



Massachusetts  
Institute of  
Technology

September 2022

# MIT

## Strategic Action Plan

for Belonging, Achievement,  
and Composition

INSTITUTE OF TECHNOLOGY





# MIT Strategic Action Plan for Belonging, Achievement, and Composition

## Table of Contents

<b>Welcome</b>	<b>1</b>
<b>Executive summary</b>	<b>2</b>
<b>MIT’s commitment to community, belonging, and a culture of excellence</b>	<b>3</b>
Why MIT is creating this plan	3
How this plan is different	3
How we define community	4
Where it starts and what we need to do	5
How this plan was created	6
Next steps	6
How we will implement the plan	6
<i>Ownership</i>	6
<i>Setting up the Foundation Year</i>	8
<i>Measurement</i>	7
<i>Accountability and transparency</i>	7
Strategic Action Plan Steering Team	9
Acknowledgements	9
<b>Proposed actions and owners</b>	<b>9</b>
Belonging	10
Achievement	13
Composition	15



## Dear colleagues, students, alumni, and friends,

The Strategic Action Plan for Belonging, Achievement, and Composition reflects so many of the qualities we admire in our community. It's practical. It's data informed. And it reminds us of the importance of collaboration, accountability, and transparency.

We are grateful to the steering team for its leadership in shaping such a thoughtful strategy for cultivating a community in which all of us can do our best work and thrive.

We, MIT's senior leadership team, support and endorse this plan, and are committed to the actions it presents. We ask for your help in making the plan's vision for our community a reality.

**L. Rafael Reif**

President

**Cynthia Barnhart**

Provost

**Mark DiVincenzo**

Vice President and General Counsel

**W. Eric L. Grimson**

Vice President for Open Learning (interim) and  
Chancellor for Academic Advancement

**Suzanne L. Glassburn**

Vice President and Secretary of the Corporation

**Alfred Ironside**

Vice President for Communications

**Julie Lucas**

Vice President for Resource Development

**Melissa Nobles**

Chancellor

**Glen Shor**

Executive Vice President and Treasurer

**Maria T. Zuber**

Vice President for Research



## Executive summary

MIT's Strategic Action Plan for Belonging, Achievement, and Composition is a framework to support local and Institute-wide efforts to advance practices, systems, and behaviors that promote equity, value differences, and establish conditions so that all members of our community can thrive. The plan aims to coordinate, assess, and elevate new and existing activities around three strategic priorities: belonging, achievement, and composition. It specifies Institute commitments related to each priority:

- Critically engage with and empower the MIT community on the value of inclusion and belonging as drivers of Institute effectiveness.
- Reinforce positive interactions among members of the MIT community to foster and promote an enduring sense of belonging.
- Support academic research, scholarship, and administrative collaborations regarding diversity, equity, inclusion, social justice, and related topics at MIT.
- Advance excellence in all forms of success among underrepresented undergraduate students, graduate students, postdocs, staff, and faculty.
- Improve the representation of underrepresented graduate students, postdocs, staff, and faculty.
- Assess and strengthen recruitment of underrepresented undergraduate students

Each commitment is accompanied by a series of proposed actions, more than 50 in total. Each proposed action is either owned or co-owned by a member of MIT's [senior leadership team](#), based on whom the action is designed to serve (students, staff, postdocs, or faculty).

The first year of this plan's implementation—the Foundation Year—will focus on enabling and coordinating the development of local plans that align with the Institute-wide plan, creating common infrastructure that can be leveraged across the Institute, developing reporting and assessment tools, and cultivating the skills and capacity necessary for making change.

We use the terms belonging, achievement, and composition in this plan because they better reflect how MIT defines community, its focus, and its values than the more commonly used inclusion, equity, and diversity.



## MIT's commitment to community, belonging, and a culture of excellence

*MIT has offered generations of people the opportunity to change the trajectory of their lives, develop their full potential, and have an impact in the world. Yet the Institute is part of a society in which opportunity is not evenly distributed and in which not all people feel their contributions are valued. To more fully live up to its mission and increase its impact, MIT will continue increasing the diversity and sense of belonging in its community, removing barriers to opportunity, and shaping an environment in which all people can do their best work and thrive.*

### Why MIT is creating this plan

To live up to the demands of MIT's mission—advancing knowledge, educating students, and developing in each member of our community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind—we must look first to the conditions of our community. MIT must remain a place where the most talented students, staff, postdocs, and faculty in the world *want* to work together and learn.


To sustain its position as one of the world's leading institutions of education and research, MIT is engaged in an increasingly competitive race for talent. We must retain and sustain the exceptional people who make up our community, and we will need to work harder—and smarter—to attract the very best of future generations into our labs, offices, classrooms, and workshops.

MIT's [responsiveness](#) to the members of our [community](#), and our [commitments](#) to change are not new, but we now seek to build on past progress with an Institute-wide action plan, supported by plans and proposals on a more local level, that will set a unifying direction for the important work ahead.

### How this plan is different

Over several decades, MIT has developed a number of thoughtful [official reports](#) on challenges around diversity, equity, and inclusion in our community, with a particular focus on the issues affecting women and historically underrepresented faculty and students. These efforts, and others, have led to significant progress in some areas, such as undergraduate admission.

However, efforts to address persistent challenges have never been coordinated Institute-wide, nor have they been framed to advance a sense of community and belonging across MIT. An Institute-wide plan will address this by offering a platform for coordinating, assessing, and elevating these efforts.



This plan builds on previous efforts by highlighting approaches that have already succeeded and applying those lessons to drive broader progress. It also encourages academic, research, and administrative units to develop their own innovative plans and provides a framework to help.

## How we define community

MIT's on-campus population is made up of roughly 4,600 undergraduate students, 7,300 graduate students, 14,000 staff, 1,500 postdocs, and 1,000 faculty; Institute alumni number approximately 145,000. We come from all 50 US states and every country in the world, and we represent a broad range of faiths, races, ethnicities, ages, political views, and socioeconomic backgrounds. MIT's sense of community is defined by how all of us treat each other and by the culture and climate that result from our interactions.

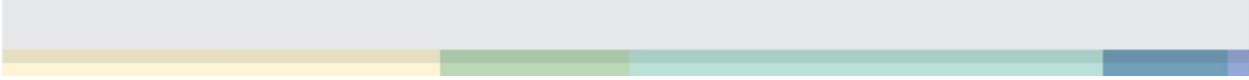
To achieve the sense of community proposed in this plan, we must look inward to understand what we can do now, we must look back to learn from our successes and our missteps, and we must look forward to achieve what we aspire to become. If we are not trying to create a culture of excellence in which *all* members of the community can do their best work, now and in the future, we are not fulfilling MIT's mission.

We believe diversity refers to the sum of social, cultural, and individual human attributes represented within a group and how these groups work together. These attributes include (but are not limited to) age, class, disability, educational background, ethnicity, gender expression, gender identity, geographical location, immigration status, income, marital status, national origin, parental status, political views, pregnancy, race, religion, sexual orientation, work experiences, and veteran status. These categories are not always fixed and often overlap.

At MIT, as in the United States as a whole, diversity is a fact about our community, present and future. That diversity of backgrounds, views, and talents is essential to MIT's strength; our differences challenge us to broaden and deepen our vision, to reexamine standing assumptions and ask questions we have not asked before. But our differences can also create points of pain and friction. Attending carefully to our diversity is a way of promoting a culture of respect, civility, and empathy so that all members of our community can thrive. That is our goal.

Diversity is not a proxy for underrepresentation. The Institute currently identifies members of a "racial/ethnic underrepresented" group as: "a U.S. Citizen who self-identifies as Black/African-American, Hispanic/Latinx, Native American or Alaskan Native, Native Hawaiian, or other Pacific Islander." While this plan aspires to improve circumstances for people from underrepresented groups at MIT, we take a broader view of diversity.

For this plan to have its intended impact, we must revisit many of our current assumptions, definitions, and practices around underrepresentation. For example, we must use a broader set of attributes—including those in the definition above, and others—to understand the composition of our community. We must also attend to the impact of long-standing practices, such as the fact that MIT records gender as only male or female; these binary categories line up with those in coordinated national and peer-institution reporting



systems, but they may no longer serve our community well in other contexts. And we must better understand composition in context: across the different segments of our community, and within the specific academic, administrative, and research units where we learn and work.

MIT must be able to identify and address the concerns of any community that is subject to identity-based discrimination or harassment, regardless of its proportion at MIT (e.g., Asians and Asian-Americans or Native Americans), or for which there is not reliable institutional data (disabled, LGBTQ+, veterans, and others). Additionally, MIT must enable meaningful disaggregations of constituencies within communities that are often treated as monolithic (Asian, Hispanic/Latino, “international”).

## Where it starts and what we need to do

The plan asks each of us to reflect on how the particular challenges and opportunities of our own backgrounds have shaped our paths and attitudes, our advantages and disadvantages, how other people’s experiences may have affected them, and how these factors play out in how we live and work together.

As individuals, we must accept responsibility for identifying and eliminating behaviors and habits that undermine the sense of belonging for any member of our community—while committing ourselves to maintaining an environment where we can freely and respectfully express diverging views.

As an organization, MIT aims to create and institutionalize new policies, systems, and behaviors that promote equity, value differences of opinion and origin, and establish conditions for productive disagreement that unite all of us in service to the Institute’s mission. To this end, we will organize our inquiry and actions around three strategic priorities:

- **Belonging:** MIT will cultivate a community in which people feel connected to each other, share a sense of purpose, and support each individual’s freedom to be themselves and respectfully express their views. By encouraging empathy, civil discourse, inclusion, and engagement, we will build on our historic strengths as a problem-solving institution and contribute to society’s collective well-being.
- **Achievement:** MIT will make equity central to how opportunities are presented and assessments are conducted for all members of the community while ensuring the highest standards of excellence. We will minimize barriers to achievement and chart equitable pathways to success for everyone.
- **Composition:** MIT can only fulfill its mission by serving as a magnet for a wide range of talented people. The composition of our community, and of our leadership, should reflect a commitment to diversity. Establishing objectives, defining steps for achieving them, and improving processes for collecting more detailed identity data will empower us to see ourselves more clearly and make progress.

We use the terms belonging, achievement, and composition in this plan because they better reflect how MIT defines community, its focus, and its values than the more commonly used inclusion, equity, and diversity.

## How this plan was created

This plan took shape through extensive consultations across the MIT community. In concert with MIT leadership, a steering team of faculty, staff, students, and postdocs first convened in fall 2020 and began by reviewing [previous reports](#) that identified patterns of inequity at MIT. Beginning with a list of more than 170 ideas to improve community and belonging, the first draft of the plan was released on March 30, 2021.

Upon its release, the plan's organizers and steering team received hundreds of emails and conducted more than three dozen formal community engagement sessions involving hundreds of MIT community members—staff, students, faculty, postdocs, trustees, and alumni—as well as many informal review sessions with different groups around campus. From these emails and conversations, comments on the draft plan fell into five broad categories:

- **Accountability and objectives:** The plan should be more specific about its expectations of community members and of MIT leadership at all levels; it also needs to be clearer regarding outcomes if expectations are not met.
- **Identity:** The plan should more clearly define whom it seeks to serve, and it should define how MIT will better understand and address identity-based concerns within the campus community.
- **Resources:** The plan should explain what resources will be made available to enable the actions it recommends.
- **Current community:** As an aspirational document, the plan describes a future state for MIT, but it should also serve the needs and address the concerns of the current community.
- **Education:** The plan should be more specific about how it will improve the educational experiences of all members of the MIT community with specific regard to belonging, achievement, and composition.


The current version of the plan reflects this feedback, and more. It remains a work in progress and additional inputs are always welcome by writing to [iceo@mit.edu](mailto:iceo@mit.edu).

## Next steps

The release of this plan is only the first step. Recognizing both the need for shared progress and the reality of the Institute's decentralized structure and culture, further progress depends on creating localized programs for action in each academic, research, and administrative unit.

Many units have already designed and launched plans and programs that are making meaningful progress to address issues of community and belonging. This plan is designed to support, amplify, and provide context for





those efforts. For units at earlier stages in the process, this plan sets expectations and offers guidance and a framework for identifying goals and paths to achieving them.

As we implement this plan and assess how it is working, we expect to learn from each other and uncover new ideas. To make the most of this learning process, the plan will need to be flexible. This also holds true for more localized versions.

## How we will implement the plan

### Ownership

Responsibility for the plan is set at the level of its 50-plus actions or initiatives. Oversight for each has been assigned to a member of MIT's [senior leadership team](#).

These assignments correspond broadly to the audiences the plan is designed to serve: proposed actions related to students are assigned to the chancellor, staff to the vice president for human resources, faculty to the provost, postdocs to the vice president for research (VPR), and those affecting Institute-wide strategic concerns will be the province of the President's Office. Proposed actions that fall to the Institute Community and Equity Office (ICEO) are also Institute-wide, but they are more operational than strategic. Some proposed actions are noted in the plan as shared. These will require coordination among members of senior leadership.

### Setting up the Foundation Year

The first year of this plan's implementation—the Foundation Year—will focus on enabling and coordinating the development of local plans, creating common infrastructure that can be leveraged across the Institute, developing reporting and assessment tools, and cultivating the skills and capacity necessary for making change. We will assess, address, and prioritize resource needs in alignment with the Institute's annual budget and planning processes.

At the end of the Foundation Year, this plan will be revised and re-released to reflect the inputs of this process. Specifically, each of the plan's owners will provide the following level of detail for each proposed action they have been assigned:

- **Goals:** Actions to be taken or changes that will occur.
- **Metrics and measurements:** Sources specified to quantify progress towards goals.
- **Timing:** Schedule of implementation for proposed actions.
- **Resources:** Budgets, staffing plans, or other resource allocations necessary for accomplishing the goals of the plan.



## Measurement

The Foundation Year will result in plans for academic, research, and administrative units across the Institute. As units articulate their own goals and plans to achieve them, proposed metrics—both qualitative and quantitative—will be defined. We will identify any gaps in our current institutional data-collection processes and work with senior leaders to prioritize and address them. As the plan’s proposed actions may change, be revised, or get updated over time, the Institute will set overall goals for the plan for each commitment.

## Accountability and transparency

Owners of the plan’s proposed actions will provide an annual update to [Academic Council](#) and to a committee of faculty, staff, postdocs, and students. The Institute will also develop and maintain online resources to track prioritization and progress toward each commitment in this plan, to be updated annually in alignment with existing reporting practices at the Institute.

## Acknowledgements

The plan’s organizers are deeply appreciative of the time, attention, and energy expended by MIT’s students, staff, postdocs, faculty, trustees, and alumni who participated in creating and shaping this document. They have done our community today—and tomorrow—a great service.

## Strategic Action Plan Steering Team

The principal drafters of the Strategic Action Plan for Belonging, Achievement, and Composition was a steering team made up of members of MIT's community and the [Committee on Race and Diversity](#), a standing Institute committee that reports to the President.

### Co-chairs:

**John Dozier**, Institute Community and Equity Officer  
**Maryanne Kirkbride**, Deputy Institute Community and Equity Officer and Executive Director of MindHandHeart

**Tim Jamison**, Associate Provost and Robert R. Taylor Professor of Chemistry

### Steering Team members:

**Alana Anderson**, Assistant Dean for Diversity, Equity, and Inclusion, MIT Schwarzman College of Computing

**EeShan C. Bhatt**, Graduate Student, MIT-WHOI Joint Program in Oceanography/Applied Ocean Science and Engineering, Department of Mechanical Engineering

**Nandi Bynoe**, Assistant Dean for Diversity, Equity, and Inclusion, School of Engineering

**Ike Brochu**, Assistant Director, Disability and Access Services

**Gabriel Campos**, Director of Diversity, Equity, and Inclusion, Human Resources

**Beatriz Cantada**, Director of Engagement for Diversity and Inclusion, Institute Community and Equity Office

**Yu Jing Chen**, Undergraduate Student, Department of Urban Studies and Planning

**Nat Clarke**, Postdoctoral Fellow, Department of Biology

**Orisa Coombs**, Undergraduate Student, Department of Mechanical Engineering

**DiOnetta Jones Crayton**, Associate Dean and Director, Office of Minority Education

**Nina DeAgrela**, Assistant Dean, Office of Intercultural Engagement

**Kuheli Dutt**, Assistant Dean for Diversity, Equity, and Inclusion, School of Science

**Shirley A. Entzminger**, Senior Co-Convener, Working Group for Support Staff

**John Fernández**, Professor, Department of Architecture

**Chad Galts**, Director of Communications, Institute Community and Equity Office

**Asegun S. Henry**, Professor, Department of Mechanical Engineering

**Alyce Johnson**, Senior Advisor to the Vice President, Human Resources

**Virginia Johnson**, Co-Lead, African, Black, American, Caribbean Employee Resource Group

**Tracie Jones**, Assistant Dean for Diversity, Equity, and Inclusion, School of Humanities, Arts, and Social Sciences

**Markus Klute**, Professor, Department of Physics

**Bianca Lepe**, graduate student, Department of Biological Engineering

**Muchun Liu**, Postdoctoral Associate, Department of Civil and Environmental Engineering

**Kathleen Monagle**, Associate Dean, Student Support and Wellbeing

**Zaina Moussa**, Undergraduate Student, Department of Biological Engineering

**Rachel Ornitz**, Senior Administrative Assistant, Institute Community and Equity Office

**Monica Orta**, Assistant Dean for Diversity, Equity, Belonging, and Student Support, School of Architecture and Planning

**Ufuma Oviemhada**, Graduate Student, Department of Aeronautics and Astronautics

**Ray Reagans**, Professor, Sloan School of Management

**Jonathan Schwarz**, Director of Institutional Research, Office of the Provost

**Alex Shalek**, Professor, Department of Chemistry

**David Singer**, Professor, Department of Political Science

**David Spicer**, Undergraduate Student, Department of Political Science

**Kayla Storme**, Graduate Student, Department of Chemistry

**Patricia Tang**, Professor, Music and Theater Arts Section

**Bryan Thomas Jr.**, Assistant Dean for Diversity, Equity, and Inclusion, MIT Sloan School of Management

**Lily L. Tsai**, Professor, Department of Political Science, Chair of the Faculty

**Noelle Wakefield**, Assistant Dean of Graduate Diversity Initiatives, Office of Graduate Education

**Catherine Wong**, Graduate Student, Department of Brain and Cognitive Science

# Proposed actions and owners

## Belonging

Priority/Commitment	Proposed action	Owner
<b>Critically engage with and empower the MIT community on the value of inclusion and belonging as drivers of Institute effectiveness.</b>	Facilitate and enable the creation of localized programs and plans for action in academic, research, and administrative units.	ICEO
	Broadly disseminate the MIT values statement.	President
<i>Proposed metrics include:</i>	Expand categories of identity data formally collected from MIT community members to include characteristics such as religion, disability, first-generation, veteran status, gender beyond the binary, disaggregation of ethnic/racial categories, etc.	SHARED (Provost, Chancellor, VPHR)
<ul style="list-style-type: none"> <li><i>Plans for every school/college, department, and administrative unit that align with the central strategic action plan</i></li> </ul>	Develop and execute a communications strategy that supports belonging, achievement, and composition to reach all MIT stakeholders (internal and external). These strategies should include amplifying underrepresented groups and voices, especially during times of the year that commemorate particular identities within our diverse community; and bolstering visibility of existing awards programs for students, staff, and faculty (MLK awards, RISE awards, etc.).	VPCOMMS
<ul style="list-style-type: none"> <li><i>Participation of leadership, students, postdocs, staff, and faculty in inclusive leadership programs and engagement opportunities</i></li> </ul>	Develop and maintain a set of internally available online resources to track prioritization and progress toward each commitment in this plan, to be updated annually in alignment with existing reporting practices at the Institute.	SHARED (VPCOMMS, ICEO, President)
<ul style="list-style-type: none"> <li><i>Assessments of learning outcomes in sponsored programs and engagement opportunities</i></li> </ul>	Develop coordinated and consistent staff, faculty, postdoc, and student onboarding and orientation processes that reinforce MIT's commitments to community and belonging.	SHARED (Chancellor, VPHR, VPR, Provost)
	Develop, maintain, and utilize a repository of diversity, equity, and inclusion resources designed to amplify the role of engagement, empathy, social analysis, civil discourse, mentoring, advising, and inclusion as institutional values.	ICEO
	Recognize students, staff, postdocs, and faculty who participate in specific, project-based roles related to advancing Institute goals for belonging, achievement, and composition that fall outside of their job descriptions, service commitments, or other assigned responsibilities.	SHARED (Chancellor, VPHR, VPR, Provost)
	Improve collaboration, knowledge management, and sharing of best practices from departments and community-led programs that encourage the examination of issues related to diversity, equity, and inclusion.	ICEO

Working in collaboration with existing departmental curriculum development and planning efforts, create a program and incentive structure for department heads and individual faculty members to develop curricular innovations and academic programming that incorporates diversity, equity, inclusion, justice, and ethics concepts into current subject matter and research topics across programs and departments.

Provost

**Reinforce positive interactions among members of the MIT community to foster and promote an enduring sense of belonging.**

Develop an Institute-wide model and rubric for assessing the success of mentoring efforts across the Institute. The intention is to leverage effective existing practices, offer best-practice standards and models for inclusionary practices that will promote a sense of belonging, and innovate new measures for instilling a culture of excellence in advising and mentoring (to include, for example, formal recommendations advanced by the [Ad Hoc Committee on Graduate Advising and Mentoring](#)).

SHARED  
(Provost, Chancellor, VPHR, VPR )

*Proposed metrics include:*

- *Percentage of students, postdocs, staff, and faculty who report a favorable sense of belonging (Quality of Life [QoL] Survey)*
- *Number of students, postdocs, staff, and faculty who report receiving mentoring (QoL Survey)*
- *Perceptions regarding the quality of mentoring opportunities (QoL Survey)*
- *Awareness of Institute discrimination and Harassment Response Office's Bias Incident Reporting*

In collaboration with school, college, department, and unit leaders, implement ongoing feedback processes (e.g., surveys, 360-degree reviews, reverse mentorship, etc.) that allow staff, students, postdocs, and faculty to provide feedback to department, school, and senior leadership relating to creating and sustaining collegial and respectful environments.

SHARED  
(VPHR, VPR, Provost)

Expand visibility of and create opportunities for employee engagement, such as Employee Resource Groups and other engagement mechanisms.

SHARED  
(VPHR, ICEO)

Support faculty and supervisors through coordinated training programs that emphasize how to build trusting relationships, manage across differences, employ coaching strategies, facilitate difficult conversations, and provide effective feedback. Make all advisors and supervisors aware of key Institute resources. Encourage postdocs to access this program as part of their training to be future faculty leaders.

SHARED  
(ICEO, VPHR, VPR, Provost)

The president will ensure the MIT community is informed annually regarding our discrimination and harassment policies and practices for redressing violations.

President

Develop a Well-Being Lab for students to emphasize and coordinate health-promotion efforts across campus; strengthen the Department of Athletics, Physical Education, and Recreation's formal academic wellness offerings; and develop campus-wide messaging about self-care, self-compassion, respect, relationships, and resiliency.

Chancellor

Assess and report the usage, satisfaction, and availability of mental health resources provided by MIT. Based on findings, work to improve communication and outreach about mental health resources and increase representation among mental health practitioners to reflect the needs of specific identity groups (e.g., women, racially underrepresented groups, LGBTQ+, persons with disabilities, etc.).

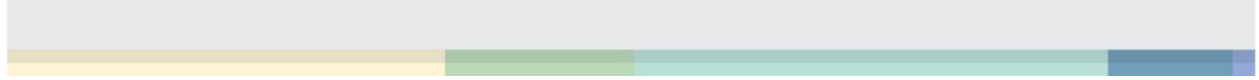
SHARED  
(VPHR, EVPT)

Adapt campus space planning processes to identify community spaces for shared use by student groups and organizations. Work with the Graduate Student Council and the Undergraduate Association to assess space utilization and assignment and consider strategies for sharing or realigning.

SHARED  
(Provost, Chancellor)

Regularly evaluate the effectiveness of resources designed to meet students' urgent financial needs, including addressing food insecurity and crisis-related support. Make appropriate updates to these resource allocations as needed.

Chancellor



Review the findings and recommendations contained in the final report of MIT's review of public safety operations and inform the MIT community of what will be implemented.	President
Review the findings and recommendations contained in the final report of MIT's Digital Accessibility Working Group and inform the MIT community of what will be implemented.	Provost
Review the findings and recommendations contained in the final report of MIT's inclusive restrooms study and inform the MIT community of what will be implemented.	ICEO
Facilitate compliance with both the letter and spirit of federal and local codes regarding physical accessibility so that our buildings and spaces convey a sense of belonging to all community members, including those with disabilities.	EVPT

---

**Support academic research, scholarship, and administrative collaborations regarding diversity, equity, inclusion, social justice, and related topics at MIT.**

As noted in President Reif's letter to the community in July 2020, make new investments of \$1 million in research that draws on the MIT community's strengths of intellectual inquiry and problem-solving to achieve progress on racial justice and equality at MIT and beyond.	President
Develop and promote a central repository of information to support diversity and inclusion in procurement decisions regarding suppliers that serve MIT.	EVPT

*Proposed metrics include:*

- *Volume of research projects and teaching and learning opportunities focused on systemic racism.*
- *Financial*

# Achievement

Priority/Commitment	Proposed action	Owner
<b>Advance excellence in all forms of success among underrepresented undergraduate students.</b>  <i>Proposed metrics include:</i> <ul style="list-style-type: none"> <li>• First-year to second-year retention</li> <li>• 4-year graduation</li> <li>• 6-year graduation</li> <li>• Post-graduation outcomes</li> <li>• Participation in experiential learning programs</li> </ul>	Implement a stronger undergraduate advising structure with dedicated professional staff who, in concert with faculty advisors, will work with students across their undergraduate careers.	Chancellor
	Expand the fifth-week flag system to a more structured alert system that spans all four years.	Chancellor
	Determine if there are differences in participation rates and outcomes in experiential learning programs and develop strategies for addressing any areas of concern.	Chancellor
<b>Advance excellence in all forms of success among underrepresented graduate students.</b>  <i>Proposed metrics include:</i> <ul style="list-style-type: none"> <li>• Time to degree</li> <li>• Qualifying exam pass rates</li> <li>• Post-graduation outcomes</li> </ul>	Provide data by race/ethnicity and gender to each school/college dean regarding graduate student program progression (e.g., qualifying exams, grades) and outcomes (e.g., papers, job placement, salaries). Deans will work with departments and programs to design regular, program-based self-assessments and review processes to take actions that address any inequities.	Provost
<b>Advance excellence in all forms of success among underrepresented postdocs.</b>  <i>Proposed metrics include:</i> <ul style="list-style-type: none"> <li>• Postdoc placements (after completion of their MIT appointments)</li> </ul>	Assess and add or enhance opportunities that ensure all postdocs have access to programming for personal and professional development.	VPR
<b>Advance excellence in all forms of success among underrepresented staff.</b>  <i>Proposed metrics include:</i> <ul style="list-style-type: none"> <li>• Average salaries within job classifications/bands and</li> </ul>	Develop mechanisms to broaden participation in professional development opportunities for staff across the Institute and ensure that opportunities for participation are accessible by all staff.	VPHR
	Develop and share across the Institute standards for annual performance reviews of staff that acknowledge and support contributions to belonging, achievement, and composition at MIT.	VPHR

*across schools and departments*

- *Promotion rates*
- *Retention rates*

Develop and share across the Institute a statement that more adequately expresses MIT's commitments to belonging, achievement, and composition for use in job descriptions across the institute.

VPHR

---

**Advance excellence in all forms of success among underrepresented faculty.**

*Proposed metrics include:*

- *Average salaries within respective departments/disciplines*
- *Salary increases*
- *Promotion and tenure rates*

Review and evaluate existing tenure and promotion criteria and revise them, as necessary, to incentivize service contributions that include belonging, achievement, and composition.

Provost



# Composition

Priority/Commitment	Proposed action	Owner
<b>Improve the representation of underrepresented graduate students.</b>  <i>Proposed metrics include:</i> <ul style="list-style-type: none"> <li>Graduate program applicants</li> <li>Applicant yield rates</li> <li>Graduate student diversity</li> <li>Participation in MIT-sponsored pipeline programs</li> </ul>	Each academic program will document its graduate admissions process and selection criteria; deans, department heads, and Institute leadership will collaborate to ensure the implementation of holistic processes for admissions decisions Institute-wide; they will also document, promote, and operationalize best practices to inform the use of standardized tests, letters of recommendation, and other admissions criteria.	SHARED (Provost, Chancellor)
	Create a certification process focused on the relationships between diversity, community, and excellence for all faculty participating in graduate admissions decisions.	SHARED (Provost, ICEO, VPHR)
	Develop an Institute-wide approach to supporting recruitment and yield activities for underrepresented students.	Chancellor
	Assess, develop, and enhance coordinated bridge programs, such as the MIT Summer Research Program, that increase the number of underrepresented students who elect to attend graduate study at MIT and elsewhere	Chancellor
	Better coordinate departmental alliances and partnerships with minority-serving institutions and historically Black colleges and universities. Determine if there are opportunities to enhance existing partnerships and/or expand partnerships with other institutions.	SHARED (Provost, Chancellor)
	Make explicit commitments to expand the number of MIT graduate fellowships (and coordinated fellowship programs) to support the recruitment and retention of students who enhance the diversity of their academic disciplines.	Provost
<b>Improve the representation of underrepresented postdocs and research staff.</b>  <i>Proposed metrics include:</i> <ul style="list-style-type: none"> <li>Postdoc diversity</li> </ul>	Create a certification process focused on the relationships between diversity, community, and excellence for all MIT principal investigators who make postdoc and research staff hiring decisions.	SHARED (Provost, VPR, VPHR, ICEO)
	Catalog each department, lab, and center's hiring practices for postdocs and establish Institute-wide best practices, processes, and standards.	VPR
	Coordinate and expand existing programs that support postdoc recruitment and success.	VPR
<b>Improve the representation of underrepresented staff.</b>  <i>Proposed metrics include:</i> <ul style="list-style-type: none"> <li>Diversity of managers, senior leaders, and other (non-faculty)</li> </ul>	Create a certification process focused on the relationships between diversity, community, and excellence for all hiring managers and staff who participate in staff hiring decisions.	SHARED (VPHR, ICEO)
	Develop and share across the Institute guiding principles and best practices for staff searches to increase belonging, achievement, and composition—starting from position creation, through search, to the annual review process.	SHARED (VPHR, ICEO)
	More effectively utilize current Equal Employment Opportunity information and goals in all staffing categories, including leadership and management.	VPHR

<b>Improve the representation of underrepresented faculty.</b>	Create a certification process focused on the relationships between diversity, community, and excellence for all faculty participating in faculty hiring decisions.	SHARED (Provost, VPHR, ICEO)
<i>Proposed metrics include:</i>		
<ul style="list-style-type: none"> <li>• <i>Number of faculty participating in effective practices for search committees training</i></li> </ul>	Develop and implement a mechanism for following the academic careers and postgraduate success of top underrepresented undergraduate and graduate students and postdocs, as well as students who have participated in other outreach programs, that will inform faculty search committees in future years.	Provost
<ul style="list-style-type: none"> <li>• <i>Faculty diversity (tenure and non-tenure)</i></li> </ul>	Document and articulate faculty recruitment and pipeline development efforts and work to develop and implement programs that increase the number of underrepresented candidates in faculty searches.	Provost
	More effectively utilize current Equal Employment Opportunity information and goals in all faculty categories, including leadership and management.	SHARED (VPHR, Provost)
<b>Assess and strengthen recruitment of underrepresented undergraduate students.</b>	Assess, and expand as needed our recruiting efforts for underrepresented undergraduates, including through work with established programs and partners.	Chancellor
	Assess STEM outreach/pipeline programs and evaluate coordination among them; develop and implement plans to address opportunities and shortcomings.	SHARED (Provost, Chancellor)
<i>Proposed metrics include:</i>		
<ul style="list-style-type: none"> <li>• <i>Number and diversity of high school students participating in MIT-sponsored pipeline programs</i></li> </ul>		

**Notes:** ICEO=Institute Community and Equity Office; VPHR=Vice President for Human Resources; VPComms=Vice President for Communications; VPR=Vice President for Research; EVPT=Executive Vice President and Treasurer