Strategy and Equity AY22 Report
August 2022

INTRODUCTION

The Strategy and Equity (S&E) team in the Department of Architecture - formed in June 2020 by Department Head Nicholas de Monchaux - continued its work in its second year. Team members included:

Terry Knight - Associate Department Head for Strategy and Equity and continuing team lead
Mohamed Ismail - student representative (Katharine Kettner, AY21 student rep, transitioned off at the end of the Fall '21 semester)
Inala Locke - continuing staff representative
Lauren Schuller - Diversity, Equity and Belonging Officer (joined in the Spring '22 semester)

The charge of the S&E team is to:

1. *Review the state of our department in relation to topics of diversity, equity, and inclusion for our student, staff, and faculty community, and identify areas of concern.*
2. *Develop recommendations for policies, practices, and actions to redress areas of concern and, more generally, enhance and promote diversity and equity within our community.*
3. *Monitor policies, practices, or actions following from our recommendations, and keep watch on policies and practices not already addressed that may be in need of reform.*

We (S&E team) met weekly throughout the past academic year. We also had regular meetings and updates with Nicholas de Monchaux, Department Head, and Monica Orta, SA+P Assistant Dean for Diversity, Equity and Belonging and Student Support. They remain invaluable collaborators in our work. We are grateful to now have Lauren Schuller, Diversity, Equity and Belonging (DEB) Officer, as part of our team. She has already added substantially to our efforts to advance change in the department. In partnership with many others - students, staff, and faculty - we remain committed to creating a more equitable, inclusive, anti-racist, and welcoming community.

In our first year of work, we focused intensively on the first and second parts of our charge - to identify areas of concern and to develop new policies and practices in response (see S&E AY21 Report). In our second year, we focused mostly on the second and third parts of our charge - to develop policies and practices for outstanding issues and to assess and fine-tune policies and practices launched in our first year. With our new DEB officer on board and with upcoming transitions in staff, faculty, and student members, the structure and tasks of S&E will be revisited and reevaluated in Fall '22.

Highlights of S&E work this past year include progress on: graduate admissions; data collection and sharing; student mentoring and advising; curriculum; staff issues; and climate and culture. Details of our work are summarized below under the several areas of concern we identified in our first year. Within each area, **Goals** and **Recommendations** from the start of the academic year are outlined. **Actions** taken in response to these, and suggested **Next Steps** are then described.

SUMMARY OF WORK

Data Collection

Goals
Gather and keep up-to-date on diversity, inclusion, and belonging metrics (qualitative and quantitative) on our students, staff, faculty, and alumni. We are a decentralized community with several different programs and groups, so it is difficult but essential to have an overview of where we are, who we are, what individual groups and programs are doing, and how we compare to other departments, schools, and universities (benchmarking).

Recommendations
- Create a centralized repository for quantitative and qualitative data on students, staff, faculty, and alumni, with access on our website or links to where data can be found. Update annually. Data will need levels of privacy and access, from public where prospective students, staff, and faculty applicants can see at a glance who we are, to more confidential data accessible only to those with MIT certificates.

Actions
- We met with Institutional Research staff to discuss data that MIT collects and what they can provide for our department. They created datasets customized for our department, which will be included on our new DEB webpage along with MIT-wide diversity data. These will be accessible to the public. Department and School surveys, accessible only to the department community with certificate access, will also be uploaded to this page.

Next Steps
- Review data on our website annually for updates, adding new data and removing obsolete data as appropriate. Designate someone to be in charge of this task.

Outreach And Recruitment

Goals
Expand the pipeline for undergraduates, graduate students, and faculty – all are connected – to improve and diversify the pool of potential applicants for our undergraduate programs, graduate programs, and faculty/instructional staff. All levels are connected, one impacting the next further along the pipeline.

Recommendations
- Have a dedicated staff member oversee this substantial outreach task, someone who can have an overview of all the programs and practices we have or should have.
- Outreach should start with elementary/middle school as high school is often too late. Consider bridge programs and Hammond Report recommendations to prepare grad students for faculty positions.

- Expand participation in existing MIT programs (MITES, MOSTEC, and MSRP), and begin work on developing a free MIT summer program to target high school students and/or undergraduates and recent college grads from underrepresented populations.
- Keep data on the use and success of these programs.

Actions
- Schuller worked to expand the department's participation in MSRP and other MIT programs. She held a department tour and info sessions for 3 MSRP interns with participation from current students and staff. Additionally 6 architecture faculty members signed up for "grad chats" with MSRP interns.
- Ismail and Schuller are working to expand our connection to MIT's ambassador program and other outreach program possibilities. They are collaborating with our communications team on marketing materials for our grad programs.
- Schuller is collaborating with NOMAS to secure funding so that any NOMAS student who wishes to attend the 2022 conference can do so. Schuller is also attending the conference.
- In addition to S&E work, Paul Pettigrew was the Boston Society of Architecture representative for our department and helped to coordinate the upcoming "Architecture & Race Panel and Discussion in Sept '22. He also worked with OEOP/MOSTEC to both select this past year's MOSTEC participants and assist their design class instructors with accessing necessary software and resources for teaching.

Next Steps
- Continue work and follow up on recommendations and actions above.

(See Graduate Student Admissions section below for related work on outreach.)

Graduate Student Admissions

Goal
Create a more diverse body of students.

Recommendations
- Develop a more inclusive and transparent application process, one that minimizes barriers in the graduate application process.
- Track the reasons why admits don't accept us, in order to make future adjustments.
- Continue to monitor and assess AMP and ArchCatalyst programs, making improvements as needed.
- Continue admissions bias workshops, making improvements as needed based on feedback from our last two workshops.
- Reinstitute the annual SMArchS admissions overview meeting to review all underrepresented applicants.
- Ensure consistent and robust follow-up calls by faculty to admitted students across all programs .
- Reform Open Houses, both Fall (e.g. better advertisement to potential BIPOC applicants) and Spring (BIPOC attendees see few people, if anyone, who look like them).

Actions
- The SMArchS admissions overview meeting to review underrepresented applicants was reinstituted.

- Schuller presented department DEB info in the Spring open house, and NOMAS was part of a student session.
- Admissions implicit bias workshop - A workshop was led by Ashley Stewart, faculty at the School of Social Work at Temple University, and was attended by members of admissions committees across the department. Prof. Stewart focused on institutional biases and white-dominant ideological norms in higher education admissions processes. (A recording of the workshop is available on request.) Attendance was good, but the workshop time was too short, with insufficient time for in-depth discussion in breakout groups. Modifications should be considered for next year. Some discipline groups followed up with their own meetings and conversations.

- AMP (Architecture Mentorship Program) - This applicant outreach program ran for the second time in Fall '21.
  - There were 73 participants in the AMP program.
  - Approximately 70% (51) of participants applied to MIT.
  - Of those who applied, 14% (7) were admitted. *By comparison, only about 6% of all applicants are admitted. Of those who were admitted, 86% (6) enrolled at MIT.

- ArchCatalyst - This outreach program ran for the second time in Fall '21, this year under the auspices of MIT's GradCatalyst. In Fall '20, we ran it independently in our department. We moved it under the Institute umbrella to tap into GradCatalyst's outreach capacity and other resources. However, attendance was very low. We are rethinking how to run this program this coming Fall '22.

- New graduate program application platform - We met with Institute reps, Darren Bennett, and Brandon Clifford to begin work customizing a new admissions system - *Slate* - for our department. It will include an outreach database, new text prompts for applicants as well as new text prompts for admissions committee readers. It will be deployed and tested this fall. An important question to be considered next year - *Should recommendations be required, optional, eliminated?* (See reasons for dropping recommendations - barriers and inequities created - in MacDowell Colony Application Process and Chronicle of Higher Ed article.) Last year, MArch applicants were told that they would not be penalized for submitting no letters. However, all admitted students had at least 3 recommendation letters.

- MArch funding for admitted students will now be set on admission, and only reconsidered in case of special, unanticipated changes in a student's financial situation.

Next Steps
- Review feedback from last fall's AMP and ArchCatalyst programs and make any needed changes for this coming year. Reconsider whether to run ArchCatalyst under the GradCatalyst umbrella.
- Consider additional measures to improve inclusion and diversity at the Fall and Spring Open Houses.
- Continue efforts to increase funding offers.
- Increase awareness and support for students applying for OGE external funding opportunities and CAPD Distinguished Fellowships.
- Continue implicit bias workshops with admissions committees.
- Initiate discussion of elimination of recommendation letter requirement.

- Work with faculty across our different programs to ensure consistent and robust outreach to admitted students.

Graduate Student Support

Goals
Provide better academic, financial, social, and emotional support for graduate students.

Recommendations
- New student orientation – This should include anti-bias components geared especially for incoming students and an introduction to the greater Cambridge and Boston area (what to expect, the history of the area and its various communities).[1]
- Advising and mentoring – Develop written, consistent, clearly communicated practices and policies for mentors and mentees. Clarify what advising covers, beyond just approving registration forms, and what mentoring covers.
- Introduce awards/support/recognition for individual or group initiatives and work that engages BIPOC communities and issues.
- Improve career development and alumni connections. Work with Paul Pettigrew to see what more can be done, and where he needs additional support.
- With Dean's Office support, increase tuition/stipend support with the goal for our programs to be tuition-free.

Actions
- ArchREFS (Resources for Easing Friction and Stress) - The two MArch students who launched the first year of the archREFS program stepped down in Spring '22 and were replaced by an MArch student and a SMArchS student. The first year ArchREFS students had challenges making this new program known, but had some success with posters and with "candy hours" for students. They suggested joining forces with NOMAS, or taking over some of the outreach and events that NOMAS organizes. The two new archREFS continued the candy hours in the spring and also communicated with students during crisis events with offers of support. They also hosted a well-attended "Vent-ilation Hour", and plan to resume those in the fall on a bi-weekly or monthly basis. Schuller met regularly with ArchREFS to support and brainstorm with them, and plans to continue this relationship in the fall.

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[1] Additional suggestions:
- The department could email incoming students with a few resources (readings, etc.) and encourage them to do a bit of research before coming to campus. This could help get students to a common baseline during orientation. The resources could be about Boston/Cambridge, anti-bias related, and so on.
- DEB training should be centered as a top priority for orientation..
- Any anti-bias training that happens during orientation should be different than ongoing anti-bias training for continuing students. Many of these trainings require trust amongst participants that hasn't yet been formed for an incoming cohort. A few students suggested that anti-bias trainings should differ every semester, becoming increasingly in-depth as a cohort develops more trust and becomes more familiar with the MIT and US context.

- Advising/Mentoring - Ismail and Schuller had a productive meeting with students to get their feedback on advising and mentoring. In response to issues raised at that meeting and previous student feedback about inadequate and inequitable advising and mentoring, we drafted a proposal for new advising and mentoring practices. We distinguished between advising and mentoring (see below). We are aware of the new advising/mentoring guidelines and practices being developed at the Institute level, however, those are focused primarily on research advising/mentoring. We are interested in advising/mentoring leading up to and including the thesis semester.

Advising - We defined advising to include registration approval and providing academic information about curriculum, subject requirements, etc. To make this type of advice more accessible to students, STOA, Jackie Dufault (AO), and the student services team are working on better online support for course selection and planning. This now includes posting syllabi for subjects online prior to the beginning of a semester. We also suggested grad advising sessions (led by Kateri Bertin?) with all students each semester.

Mentoring - We defined mentoring as a collaborative, professional and personal learning and working relationship between a faculty mentor and a student mentee. Mentors take an active interest in developing a mentee's career and well-being, and in advancing the mentee's academic, professional, and personal goals in directions most desired by the student. Mentoring is particularly important for underrepresented students. Mentoring can include academic advising as described above.

We aim to meet with A+U faculty for their input and suggestions on our proposed process for mentoring, with the goal to trial a new process this coming academic year for the MArch program where the most need has been identified.
1. New admits, pre-arrival: Kateri assigns advisors for incoming MArch students. Advisors are responsible for registration approval, at minimum.
2. First semester: Expose new MArch students to faculty (as potential mentors) in Core I studio classes. For this fall, Liam O'Brien (Core I instructor) will have faculty introduce themselves and have informal discussions with students. He (or someone) will also discuss mentoring principles with students (and have our mentoring guidelines).
3. Second semester: Connect mentors and students with a ranking process like the one we are now using for TAs. Mentors can be chosen and ranked by students from a list of approved faculty possibilities (in the A+U program); however students can request someone outside of that list who would then need to be approved by the MArch director and the requested faculty.
4. After second semester: Students can switch mentors by request, as needed.

We also propose to ask SMArchS group directors to describe their group's process for assigning advisors, in preparation for possible changes in advising/mentoring for SMArchS.

To facilitate the mentoring process, we drafted guidelines for effective mentorship, which were adapted from other mentoring resources for higher education. These are intended to be shared with faculty and students.

- Food insecurity - Schuller and the Student Services team met with Adj Marshall in OGE to learn more about food assistance requests in SA+P and to strategize about how to tackle this problem. Plans are now in place to share information about MIT food resources at key times during semester when requests are elevated, including emails and flyers around the department. In addition, approximately $2K will be allocated to stocking the lounge with snacks and quick meals throughout the semester. Schuller is in conversation with various suppliers about accessing cost effective food options to maximize this budget. The department also plans to schedule lectures around lunchtime and provide lunch to attendees as an additional way to offer food to students.
- Alumni connections/mentoring - Schuller is working with OGE to plan a mentoring circle, modeled on the Institute mentoring circle, but just for Architecture students. She is working to recruit alumni mentors with the goal of running first mentor circle this Fall '23.

Next Steps
- Monitor and assess our new practices for MArch advising and mentoring described above. Get student and faculty feedback.
- Work on recommendations above: improve new student orientation, track participation and get student feedback; increase tuition and stipend funding; implement a URM student mentor program, secure funding to support work that engages BIPOC communities and issues.

Undergraduate Student Support

Goals
Identify, understand, and respond to concerns of undergraduate majors and minors.

Recommendations
- Include undergrad student representatives in NOMAS.
- Meet with ASC UG representatives to follow up on their concerns identified last year.

Actions
- Ismail met in Fall '21 with Tibbits and Pettigrew who reported work on: improving consistency and clarity of curricula from year-to-year; accelerating recruitment efforts and coordination with department and Institute efforts; creating more overlap between grad and undergrad subjects to give undergrads more exposure to graduate work; developing a more substantial thesis subject; increasing reviewer diversity.
- Ismail met with the UG ASC student representatives in Spring '22 to follow up on concerns that undergrads raised last year, including lack of diversity in faculty hiring and reviews, structural problems with studio curricula, poor advising regarding electives, and inadequate venues for voicing concerns. These concerns will begin to be addressed by our new studio faculty hires who will contribute to the diversity of our faculty, be instrumental in adding stability and clarity to the UG curriculum and, in general, help create consistency in the undergraduate academic experience. We are currently working on a venue for voicing concerns, which will be open to students as well as faculty

and staff. Student support staff is maintaining a list of electives for UG advisors to consult in helping their advisees choose electives.

Next Steps

Identify, detail, and respond to issues that are unique to the undergraduate community.
- Meet with undergraduate ASC representatives to follow up on previously identified issues, to discuss emerging issues, and to review past successes.
- Organize meeting with Tibbits, Pettigrew, and undergrads to discuss the above.
- Communicate to new undergraduate faculty the issues undergrads have had with inconsistent curriculum.

Faculty Hiring, Support, and Retention

Goals

Rethink and reform search and hiring practices to achieve a more diverse faculty. Rethink and reform policies and practices to support retention of faculty, in particular POC and women.

Recommendations
- Initiate a Cabinet discussion of current recommended search practices versus actual practices, and what new practices are necessary.
- Related to the above, initiate a Cabinet discussion on frameworks for judging merit and excellence. What do these concepts mean and how are they used in searches, appointments, and promotions? Do these concepts marginalize certain types of work and career paths?
- Coordinate with the SA+P Faculty Diversity Committee (FDC), which oversees approvals of searches, on their work on faculty searches and hires.
- Review and implement the very comprehensive Recommendations for Action in the 2019 SA+P Report on Women and Minority Retention (which cover some of the points below).
- Implement a new faculty/instructional staff orientation – include an anti-bias component geared especially for incoming faculty, which should include an introduction to the greater Cambridge and Boston community. This should happen every semester as new instructors join the department.
- Faculty mentoring from pre-hire to retirement – Develop written, consistent, clearly communicated policies and expectations for mentors and mentees. Put together a faculty group to develop policy.

Actions
- Knight sits on the FDC, which has done much work this past year to oversee faculty searches and help search committees achieve diversity in applications and in candidate selections. In particular, as a result of more rigorous FDC oversight and support for search committees, three tenure-track studio faculty hires and a tenure-track AKPIA faculty hire were made who will contribute to the diversity of our faculty. Knight has asked Institute DEI staff about an MIT guide for faculty search best practices (like those provided by other institutions), but with no clear response.
- Associate Dept Head for Academics, Timothy Hyde, worked on new, clearer faculty advising and mentoring practices for better support and retention of faculty (but not yet mentoring/advising for

pre-hire or retiring faculty). Lack of good mentoring has a disproportionate effect on women and faculty of color.

- de Monchaux initiated regular faculty Happy Hours. Next year, these will include staff and an earlier time in the day will be set in order to include people who can't attend early evening.

Next Steps
We did not focus on faculty-specific issues this year. The recommendations above need attention this coming year.

Staff

Goals
Improve the climate and culture for staff, a marginalized community in our department and across MIT, and often ignored or underserved with respect to DEB.

Recommendations
Follow up on staff concerns identified last year (see S&E AY21 Report), and continue to engage staff through in-person meetings and surveys.

Actions
- In response to concerns and questions about faculty-staff interactions, a committee of two staff and two faculty was convened in Spring '22 to develop a joint values statement on creating a respectful and inclusive environment for staff, and best practices for healthy, productive faculty and staff collaboration. Locke is heading the committee. Issues the committee will consider include:
  - Staff roles and responsibilities and how to communicate those to faculty
  - Staff work priorities and time management
  - Quality of communication between faculty and staff, as well as quantity
  - Levels of assistance to students
  - Clarification of reporting structures (who to go to with concerns)
- At the School-level, new initiatives were launched for staff including a staff mentoring program, a career development program, and the opportunity for staff to form Special Interest Groups (SSIGs) to strengthen staff connections across the School.
- We met with our new AO to discuss S&E work on staff issues. Locke subsequently led a staff meeting this summer to discuss DEI issues, recap staff issues identified last year (including the Staff Monologues, an MIT-wide community initiative), and summarize what's being done in response.
- We began discussion of improved, more rigorous DEI oversight of all staff hires. Schuller is working on this with the SA+P Assistant Dean for DEB, Monica Orta.
- Staff will be included in the faculty Happy Hours, and an earlier time in the day will be set in order to include people who can't attend early evening.

Next Steps

- Clarify and document HR structures and resources across the department, School, and Institute.
- Develop a policy for DEI oversight of staff searches and hires.
- Work to create more programs for staff support in consultation with department AO and School HR, including for example:
  - Invite the School HR and other HR reps to occasionally attend staff meetings and host sessions on compensation, professional development, benefits, etc.
  - Explore the development of enhanced onboarding and resource guides to be used by new and current staff.
  - Release time and funding for staff career development.
  - School-wide staff committee focused on climate and diversity.
  - Management training for all faculty and supervisors.
- Continue department-wide discussion of staff concerns, including access to and conversations on the Staff Monologues, an MIT-wide community initiative.

Climate

Goals
Create an equitable, inclusive, and just environment – from personal to social to cultural to academic to institutional - for students, faculty, and staff in our department.

Recommendations
- Continue our partnership with Courageous Conversation, a San Francisco-based consultancy, to help us in our ongoing efforts to create and sustain an anti-racist and inclusive department.
- Develop a confidential department venue for handling concerns, complaints, and conflicts. Faculty, staff, and students alike have expressed a desire for a resource of this kind for these reasons: to centralize and keep track of common, repeating, or egregious issues within our community; higher comfort level reporting to people they know; more confidence about follow-up and resolution; reporting at the department-level feels less likely to lead to undesired escalation compared to Institute-level resources.
- Assist with the hiring of a new department-level DEB officer.
- Create awareness of department, School, and Institute resources for complaints and conflicts. The restorative justice staff person at the IDHR is a new resource. Invite staff from these Institute-level offices to introduce themselves to our community directly.

Actions
- Brooke Gregory, President of Courageous Conversation, led a series of meetings in Fall '21 with students, staff, pre-tenure faculty, and the Cabinet+tenured faculty to follow up on issues identified in workshops the previous year and to discuss opportunities for change. Unfortunately, because of rescheduling and timing issues, some meetings were very poorly attended. Following the meetings, Gregory met with department leadership (de Monchaux, Norford, Knight, and Hyde) to share her impressions from the meetings. Issues she highlighted included: loss of momentum on urgent issues,

vulnerability of pre-tenure faculty to the same issues as students and staff; hesitancy of staff to voice feelings.
- We drafted a venue for concerns which will be located on our department website on a page alongside other resources for communicating concerns and ideas (e.g. scheduling a meeting with the DH). This venue is intended to be a place for students, staff, and faculty to log concerns, suggestions, incidents, and any other issues that they would like to bring to the attention of department leadership (the DH, the AO, the student services team, the DEB officer), the SAP Assistant Dean for DEB, or that they would like to be forwarded to an Institute level support resource. Work with our web developer and Amanda Moore, Communications Strategist, began on this venue this summer.
- We assisted in the search and hire for a DEB officer.
- We assisted in the rollout, evaluation, and report on a Fall '21 staff and student survey assessing our department's different working and learning models – fully remote, hybrid, and in-person – over the last two years, and their impact on our community and climate. The responses will help inform our work/learning models in future.
- de Monchaux initiated regular faculty Happy Hours. Next year, these will include staff and set at an earlier time in the day in order to include people who can't attend early evening.
- See ongoing work on archREFS (Resources for Easing Friction and Stress) under the section Graduate Student Support.

Next Steps
- Continue our work with Courageous Conversation. This may include meetings with staff, students, and faculty to discuss/elicit scenarios and experiences around department culture and climate, to be used for Courageous Conversation workshops next year.
- Implement implicit bias training, not only for admissions, but also for hiring, teaching, and more.
- Work on creating awareness of department, School, and Institute resources for complaints and conflicts. We have a comprehensive list of resources on our website, but that list is not well-known nor easy to find. The list could be added to the same page as our planned department concerns venue. Additionally, archREFS might invite staff from Institute-level offices to introduce themselves to our community directly during one of their Vent-ilate events.

Curriculum

Goals
Bring more diverse voices and subject offerings to the department, including more diversity in reviews.

Recommendations
- Review and revise the content (readings, guest speakers, precedents, et cetera) of existing subject offerings to increase the diversity of perspectives and topics covered in coursework.
- Create, support, fund, and communicate subjects that focus on issues of DEIB and social justice, and that engage directly with POC or marginalized communities.

Actions

- Last year, Kettner et. al. completed a survey of syllabi content (readings, authors) for required and restricted elective courses in the MArch and SMArchS programs, using a methodology supported by our area librarian, Kai Smith. It was condensed and presented for discussion to the faculty by Associate Department Head for Academics, Timothy Hyde. A student team is working on reformatting the full survey in a way that it can be reused for future annual or biannual surveys. Hyde will continue discussion with faculty and students on the survey next year, ways to incorporate more diverse, inclusive materials, and how to teach with critical, in-depth engagement with these materials.
- The Values and Goals statement for studio, thesis, and other class reviews, which was developed last year, is now featured on our department's About webpage.
- Collection of demographic data on final review guest critics continued on a semester basis, and in support of NOMAS's semesterly Reviewer Report. This information is added to our spreadsheet of POC academics and practitioners (who could be invited for lectures, reviews, open positions, etc.), which we started last year.
- Outside of S&E work but important to note here - the department (de Monchaux) has begun to model new curricular prototypes for impactful intersections of research, teaching and community impact. The first of these, a three-year collaboration with DUSP on studio teaching and policy workshops centered on climate justice, began this spring under the leadership of Professor Miho Mazereeuw, Professor of the Practice Mary Anne Ocampo in DUSP, and MIT Architecture Visiting Lecturer and DesignX Social Entrepreneur in residence Lisbeth Shepherd. Initiatives planned for 2022-23 include an expansion of this curricular model to further projects and a program of collaboration with HBCU institutions centering on our connection with Tuskegee University through the historic leadership there of MIT's first black graduate, architect Robert Robinson Taylor.

Next Steps
- Implement recommendations above.
- Extend syllabi survey to other subjects and degree programs.
- Request or encourage instructors to revise existing subjects and studios or introduce new ones that have active, active, critical, and in-depth engagement with topics concerning the structural oppression of marginalized groups
- In general, encourage all instructors to review and update as needed their syllabi and teaching practices.

Communications and Public Image

Goals
Recast how we present ourselves to ourselves and to the public through our website, social media, public lectures, and so on.

Recommendations

- Improve our department website with photos and stories that include a better diversity of people and activities. Communicate better who we are and who/what we want to be. Include DEI work on the landing page.

Actions
- Our newly redesigned website is still a work-in-progress. But we are monitoring progress regarding the recommendations above.
- We developed a DEB page, with a mission statement, information on our S&E work, activities and initiatives, news and events, outreach and admissions, data, and support resources.

Next Steps
- Continue work with the communications team and monitor efforts on recommendations above.