. During the same period, several staff units decided to implement a workshop based on the Google Bias Busters model. Three people from MIT participated in a Bias Busters train-the-trainer workshop at Google Pittsburgh. The workshop will be tailored for HR use and for training of staff within the Division of Student Life.

4) *Data on Effectiveness of Initiative:* The Wisconsin workshop in April, 2016 was evaluated for participant satisfaction using surveys. No assessments of learning and retention have been carried out. In the future, we hope to assess effectiveness based on participation rates, participant satisfaction, learning outcomes (using pre- and post-tests), and, ultimately, recruiting outcomes for those work units where workshop participants include faculty or staff involved in recruitment efforts.

5) *Contact Person Who Can Share More About This Promising Practice:* ICEO Ed Bertschinger

Institutional Promising Practice #3

1) Name of Initiative: Departmental Statements

2) Who the Initiative Is Designed to Support: Initially students in academic departments, ultimately everyone at MIT

3) Description of Strategies/Activities Employed: The ICEO report's top recommendation was a MIT Compact: "Assemble a representative working group to write a brief statement of what we aspire to as a community and what we expect of one another as MIT community members." After extensive discussions, the ICEO concluded that a centralized effort would not sufficiently engage faculty to achieve the actual goal, which was to shift the academic culture of MIT to more greatly value diversity and inclusion.

In December, 2015, the Black Students' Union issued 11 recommendations for MIT, one of which was that all academic departments adopt statements affirming each department's commitments to health, diversity and inclusion. In November, 2016, Provost Martin Schmidt and Vice President Kolenbrander asked the academic deans to work with their department heads to compose such statements.

Although their motivation was very different, in November, 2016, a group of faculty released a public statement "reaffirming our shared values," including "We unconditionally reject every form of bigotry, discrimination, hateful rhetoric, and hateful action, whether directed towards one's race, gender, gender identity, sexual orientation, religion, national origin, disability, citizenship, political views, socioeconomic status, veteran status, or immigration status." More than 40% of the tenure-track faculty, and many other MIT community members, signed the statement.

4) Data on Effectiveness of Initiative: All academic departments, and several non-academic work units, completed and published statements by June, 2017. Assessment of the workplace climate for inclusion is being measured using periodic surveys with items for employees such as "My workplace is free from bias and discrimination," "My department's procedures are fair and equitable to all," and "My supervisor/department head creates a collegial and supportive environment."

5) Contact Person Who Can Share More About This Promising Practice: VP Kirk Kolenbrander or ICEO Ed Bertschinger

Institutional Promising Practice #4

- 1) Name of Initiative:*** First-year student diversity orientation
- 2) Who the Initiative Is Designed to Support:*** Incoming first-year undergraduates
- 3) Description of Strategies/Activities Employed:*** For many years, MIT has had orientation activities preparing students to live in a diverse community. For about five years, nearly all students have participated in a diversity and inclusion workshop led by faculty of the Social Justice Training Institute. At the request of our Black Students' Union, starting in 2016 we added small-group facilitated discussions to these sessions. Staff and faculty facilitators participated in a 6-hour training session in 2016 and a 4-hour refresher in 2017.
- 4) Data on Effectiveness of Initiative:*** Student participation rates exceed 90% and student engagement is good. Assessment of the climate for diversity and inclusion is being measured using periodic surveys with items for students such as, "How often have you experienced small acts of bigotry or disrespect based on your social identity (e.g., sex, race, national origin, sexual orientation, or values) in your residence/in academic spaces?"
- 5) Contact Person Who Can Share More About This Promising Practice:*** Asst. Dean of Multicultural Programs La-Tarri Canty, ICEO Ed Bertschinger