MIT Values Statement Committee Final Report

March 31, 2022

Committee members

Daniel E. Hastings, Co-Chair
Tracy Gabridge, Co-Chair
Robin Courchesne-Sato, Staff to the Committee
Fiona Chen
John Dozier
Martha Eddison
Whitney Espich
Dahlia Fetouh
Peter Fisher
Amy Glasmeier
Sally Haslanger
Colette L. Heald
Natasha Hirt
Timothy Jamison
Ceasar McDowell
Cadence Payne
Ray Reagans
Armando Solar-Lezama
Tigist Tamir
Marcia Tench-Mora
Ann E. Warner-Harvey
Jennifer Watson

Advisors

Dimitra Dimitrakopoulou
Kim Haberlin
Deb Roy
Catherine Williams

Table of Contents

1 Introduction

MIT as a community has always had an implicit set of values. However, in a time when there is societal pressure towards polarization, an explicit values statement, paired with a strong mission, creates a unified sense of purpose that can bring a community forward together. MIT's mission statement has been a clear beacon to help us all decide what is worthwhile to pursue, while a values statement defines community norms. It has been clear, as the committee has engaged in conversations across many parts of the MIT community, that we hold many distinctive values dear and can easily name the times in MIT's recent history that make us particularly proud to be here. Likewise, the sense of the times when MIT made choices of which we have not been proud is remarkably consistent across the community.

The values statement aims to articulate and celebrate the best of MIT's long-standing values – our "first principles" – but it is also deliberately aspirational.

In the MIT spirit of self-improvement, the statement acknowledges that our values sometimes exist in tension or even competition with one another, and that those moments may require hard discussions and confusing decisions. The values statement attempts a re-balancing to more deliberately respect the dignity, humanity, and contributions of all while we strive to achieve MIT's ambitious mission. Likewise, it seeks to represent concepts in a more nuanced way to grapple with the unintended impacts of multiple meanings of single words, such as meritocracy.

Community members asked a particular question many times: Why is a values statement necessary? The call for a values statement has come from many groups over the years, particularly after controversial events and circumstances. Often the challenge during the controversy boils down to an issue of unstated values. A values statement highlights the qualities that members of our community admire in our commitment to our roles at MIT. Values provide powerful principles to leaders to guide decision making and to communicate why choices are made. The statement is a meaningful way to empower every community member to stand up for those values when it is possible they are being disregarded. In short, we believe that when embraced by a community, a values statement can help build or express a sense of shared purpose, expectations, and responsibility. For these reasons, it is important to write down what will guide us as we accomplish our mission.

The opportunity to create a values statement for the whole of MIT is a momentous occasion for the community. Because a statement for all of MIT should capture sentiments from all parts of the Institute, the committee implemented an extensive process of meeting with groups and individuals throughout 2021.

The committee conducted its work in two phases. The first phase featured community engagement to understand how community members see MIT and what makes them particularly proud or not of the Institute. After creating a first draft statement (Appendix F) and recommendations, the committee did a semester-long engagement process in the community to seek input on the effectiveness of the drafts. This report contains the results of the committee's deliberations on much thoughtful feedback and suggestions (summarized in Appendix B). It is important to note that the committee heard many instances where community members have lived experiences that are significantly and poignantly out of alignment with this values statement. Students and postdocs have a strong sense of the need for action,

as outlined in Appendix C. The process of implementing the values statement will be even more important than the creation of it.

The recommended values statement is intended to be a living document, evolving as needed over time. It is also the responsibility of all in the community to make these values meaningful in the life of the Institute. The committee recommends a series of actions for bringing the values statement to life:

- Begin formal action to implement these recommendations
- Visible commitment and action from senior leaders, managers, and faculty
- Build dialogue and address community pain points regarding accountability and research staff equity as early demonstrations of putting the values in action
- Connect the values with policy, human resources, and business practices
- Grow awareness of the values throughout MIT, followed by ways to foster action to bring the values to life in every local context
- As a way for the community to more easily recall what we care about, the committee suggests recognizing that MIT has developed a community motto: Mind, Hand, Heart

The committee's process (Appendix D) for crafting the values statement included three modes of inquiry and input (Appendix B), including an analysis of key documents (listed in Appendix G) and moments in MIT's history and two phases of extensive community engagement via meetings, events, and submissions through the committee's website.

2 A Proposed Values Statement for MIT

Excellence and Curiosity

We strive for the highest standards of integrity and intellectual and creative excellence. We seek new knowledge and practical impact in service to the nation and the world.

We prize originality, ingenuity, honesty, and boldness. We love discovery and exploration, invention and making. We delight in the full spectrum of human wisdom.

Drawing strength from MIT's distinctive roots, we believe in learning by doing, and we blur the boundaries between disciplines as we seek to solve hard problems. Embracing the unconventional, we welcome quirkiness, nerdiness, creative irreverence, and play.

We accept the risk of failing as a rung on the ladder of growth. With fearless curiosity, we question our assumptions, look outward, and learn from others.

Openness and Respect

We champion the open sharing of information and ideas.

Because learning is nourished by a diversity of views, we cherish free expression, debate, and dialogue in pursuit of truth – and we commit to using these tools with respect for each other and our community.

We strive to be transparent and worthy of each other's trust – and we challenge ourselves to face difficult facts, speak plainly about failings in our systems, and work to overcome them.

We take special care not to overlook bad behavior or disrespect on the grounds of great accomplishment, talent, or power.

Belonging and Community

We strive to make our community a humane and welcoming place where people from a diverse range of backgrounds can grow and thrive, and where we all feel that we belong.

We know that attending to our own and each other's wellbeing in mind, body, and spirit is essential. We believe that decency, kindness, respect, and compassion for each other as human beings are signs of strength.

Valuing potential over pedigree, we know that talent and good ideas can come from anywhere and we value one another's contributions in every role.

Together we possess uncommon strengths and we shoulder the responsibility to use them with wisdom and care for humanity and the natural world.

3 Values in the Past, Present, and Future

This proposed statement for the Institute articulates many values that have been part of MIT culture for decades – informal but deeply rooted. Other values it expresses are newer and starting to take hold.

We hope the statement speaks for itself, but for those interested in knowing more, this section offers background on words and phrases that have particular meaning or resonance at MIT, as well as notable instances in MIT's past and present when certain values shone bright.

Because we also hope this document can become a living part of MIT culture, the section concludes with some reflections on how the statement might be useful to us all as we live and work together in the future.

3.1 Roots in the past and present

Excellence and Curiosity

> Much of MIT's distinctiveness springs from our intertwined passions for **new knowledge** and **practical impact**. Four signature MIT examples include the Apollo guidance systems that took humans to the moon, the pathbreaking work to map the human genome and apply that knowledge to human health, the development of GPS, and the pioneering efforts of the Abdul Latif Jameel Poverty Action Lab (J-PAL) to reduce poverty by using randomized trials to determine which policy interventions are most effective.
>
> A central source of energy for our community is the irrepressible human desire to know more, to know how, to know why – the spirit of **discovery**. It is the humming "mind" in the Institute's Mind and Hand (*Mens et manus*) motto. And our interest in **making**, **inventing**, and having real-world **impact** are the essence of "hand."
>
> One extraordinary example of the pursuit of new knowledge through **fearless curiosity**, collaboration, and the **willingness to risk failure** was LIGO's historic direct detection of gravitational waves, a feat that Einstein himself thought would never be achieved, and that required the unified **excellence** of many hundreds of researchers at MIT, Caltech, and other institutions around the globe over decades. The **originality** and **boldness** of MIT scholars have also inspired the creation of new fields of knowledge and schools of thought, as with the work of Institute Professor Emeritus Noam Chomsky, often called the "father of modern linguistics."
>
> Excellence is also a watchword for MIT staff. Two examples: the extensive behind-the-scenes work of MIT Libraries staff to enable and support MIT's groundbreaking Open Access Policy, and the immense efforts of thousands of MIT employees that kept MIT up and running safely through the long emergency of Covid-19.
>
> And while MIT is infused with the **problem-solving**, science-centered, number-loving ethos of its origins as an engineering school, we acknowledge the ways that its work is increasingly illuminated by and even centered on ideas and insights across the **full spectrum of human wisdom**. Examples range from the the Living Wage Calculator created by Professor Amy

Glasmeier to the recent "Sonification Toolkit" from the Digital Humanities program. A special strength of MIT is our enthusiasm for striding boldly over the traditional boundaries between disciplines in pursuit of transformative insights and solutions, an instinct embodied in our dozens of centers, labs, and programs that convene scholars from many fields to address compelling problems.

A cornerstone of MIT from the very beginning, the principle of **learning by doing** inspires how we teach both inside and outside the classroom, from music to management to mechanical engineering. Examples outside the curriculum include the Undergraduate Research Opportunities Program (UROP), Undergraduate Practice Opportunities Program (UPOP), MISTI international experiences, and the Priscilla King Gray Public Service Center. The ethic of **learning by doing** is also connected to an open, practical "try something!" attitude that crackles everywhere at MIT, from our wind tunnel and network of maker spaces to our culture of entrepreneurship.

Though "**nerdiness**" is sometimes still connected to stereotypes about social awkwardness, we use "nerd" as Merriam-Webster now defines it – and as it is widely understood by people at MIT – with the focus on passionate curiosity, irrepressible exuberance, and exhaustive knowledge. In that spirit, we embrace nerds of every stripe.

As a "Crusty Alum" once explained in response to one of our Admissions blogs:

> MIT revised my definition of nerd. Now I think a nerd is someone who obsesses about something because to them it's so cool they can't help themselves and it doesn't matter what anyone else thinks. The something doesn't have to be science-y… you could be a pro football nerd, or a Pink Floyd nerd, not necessarily a computer/math/etc. nerd. And while I was at MIT I felt like a lot of people were nerdy in this way – that is, that they had some project (science-related or not) that they were really excited about and put a lot of work into, even if it wasn't for classes. Actually to me that was part of what made MIT different and special… this kind of obsession about something is what makes someone great at that something, right?

Curiosity and **play**, as well as **openness**, are on display every year during Independent Activities Period (IAP) at the Mystery Hunt, where teams of dozens of people with a huge range of skills voluntarily commit to two days of continuous collaborative puzzle solving – for the fun of it.

Reaching a new idea sometimes requires climbing over the fences of conventional thinking; MIT is a place that has rules about breaking the rules (the Hackers Code of Conduct) and a central campus space devoted to a gallery of hacking. And in the words of *Nightwork*, a noted history of hacking at MIT, "an MIT 'hack' is an ingenious, benign, and anonymous prank or practical joke, often requiring engineering or scientific expertise and often pulled off under cover of darkness." It can also mean a clever, unexpected workaround, as in the sense of "life hacks," or an **unconventional** way of solving an important problem, as in President L. Rafael Reif's admonition to 2021's graduating seniors that they "hack the world" until they make it a little more like MIT.

Openness and Respect

Examples of **openness** in action extend from the early days of the internet, when MIT pioneered the open-source software movement, to the creation of MIT OpenCourseWare (OCW) and MITx, to the groundbreaking Open Access Policy that shares MIT's scholarship with the world.

Since advancing knowledge and finding truth depend on the ability to express our ideas and our disagreements, MIT has a profound interest in welcoming and supporting open, respectful **dialogue** and **debate**. In the fall of 2021, controversy over a decision about a speaker for the Department of Earth, Atmospheric and Planetary Sciences' annual Carlson Lecture caused great consternation in our community and inspired the creation of the Ad Hoc Working Group on Free Expression. But it is worth noting that the debate that preceded this official step, though painful, was also useful, because it revealed the wide range of strong views in our community on this crucial subject.

A classic instance of MIT being willing to **face difficult facts** emerged in how the Institute responded to the findings of the Women in Science report. Another example of grappling with hard truths was MIT's support for the class "MIT and Slavery" and its **openness** in sharing the findings, including the fact that MIT's founder, William Barton Rogers, enslaved six people. Another class is investigating MIT's relationship with Native people.

While we race to the horizon in our intellectual and creative work, our values statement can inspire us to pause and learn from incidents where we fell short of our values and ideals, as in the Epstein[1] case, where **power** and money became a shield that enabled a harmful individual to have access to people at MIT and to benefit from MIT's reputation. In response, the reports of the Ad Hoc Faculty Committee on Guidelines for Outside Engagements and the Ad Hoc Committee to Review MIT Gift Processes (chaired by Professors Tavneet Suri and Peter Fisher, respectively) demonstrated MIT's commitment to **speaking plainly about failings in our systems and working to overcome them.** The subsequent creation and ongoing work of the Gift Acceptance Committee demonstrate one way to incorporate values in making complex decisions.

Belonging and Community

Living up to MIT's mission is demanding work, but we have come to the collective realization that how well we treat each other in pursuit of that mission must be a central concern and a shared responsibility. One example of this value in action came during the first wave of the Covid-19 pandemic with the decision to shift to PE/NE grading for all spring classes. Another is the creation of the MIT HR Center for Worklife and Wellbeing, including MIT MyLife Services, to give staff and faculty a place to turn for guidance and support.

Even when individuals have the best intentions, power and hierarchy tend to muffle and devalue the voices and contributions of people with less power. So, in real life, knowing that **good ideas and talented people can come from anywhere**, we strive to listen carefully to and amplify voices not usually at the center. Depending on the setting, those voices might be, for

[1] Bradt, Steve, MIT Releases results of fact-finding on engagements with Jeffrey Epstein, January 10, 2020.

instance, from staff, women, people of color, those with disabilities, or students who are the first generation in their family to attend college. The current development of the Institute's Strategic Action Plan for Diversity, Equity, and Inclusion shows that MIT is serious about listening to all.

By "**potential**," we mean the underlying possibility for learning, growth, and excellence in everyone, regardless of the circumstances they start from. MIT has always distinguished itself as a place where ability, achievement, and drive mattered more than where you came from. It has also been a place where, through great effort and dedication, generations of people have transformed themselves and their prospects; many of our alumni testify to how MIT enabled them to grow beyond what they ever imagined, no matter their background. A powerful example of this value in action is that MIT undergraduate admissions are need blind, and that the Institute does not practice "legacy admissions." (For more on the importance of this idea in the culture of MIT, please see section 4.2 below where we discuss the word "meritocracy.")

MIT has tended to focus this belief in human **potential** on our students; today it's vital to extend that belief to include everyone in our community.

Here are two current expressions of how MIT is using its **uncommon strengths** to solve important problems for **humanity**, in concert with others around the world: the "action research" of the Urban Risk Lab and the many field projects D-Lab engages in, from Rwanda to Haiti, with a philosophy of seeking solutions in collaboration with local communities. The MIT Climate Grand Challenges are one of many efforts to bring MIT's distinctive strengths to bear on the immense and immensely complex problem of global warming, an existential threat to **humanity and the natural world** as we know it.

3.2 Values in the future

A values statement only means something when the everyday behavior and choices of a community bring it to life. As you read through it, try reflecting on how it might influence your choices in different realms. Could the values it captures inspire each of us in our daily lives – in how we run a meeting, design a class, assess a new idea, structure a hiring process, confront an unflattering set of facts, respond to failure, attend to a student or colleague in distress? Could it affect how we navigate tough decisions when values are in tension? Could it influence whom we choose to honor as representing the best of MIT?

The answers to such questions are necessarily individual; no one expects the values statement to serve as a checklist or intends it as a hammer. But when the daily tumult distracts and overwhelms us, it can pull our gaze upward, to the bright kite of our shared culture and aspirations.

4 Why a Values Statement?

From the committee's charge: "In recent years, various groups and individuals have examined MIT's culture and considered MIT's values, with many recommending that the Institute create a central statement of the Institute's values (See References for a partial list)….While MIT has a mission

statement, we do not have an Institute values statement and the quantity and variety of past efforts to define our values tell us plainly that we need one."

MIT community members are often faced with difficult choices that the mission statement doesn't address. MIT also has policies that govern conduct and community standards. A values statement, however, is neither policy nor a code of conduct but rather a document that provides guideposts for a way forward through difficult issues with deliberate thoughtfulness about trade-offs that might be necessary. A values statement highlights the qualities that most members of our community choose to admire (though at times these do exist in tension with each other). Transparency regarding values is a meaningful way to empower every community member to stand up for those values when it is possible they are being disregarded. Embracing the values statement – augmented by consistent policies, procedures, and codes of conduct – MIT can cultivate a strong positive culture in which we all can realize our full potential.

In recent times, MIT's senior leaders have sought to listen to the challenges that members of the MIT community face in the course of their time here. Many issues and challenges have been brought to light across all parts of the community. In order to find a pathway together towards resolution, despite inherent tensions and contradictions, a values statement will be essential to make sure that we are engaging in a shared conversation, providing a foundation for decision making that bears our values in mind.

The committee was charged to ground the values statement in universal ideals, but to also speak to MIT's distinctive character and culture. To that end, the committee explored the differences between core, aspirational, accidental, and foundational values.[2]

- We learned that the best values statements are distinctive to the organization and not a generic list that any organization could have, for example, values of MIT versus the values of any institution of higher education.
- Values statements should reflect what the community widely believes is true of itself, but should also recognize when those values are not yet universally embraced and remain aspirational to some degree. For example, if diversity and inclusiveness are important values, we must recognize that the lived experience of many shows that we are not yet all fully embracing or experiencing them.
- Institutional values are different from an individual's values and distinct from foundational values held by subsets of the community (e.g., academic freedom for faculty/higher education). Institutional values are about how we accomplish our work and interact with others while in our role at MIT.
- We learned that sometimes a value that people implement with the best of intentions can spin off detrimental accidental values. For example, if bold leadership is a value, we must diligently watch out for arrogance or hubris or times when the value is in tension with transparency or including voices not usually at the center.
- Foundational values can be made active in the life of the community by informing a code of conduct or community compact. These tend to be widely held universal ideals expected of all

[2] Values categories inspired by "Make your values mean something"

> community members, such as integrity, ethical conduct and behaviors, or academic and intellectual freedom. All academic institutions should adhere to these values. While they are admirable and essential, they are not distinctive of MIT.

This values statement is situated firmly in the zone of core, aspirational, and some foundational values that speak to the unique character of MIT, while providing guardrails to help us watch out for those accidental values that do not serve us well. We found in our research that many of the seeds of our strongest values were planted long ago in the original founding documents of MIT and have sprouted and grown over the years via thoughtful and strategic actions and decisions (see Appendix B, Analysis of Documents). The input we have gathered from the community enabled us to create a values statement that begins with what has been and remains core to MIT, and layers in that which we still need to do to achieve sustained success in the future.

We present three ways to express and understand the values statement: a community motto (Mind, Hand, Heart), a series of statements providing summary themes, and an extended discussion that shares thoughts on the values in the past, present, and future (pages 5–8). We chose these three representations to allow for a successively deeper expression and understanding of MIT's values, to capture the nuances and tensions associated with the statements, and to provide concrete examples to illustrate what is intended.

4.1 The Values Statement in the context of a code of conduct or policies

> As we described at the outset of the report, the committee recognizes that there is a distinct difference between a set of values and the Institute policies around acceptable behavior at MIT. Section 9.0 of MIT Policies & Procedures includes specific provisions governing our relations and responsibilities within our community. These policies include, among others, provisions on nondiscrimination, racist conduct, harassment, and violence, all of which are enforceable through a resolution process. Notably, Section 9.2 begins with the following statement on governing our personal conduct and responsibilities toward one another:
>
> > The Institute promotes the principle that every person brings unique qualities and talents to the community and that every individual should be treated in a respectful manner. All members of the MIT community are expected to conduct themselves with professionalism, personal integrity, and respect for the rights, differences, and dignity of others.
>
> Unlike these Institute policies, the values statement is not designed to be a set of punitive guidelines to which individuals are held accountable in an official sense. However, the values statement *can* and *should* be a guiding set of shared norms to model and direct decision making, to serve as a reference point to uphold best practices and acceptable behaviors for everyone, and to remind us of the kind of individuals and community we are at our best and aspire to be always.

4.2 What about meritocracy?

There is a strong sense that "merit" is a core MIT value, and we often heard references, particularly from alumni and faculty, to MIT being a "meritocracy." We came to understand that many in those groups appreciate MIT as a rare place where an individual's worth is revealed by what they can "do" rather than where they came from, how much money they had, or how many connections they enjoyed. For those who see MIT this way and valued their experience, the idea of meritocracy is naturally bound up positively with their own identity, as in, "Peers and colleagues judged my effectiveness based on what I could do, not on where I came from." In discussions with faculty, they often acknowledged the term's intent, but also expressed that in practice it is not always upheld ("Elitism…"). Conversations with staff emphasized this difference. Staff members are much more likely to point out that, even at MIT, those born into advantages of class, race, and gender are overrepresented in positions of influence. And for staff members who do not see their talents and efforts respected or recognized, the claim of "meritocracy" is a bitter pill. Merit, as a potential value, rarely came up in discussions with the student and postdoc communities.

With this background, the committee has discussed at length the limitations presented by the term "meritocracy."

In our deliberations, the challenge was to reconcile the multiple interpretations of the term and place it in the contemporary context. In coining the term in 1958, Michael Young (Young 1958) intended to warn that meritocracy was not a benign substitute for hereditary elitism. He argued that meritocratic ideals would produce a different, though no less exclusive institution, eventually recreating the distinction among classes.

As we considered our individual experiences, the limitations of meritocracy in today's world became more sharply drawn. There is increasing evidence, including research done by faculty at MIT, showing that organizations that profess meritocracy as a value tend to spawn systemic discriminatory practices (Castilla 2010). Untethered meritocratic ambition and rewards returned us to the starting point:

- The distinction that arises from where we originate
- The institutions we experienced growing up
- The opportunities we enjoyed

For many members of the MIT community, especially alumni, meritocracy distinguishes MIT from other elite institutions where legacy admissions and financial worth are legitimate bases of community membership. In stark contrast, examples of MIT's need-blind admissions and the absence of honorary degrees serve as signifiers of our valuation of individual effort rather than hereditary position. Throughout our deliberations, we confronted the tension between the value and recognition of individual merit and the systemic meaning and practice of meritocracy. Our discussions highlighted the distinction between personal gain resulting from a meritocratic system while recognizing that not everyone has access to such benefits. The discussions led us

to highlight the component values behind the aspirational intention of meritocracy, while also articulating the tensions we must navigate to avoid its unintended impacts.

In our deliberations, we saw firsthand that the term meritocracy prompts very personal reactions. We spent more time on this than any other single topic in forming the first draft of the statement; the depth and intensity of our conversations alone told us that the term today is fraught, very complicated, and perhaps inappropriate. But, with the anchor of time fastening the term not to our mid-19th-century origins but to critical moments in the mid-20th century, we also acknowledge that many great minds were able to flourish at MIT over decades who would not have been allowed through the gates at other elite institutions where the tyranny of class, race, and religion prevailed for so long. Many members of our community otherwise kept out of these premier institutions found respect, self-worth, and community at MIT.

In today's world, meritocracy still speaks to a distinctive and widely valued quality about MIT, which is this community's *comparative* openness to talent and good ideas, regardless of "pedigree." Yet our identity is expanding. The Institute's growing diversity comprises our next frontier – and our purpose in creating and proclaiming our values is to celebrate and embrace it. We have learned from this exercise that when the need for change challenges us, we boldly confront it. We acknowledge there is work ahead.

5 Recommendations for Implementing the Values Statement

Values statements can be a powerful force for positive change and building trust throughout a community, but those benefits come about only with shared ownership, sustained action, and attention.

Accountability was a frequent and persistent theme we heard throughout the feedback process, particularly from the staff and student communities. It was so common that we offer a discussion of it in 5.2 Accountability and Values. We believe that accountability, paired with responsibility, provides a useful frame for this section of the report.

In that context, the recommendations outlined here serve to enable the values to shape the day-to-day activities and decisions throughout MIT and are informed by best practices and MIT community input. We believe these actions will support our collective responsibility to embrace and embed the values into the everyday culture and work at MIT.

5.1 Specific recommendations

1. **Begin a formal action to implement these recommendations**

   Without comprehensive, tracked action across these recommendations, we will miss reaping the full positive impact of the values statement. With cohesive action, we believe that the experience of learning, researching, and working at MIT will steadily improve. It is too easy for positive action to be lost in the everyday information overload we experience.

   An appropriately resourced initiative focused on values can support cohesion across MIT. We can tackle the sense of decentralization and departmental siloing by making the values statement an initiative that the entire community is proud of. There are many possible ways to move the work forward, but the most important factors are sustained attention and action from people in leadership roles, at every level.

2. **Visible commitment and action from senior leaders, managers, and faculty, including the MIT Corporation**

   All of MIT's senior leaders, line managers, principal investigators (PIs), and faculty – including the MIT Corporation – play a particular role as influencers of the lived experience of students and staff. When individual members of these groups do not align their actions with the community's values, there are far-reaching impacts across MIT. It is therefore essential for these groups to recognize that they hold greater responsibility for visibly embracing the values statement. Lack of action will spread cynicism and undermine the success of the values statement in the MIT community.

   Likewise, the creation of MIT's first values statement provides an enormous opportunity for leadership that further enhances our attainment of MIT's mission.

   To that end, we recommend that these groups take transparent, bold steps in adopting and implementing the values statement and that they highlight examples of positive instances of

application of the values. We also recommend addressing policies and practices where there are gaps in demonstrating MIT's values. Some specific recommendations include:

2.1. For all levels of leadership and management:

2.1.1. We recommend a defined process to foster and express commitment to the values (e.g., cascading discussions throughout MIT about what adopting the values will look like in each group's context).

2.1.2. We recommend that the MIT Corporation discuss and adopt the values in their work.

2.1.3. We recommend that values alignment be a factor in recruitment and hiring, particularly for senior roles such as the MIT president.

2.2. For senior leadership:

2.2.1. We suggest that senior leadership visibly promote and commit to demonstrating positive examples of the values in action, both as individual leaders and in their areas of oversight.

2.2.2. We recommend that the values be reflected in committee membership decisions and charters, specifically to include staff and students on committees where expertise and perspective can enhance the outcome, or where impacts will be most keenly experienced. More transparency regarding how people are chosen or might volunteer for committees would be a step towards openness, inclusion, and belonging.

2.2.3. The values statement can be used as a guide when making decisions, launching initiatives, and in written communications, particularly on contested issues for the community. We recommend that senior leadership be as inclusive as possible in seeking input from impacted communities. When decisions are communicated, we recommend that leadership share what values are being expressed in the decision, including acknowledging power differentials and impacts.

2.3. For faculty/PIs/managers:

2.3.1. We recommend that faculty leaders visibly commit to, practice, and promote the values in communications, meetings, and decision making.

2.3.2. To demonstrate commitment and responsibility, we ask the faculty to examine and build the values into the most impactful governance practices at the Institute, the standing committees, and promotion and tenure processes. .

2.3.3. We recommend that the faculty and PIs integrate the values into their interactions with students, postdoctoral fellows and associates, and staff. There are ample opportunities to determine how the values can be a part of the research and teaching mission of the Institute. The values could be integrated into course curricula and syllabi; PIs could develop opportunities to introduce

and discuss the values within their research groups, integrating them into how we learn and tackle challenges. Examples could be publicly showcased.

2.3.4. For those departments, labs, and centers (DLCs) that have existing values statements, we recommend that DLC leadership initiate discussions of how their DLC values statement aligns with the Institute statement and how MIT's values can be used in their specific organizational context.

2.3.5. For those DLCs that don't already have values statements, the committee encourages them to create their own specific statements that align with and cascade from the Institute statement.

3. Build dialogue and address community pain points regarding accountability and research staff equity as early demonstrations of putting the values into action

3.1. Acknowledging that the values statement is not a vehicle for discipline but rather a set of community norms, we offer these recommendations as an early set of actions to build trust and improve experiences for community members.

3.1.1. We recommend that the Institute Community and Equity Office (ICEO) and Human Resources initiate a promotional campaign to ensure that every community member understands and has access to methods to address issues of disrespect and negative behavior. Further, we recommend that all people in line management positions receive training on this topic so that they can knowledgeably support their staff.

3.1.2. MIT has many offices that play a part in resolving conflict in the workplace. The committee recommends that these groups (for example, Human Resources, the Ombuds Office, the ICEO, and the Institute Discrimination & Harassment Office, etc.) work together to create and implement processes, documentation, and training about the ways in which conflict can be addressed at MIT, particularly conflict around values.

3.1.3. We recommend that there be an early campaign to create a new community norm of a "values time out" where any community member in a setting with others can request a pause in the action to discuss about values and the topic at hand.

3.2. Research Staff Equity and Values: In the 1970s, a committee on MIT's research structure made a series of recommendations to improve the research process and practices for research staff (the Press Report). In the more than 40 years since then, much has changed in the research funding landscape that has significant impacts for the working lives and contributions of this community. As an important action that signals commitment to aligning work experiences with the values statement, we recommend convening a group of research staff and faculty to investigate the challenges for all stakeholders and discuss potential solutions together. Additional context for this recommendation can be found in Section 5.2.3.

3.3. We recommend supporting in-depth dialogue across the community to build a greater understanding of how values exist in community experiences. MIT is an intense place

and everybody experiences that intensity in different ways. Dialogue of this nature will create not only a greater understanding of the values, but also build deeper understanding and empathy for the great variety of experiences at MIT.

At MIT we have a unique opportunity to enhance awareness of and engagement with the values statement via the design of dialogue frameworks and sense-making processes developed by MIT's Center for Constructive Communication (CCC). Therefore, we recommend that MIT provide CCC with resources to build on the initial facilitated conversations they organized with the MIT Values Statement Committee. Through these experience-based conversations, called RealTalk@MIT, CCC can surface the voices of people across MIT and within the DLCs to understand how well we live these values. CCC can also provide access to these conversations through an interactive online portal. This work could be stewarded by the ICEO and combined with other Institute-wide efforts to support the values. Dialogue of this nature will help to build a greater cross-community appreciation of the lived experiences of others and create stronger connections.

4. Grow awareness of the values throughout MIT

It is important early on to create broad awareness of the values throughout MIT, as many in the MIT community remain unaware of the values effort despite extensive outreach and engagement. The goal should be that every person can speak to what MIT's values are and develops a sense of how to use them. Some specific strategies for promoting awareness recommended by the community include:

4.1. Create an easy-to-find dedicated Institute webpage that houses MIT's mission and values statement.
4.2. Create and prominently display posters of the values across campus and in DLCs. Create a video about values that can be used in recruitment, etc.
4.3. Do a promotional campaign across MIT communications channels (e.g., social media, internal news coverage, and press releases) that presents real-life stories about values in action.
4.4. Hold an annual summit highlighting values in practice, emphasizing successes and positive interactions resulting from the stated values, but also fostering dialogue on complexities involved in incorporating values into Institute life.
4.5. Feature each value on a rotating basis on the MIT homepage, with examples of their positive impact.

5. **Connect values with policy, human resources, and business practices**

It is a very important step to start aligning MIT's policies, procedures, and business practices with the values. We recommend that the Institute provide support and resources for all teams across MIT that design and implement policies and practices that guide the community. This will enable these teams to prioritize, implement, and enact the values in the everyday organizational structures of the Institute. We recommend that all such groups broadly assess and address a number of areas, including:

5.1. Evaluate academic policies, hiring and promotional practices (e.g., tenure, career ladders, etc.), and personnel policies, including conduct and community standards, performance review and management processes, and onboarding practices to build in the values. Three specific examples include:

5.1.1. The values should be included in the selection and onboarding of new members of the MIT community, including Corporation members, senior leaders, faculty, students, postdocs, and staff.

5.1.2. Consider including periodic upward feedback that relates to the Institute values in manager performance reviews to build in further structures to support accountability for community members who hold positions of power over others.

5.1.3. Update MIT's recognition programs and other Institute awards to highlight community members who particularly demonstrate the values.

5.2. Include the values in regular reporting to senior leadership, including in annual DLC reports to the president and annual budget memos to the executive vice president and treasurer (EVPT). These could include tangible actions and efforts toward both diversity, equity, and inclusion initiatives and the MIT values, highlighting successes and positive examples.

5.3. Visiting committees are a powerful driver of accountability across the Institute. We recommend that the values be incorporated into their visits with the DLCs.

5.4. Create a plan to provide initial support to the community in enacting the values. The plan could include:

5.4.1. Updating or creating training materials to support managers in adopting MIT's values.

5.4.2. Working with the community to more deeply explain what the values mean.

5.4.3. Creating tools to help community members evaluate values related to decision making, for example checklists, case studies, etc.

6. **Make the values statement an ongoing and living endeavor**

6.1. Processes and practices in support of the values statement must be put in place for it to have any ongoing benefit to the community. The committee recommends that the values process be stewarded by a senior officer and we suggest that the Institute community and equity officer – at the direction of and with the support of the president, provost, EVPT, and chancellor – is a natural fit given that position and his office's role in fostering community. The work of stewarding the values will be significant. Our recommendation also includes properly resourcing the Institute Community and Equity Office to take on the additional responsibility to ensure its adoption and full success across the Institute.

6.2. In addition to stewardship, there must also be a group that has the responsibility to ensure that appropriate steps are taken to move the values forward from recommendations to approval to implementation. We recommend that the Academic Council be the group that accepts this work and periodically considers how MIT is living up to the values statement.

6.3. Values should be a central feature in the ongoing life of MIT's campuses, but that won't come to pass unless ongoing attention and cultivation is part of the design. While many values endure and are lasting, they may not stay constant and will likely evolve over time. We recommend:

6.3.1. Establishing a clear governance structure with responsibility to evaluate and change the statement as needed over time to reflect current community structure and needs; this cycle should be no more than every five years.

6.3.2. This assessment should review how well the MIT community feels the values are expressed in the culture and provide data on potential areas of focus in implementing and sustaining the values. The assessment should result in a report that is available to the MIT community.

6.4. To build lasting change in accordance with the values – modeled after the Human Resources Recognition Key Contact program and the MIT Community Giving Office community ambassador role – a "values ambassador" role could be created within all departments, labs, centers, student governance groups, and administrative units. Supported by the ICEO, these values ambassadors could seek input from their DLCs on what practices and policies could be improved to better reflect the values, and then develop an implementation plan to make needed changes. The ICEO could offer training, support, tools, and resources to the ambassadors in their efforts to champion the MIT values.

7. **Adopt "Mind, Hand, Heart" as MIT's "community motto"**

"Mind, Hand, Heart" is already well established as an MIT community motto. It respects MIT's past by building upon the foundational *Mens et manus* motto, which will remain unchanged, but calls on us to embrace the importance of valuing not just what a person thinks and does, but also how they exist in our community. Mind, Hand, Heart is a phrase that has already been integrated into the lived MIT experience through the work of the office of the same name. Creating and recognizing it as a community motto – *an informal motto that guides the community* – should help lead us to higher standards of inclusion and care while we remain the foremost institute of technology in the world. Following these recommendations, we share further analysis and rationale for recognizing Mind, Hand, Heart as a community motto (section 5.3).

5.2 Accountability and values

Accountability came up in feedback sessions frequently from three perspectives. In this section we share what we heard and also clarify what a values statement can and can't do with regard to accountability.

Students discussed accountability in terms of those in power being accountable for and transparent about decisions that are made that affect their communities. Feedback from service, support, and administrative staff was predominantly about accountability for negative and disrespectful behavior; research staff raised issues with policies and practices that create barriers to full participation in the life of MIT.

Such widespread concern about accountability is an important signal that work needs to be done to improve MIT's culture, though it is also essential to have informed expectations for how a values statement can be helpful or not in supporting change related to accountability.

5.2.1 What a values statement can and can't address in terms of accountability

While important and foundational, the values statement is not a magic wand to fix issues of accountability and trust in the culture.

The values statement is not intended as a rubric for "grading" or condemning people's behavior. Instead, it offers a practical mechanism for fostering dialogue and understanding when there are multiple perspectives on any issue. It provides powerful language to explain factors that may have shaped a decision or that can be helpful to consider when it appears that disrespect is at play.

Values are most effective when used as a positive beacon, lifting up discourse and action toward a common purpose. Rather than viewing the statement as a tool for accountability, which implies judgment or punishment, it's more productive to see it as an invitation to each of us and all of us, whatever our role, to join in taking positive responsibility for the quality of our community.

A values statement is just one tool in a university's toolbox for considering accountability. It articulates the community norms that guide our individual responsibilities in being a member of a strong community. The values statement may inspire updates or additions to the Institute's policies and procedures, but it is those official policies that provide more definitive guardrails for what is and is not acceptable within the community. Between the mission/values and the policies/procedures, there is a wide space for the community to develop the means by which we help each other enact our roles in alignment with the values. MIT will benefit from a more robust set of tools for dialogue, conflict resolution, and restorative justice. MIT will also benefit from updating training opportunities for all community members in light of the values, but most particularly for people in management and leadership positions to teach them how to lead from the perspective of strong values and responsibility for community and culture.

5.2.2 Students, postdocs, and accountability

In the course of seeking feedback from the undergraduate, graduate, and postdoc communities, the committee observed four common themes: accountability, action, visibility, and achievability. Appendix C presents the complete response from students and postdocs on their expressed need for action and accountability in implementing the values statement. There is a strong sense that the values statement cannot be relegated simply to a document; for it to have any meaningful impact at MIT, it must be an initiative.

Students and postdocs across the Institute are frustrated by the lack of visible systematic accountability and administrative action around upholding community standards. One example mentioned is the perceived lack of action taken on implementing the 2015 Black Students' Union/Black Graduate Student Association recommendations[3] to address racial bias at MIT. Some in the student and postdoc population believe that lack of action on this set of recommendations was not broadly recognized until these communities resurfaced awareness by releasing the Support Black Lives at MIT petition in 2020. This is seen as not an isolated event. There is the belief that the onus for fostering change at MIT often falls on efforts from student communities rather than top-down, administrative action.

There is a strong desire for deliberate mechanisms of accountability that ensure all members of the MIT community adhere to these values in their communication, behavior, and decision-making practices. An example of such a mechanism would be the creation of a committee that receives complaints about violations of the values statement (especially when it impacts the academic or emotional wellbeing of a student or postdoc), discusses and votes upon sensitive, ethically controversial decisions proactively, and then communicates about updates to the values statement regularly and provides a report of how values-aligned action is improving MIT.

5.2.3 Research staff and accountability

In the course of seeking feedback about the values statement, the committee learned of specific situations where the treatment of community members is out of alignment with the proposed values statement. One example of this misalignment is how research staff are treated compared to all other groups of staff. Specifically, the way in which funding is structured means that research staff are not able to participate equitably in Institute-wide committees and other groups, pursue professional growth, get recognized and compensated for their work, and more. They face annual contract renewals and live with a great deal of uncertainty.

It was noted that since initial efforts after the Frank Press Report in 1976 on MIT research structure, there has been limited progress in addressing these concerns, although there is work under way to define a laddered career path for research staff. Further changes in federal and foundation funding rules have created newer negative pressures on the work-life situation of these staff. One good-faith and impactful early action in the implementation of the statement

[3] For specifics on the recommendations and progress, see Original BSU recommendations, Original BGSA recommendations, Progress as seen by MIT, the BSU, and the BGSA.

that we recommend would be to convene a group of research staff and faculty to think about and discuss together the challenges and potential solutions.

5.2.4 Staff and accountability

At every listening and feedback session that the committee conducted with staff, members of the MIT community passionately spoke about the need to see accountability for negative and disrespectful behavior at MIT. Individuals repeatedly noted that they would like MIT to hold members of the MIT community accountable (especially those in positions of power) to ensure that those behaviors end. It was shared that there are multiple ways in which accountability could be demonstrated, such as a simple acknowledgment and apology for the harm done, or communication about what happened when an issue was raised, or – in the absence of any other solution – formal disciplinary action. Individuals questioned the Values Statement Committee's efforts and compared it to what they saw as the lack of progress after a series of incidents and resulting initiatives over recent years designed to raise awareness of and mitigate against this type of behavior. They candidly wondered what impact the values statement could have if past incidents and examples did not incite meaningful behavioral changes. Most notably, moving forward, community members would like to see the MIT values as a method to ensure that every member of the MIT community is treated with respect and that negative behaviors finally stop.

5.3 Rationale for the creation of an MIT community motto

At the beginning of civilization, humans recognized the need for discourse and study beyond immediate physical needs. Communities devoted to the study of intellectual and spiritual ideas date from the start of recorded history. Over the centuries, these groups evolved into universities and colleges. With the Enlightenment and worldwide trade, places of learning began to secularize, focusing on the mind: *cogito ergo sum.*

At its founding in 1861, MIT recognized that technology intertwined the physical and intellectual world, adopting *Mens et manus*, "Mind and Hand" as MIT's motto. "Mind and Hand" has served MIT well – emphasizing the balance between thinking and doing, hypothesis and experiment, idea and practice. "Mind and Hand" has broadened generations of MIT students, and the idea remains a cornerstone of an MIT education.

Now, early in the 21st century, we recognize that technology and humanity go hand-in-hand – shaping each other in complex and important ways. MIT has acted on this recognition in the last century with its commitment to humanities, arts, and social sciences as an essential part of an undergraduate education.

Our committee worked to distill MIT's values into a succinct statement. Even so, keeping all of the individual statements in mind as we go about our day presents a challenge, so we propose a shorter entry point to MIT's values statement that grew from MIT's motto:

Mind, Hand, Heart

We recommend formalizing this recognition by adopting “Mind, Hand, Heart” as MIT’s community motto.

Professor James H. Williams, Jr. wrote a proposal to officially change the motto and seal to “*Mens, Manus et Cor*” (Latin for “Mind, Hand and Heart”), published in the MIT Faculty Newsletter in 2004 and again in 2021, after decades of promoting the idea in the community. The phrase “Mind, Hand, Heart” has become further established in campus life in recent years after Megan Smith’s 2015 commencement address and subsequently with the MindHandHeart Initiative.

We initially proposed that MIT’s formal motto change to “Mind, Hand, Heart.” Although that proposal was welcomed by many, there were many others who were not in support. We recognize that adopting a new motto would be a major change for MIT. As a result, we propose instead that we start with the creation of a community motto – a motto internal to MIT that helps guide our decisions and represents our shared aspiration for MIT to combine technology with humanity.

6 Acknowledgements

Creating a values statement has called upon the work of many throughout the Institute. We wish to thank and acknowledge the contributions of many colleagues who made the statement and report possible.

Our colleagues in Information Systems & Technology created the committee's website and idea bank, and responded to many additional changes.

Myles Crowley, from the Libraries Department of Distinctive Collections, researched and shared an extensive list of MIT's foundational documents and texts relevant to the committee's work.

The team in the Institutional Research office provided expert consultation and analysis of past survey data to pull out meaningful information related to values.

Professor Deb Roy and Visiting Professor Dimitra Dimitrakopoulou and their colleagues from the Center for Constructive Communication and the Local Voices Network worked with us to propose and develop the RealTalk@MIT effort.

The events, meetings, and focus groups required extensive support and planning. The committee is grateful to MIT Video Productions for providing intensive and excellent support for creating the committee's videos and managing the online events and meetings. Alfred Ironside, Aaron Weinberger, Catherine Williams, and Kim Haberlin were instrumental in planning and managing the flow of communication before, during, and after events and meetings. We'd like to thank all of the volunteer moderators who facilitated discussions and captured notes, our colleagues who managed the logistics of the sessions, as well as all of the participants who shared their thoughtful input through the focus groups, website form, and direct contact with the committee.

The work of the committee stands on the shoulders of all past committees and individuals who recommended the creation of a values statement and who did thoughtful work to articulate the values of MIT.

We wish to extend our thanks to Martin Schmidt, Melissa Nobles, and Cynthia Barnhart for taking action on the recommendations from past committees to create and sponsor the committee's work. We also appreciate Rafael Reif and the rest of the senior administration for thoughtfully engaging with and supporting the creation of the statement and recommendations.

7 Version Control

Version No.	Date	Description
1	September 30, 2021	Submitted to the chancellor and provost, designated “Draft Report.”
2	March 31, 2022	Submitted to the chancellor and provost, designated “Final Report.”

8 Appendices

8.1 Appendix A: Committee Charge

In recent years, various groups and individuals have examined MIT's culture and considered MIT's values, with many recommending that the Institute create a central statement of the Institute's values. Examples abound:

- In 2013, a group led by Professor Dick Yue created this statement.
- Many departments, labs, and centers, including Physics, Biological Engineering, and Aeronautics and Astronautics, have found that creating their own values statements was a powerful way to build a sense of shared purpose.
- In his 2015 report, Advancing a Respectful and Caring Community, then Institute and Community Equity Officer Ed Bertschinger conducted an extensive review of MIT's core values (pp. 35–45) and called for the creation of an MIT Compact.
- The Ad Hoc Faculty Committee on Outside Engagements proposed a list of MIT values, noting the opportunity "to guide our behavior and evaluate how it impacts the community." (p. 6)
- Similarly, as part of their response to the National Academies' report on sexual and gender harassment of women in academia, the Academic and Organizational Relationships Working Group also called for a unified values statement, observing that, "Our values govern our attitudes, decisions, actions, behaviors… values are the foundation upon which our culture at MIT is based." (pp. 5–6)
- Many MIT community members feel that the actions of MIT in the Overlap case as well as the creation of OpenCourseWare and the 1999 Study on the Status of Women Faculty in Science (and the Institute's response to it) were an expression of MIT values in action of which they are very proud.
- Task Force 2021 and Beyond is considering recommending an expansion of the MIT mission statement to reflect the goal of educating the whole student. The task force would benefit from the values statement committee's consideration of the specific MIT values – existing or new – that support the goal of educating the whole student.

In short, while MIT has a mission statement, we do not have an Institute values statement; the quantity and variety of these past efforts to define our values tell us plainly that we need one—and their thoughtful results give us a running start.

To build a sense of shared purpose, expectations, and accountability, an Institute-wide committee of staff, faculty, students, postdocs, and alumni will engage the MIT community this semester in the foundational work of developing a statement of shared values. It will be important that this statement is grounded in universal ideals but also speaks to MIT's distinctive character and culture.

As the committee members take on this assignment, we ask that they:

- Consider and weigh the results of the previous efforts cited above, and others they may find relevant, from MIT or elsewhere, as well as current initiatives that touch on developing values and community shared purpose.
- Share a draft values statement for comment by May 31, 2021, and solicit feedback in a variety of ways from MIT community members—staff, students, faculty, alumni, and members of the Corporation.
- After considering that feedback, submit a final recommendation by July 31, 2021.
- **[NOTE: In consultation with MIT's senior leaders, the committee concluded that the usefulness of the values statement depended on a serious process of community engagement – more than we could realistically expect of the community over the summer after a long pandemic year. This process will unfold through the fall semester, superseding the dates above.]**
- Recommend practical short- and long-term strategies for building the Institute values statement into our institutional habits, rhythms, rituals, and communications, and for encouraging people to embrace the statement in their daily life and work.

8.2 Appendix B: Summaries of Inputs

Since a successful values statement must reflect the current lived values within the organization, the committee pursued two main modes of inquiry to uncover the zeitgeist of the MIT community's sense of values. One important component of our process was to familiarize ourselves with previous discussions, articles, and committee reports related in some way to discussions of values (see Appendix G for the complete list). To further contextualize what we discovered in the document review, a centerpiece of the committee's work included broad engagement with MIT community members of all types to uncover common understandings of MIT's currently lived values. These inquiries are summarized below.

8.2.1 Analysis of documents and artifacts

The vision for MIT was first articulated in 1861, during a period of industrial revolution in the United States. Like any institution, MIT bears the mark of its context, both in its founding and in key decisions through its history.[4] As the Institute has evolved, its values have sometimes been reaffirmed or elaborated, and sometimes revised, at least in emphasis.

In "Objects and Plan of an Institute of Technology" (1861), William Barton Rogers and his committee imagined MIT in contrast to "the great seats of classical and scientific education in the Commonwealth," (p. 28) presumably exemplified by Harvard, and "Schools of Practical Science, and the Polytechnic Institutes" (p. 24) that offer "instruction in mere empirical routine which has been vaunted as the proper education for the industrial classes" (p. 28). The goal was to create an institution that would provide "for the intelligent guidance of enterprise and labor, as may make our progress commensurate, step by step, with the advances of scientific and practical discovery" (p. 5). According to Barton, "the most truly practical education, even in an industrial point of view, is one founded on thorough knowledge of scientific laws and principles, and which unites with habits of close observation and exact reasoning a large general cultivation" (p. 28). Such practical education was intended for "the industrial classes" including "manufacturers, merchants, mechanics, and agriculturalists" (p. 28) where they might "at small expense secure such training and instruction" (p. 22). The committee's follow-up document, "Scope and Plan of the School of Industrial Science of the Massachusetts Institute of Technology" (1864), proposed general courses "given chiefly in the evening…and open to both sexes," to accommodate teachers and laborers, and a professional school that would offer degrees.

The MIT motto "Mind and Hand" was a codification of Barton's idea that MIT should promote knowledge that is of use to industry and, more broadly, to the good of the Commonwealth and its people. To achieve this practical knowledge, it is necessary to create close collaboration between those in science, technology, and the arts.[5] Rather than encouraging the development of knowledge - for its

[4] *Kaiser (2010) is a tremendous resource for understanding the evolution of MIT's values over time.*

[5] *Note that at the time, "the arts" did not primarily refer to "the fine arts." Science was considered a body of knowledge; the arts involved creating or producing something. We might say that according to this usage, scientific*

own sake, the founders' focus was on expertise. Expertise is an ability to put knowledge into practice; this is developed through application of cutting-edge knowledge to real cases, in other words "learning by doing." The aim of genuine collaboration between those in industry and academics also built into the Institute a deep anti-elitism. Practitioners have valuable knowledge that those in academia can learn from; and academic success – on MIT's terms – requires that the knowledge produced here inform practice.

In the 20th century, MIT's commitment to collaborate with industry in service to the broader community, including the nation, led it into extensive work on defense. By the end of World War II, there were significant shifts in thinking, including: concerns about ongoing funding for facilities that supported the war effort and an over-reliance on sponsored research (1949, 4; 15–16); a desire to shift back from an emphasis on technology to a better balance with basic science, social sciences, humanities, and architecture (1949, 17; 21; Ch. 3 passim); a renewed recognition that education and research are a democratic imperative (showing a sensitivity to the threats of authoritarianism); and, more generally, a commitment to social responsibility (1949, 5; 16–17; 23) and an appreciation of individual creativity, nonconformity, and leadership (1949, 5; 23).

Perhaps due to the harrowing years of war against fascism in Europe, the point of MIT's practical education was somewhat reconceived in the mid-century. The goal became not simply to contribute to the wealth of the community through technology and industry but also to pursue science and engineering with and for the community, guided by solid values.[6] World War II made clear that social responsibility requires more than an education in science and engineering. The MIT graduate should be able to understand the social context of their work and be in a position to lead, not only through their analytical brilliance but also their ability to solve real world problems with insight and integrity. The "practical knowledge" achieved by combining mind and hand was thereby extended to include a kind of judgment that could only be gained through a broader exposure to humanities, social sciences, and the arts. (The School of Humanities and Social Sciences was founded in 1950.)

The social and political context again had an impact on MIT in the 1960s and 1970s. For example, the anti-war movement prompted questions about the relationship between scientific inquiry and social responsibility. On March 4, 1969, the campus paused for "a public discussion of problems and dangers related to the present role of science and technology in the life of our nation" (quoted in Kaiser (2010, 126) from Magasanik et al. (1969, 517)). More specifically, the March 4 protest, or what was also called a "day of reflection," called into question MIT's defense work at the Instrumentation Laboratory (now Draper) and Lincoln Laboratory. In the wake of the controversy, MIT divested from Draper and 48 faculty formed the Union of Concerned Scientists.

This particular decision to disinvest from Draper is an instance of MIT's ongoing self-reflection about the social responsibility of science and technology in both research and education. During the 1970s, the life sciences became the focus: Should MIT be engaged in research on recombinant DNA (Kaiser 2010, 11; Ch. 7)? And to whom is MIT accountable? When challenged by the local community "[MIT] did not

---

competence is knowledge that *something is the case, whereas competence in an art requires* knowledge of how *to do something. Expertise requires both.*

[6]*This is articulated in several documents. See also the 11 principles, especially Principle 9 (MIT Institute-wide Task Force on Student Life and Learning (1998)).*

retreat into the ivory tower. Instead, it reached out in a process of constructive engagement with citizens and community representatives" and eventually the research continued with community support (Kaiser 2010, 160). After September 11, 2001, similar issues arose concerning "surveillance, computer and information security, cryptography, and potentially at least, (anti)biological warfare" in connection with the "war on terror" (Kaiser 2010, 139). These concerns persist, and this very effort to articulate a values statement is part of a process of self-reflection concerning MIT's integrity, responsibility, and accountability. Throughout these challenges, Noam Chomsky's words have carried force: "In an institution largely devoted to science and technology, we do not enjoy the luxury of refusing to take a stand on the essentially political question of how science and technology will be put to use, and we have a responsibility to take our stand with consideration and care" (quoted in Kaiser 2010, 123; from Review Panel 1969, 32). Socially responsible science and technology depends on mind and hand, informed by social sciences, arts, and humanities; but it also requires *heart.*

The civil rights and women's movements of the 1960s and 1970s also prompted MIT to take a hard look at itself. The anti-elitism of MIT's founders was mainly focused on the inclusion of those in industry and teachers. Women often served as teachers, and so they were included in the general education efforts. Diversity itself was not articulated as an explicit commitment. The civil rights movement, however, drew attention to the lack of racial diversity. Clarence G. Williams, in his extensive collection of oral histories *Technology and the Dream: Reflections on the Black Experience at MIT 1941–1999* (2001), divides the experience of Black students at MIT into three periods: 1941–1954, 1955–1968, 1969–1999. The period 1955–1968 was one of Black activism: "[The students during this period] viewed racial prejudice as an issue to be confronted head-on rather than placed to one side in the interest of furthering academic or career goals" (2001, 25). Under pressure from these students, MIT began to implement programs to recruit and foster Black students, staff, and faculty. The extent to which these programs have changed the MIT culture is a matter of dispute, but one can find statements affirming the value of racial diversity in document after document over the past 50 years. Principle 11, the Importance of Diversity, in the Report of the Task Force on Student Life and Learning (1998) is a good example:

> The Task Force believes that diversity of the students, faculty and staff of the Institute is critical to the educational mission. MIT has always been and should remain a meritocracy where intellectual achievement and capability are paramount. Within this context, diversity of the community will serve to enhance the educational experience through interaction and exposure of people with different experiences, beliefs and perspectives. This will become an increasingly important aspect of the educational experience as society and industry become more diverse and international. In striving to encourage diversity within its community, MIT must also strive to maintain an environment in which such diversity is appreciated and every student has a sense of place.

Diversity here is represented not only as a matter of equity, but as a key component of MIT's goals of educating students for social responsibility and leadership. And MIT's responsibility is not simply to include individuals of diverse backgrounds, but to do so with consideration and care for each and every one. Again, heart is crucial to how we do things.

Racial diversity has been a central challenge for MIT; another has been the inclusion of women (Kaiser 2010, Ch. 8). On Friday, March 19, 1999, a group of seven women faculty sent a report on gender

discrimination in the School of Science to the faculty, saying that a story on the report would be published by the *Boston Globe* the following Monday. The report was roughly five years in the making and was based on data and extensive interviews with the tenured women in the school; a crucial claim in the report was that regardless of good intentions, gender discrimination was a serious barrier to women's success at MIT. On Tuesday, March 22, the *New York Times* published an article with the headline "MIT Admits Discrimination against Female Professors." The administration did not back away from the report, but embraced it and took steps to follow through on its recommendations. This willingness to take responsibility and act had a huge impact, not only on women in the School of Science, but women in academia globally.

For many, the administration's response to the "Women in Science Report," as it is often called, exemplifies many of MIT's values, including commitment to following the evidence where it leads, equity and anti-elitist bias, a "we can solve this" approach to problems, and both transparency and accountability. As in the case of racial equity, there are questions about the extent to which MIT has followed through on the lessons learned from the report. But the report and response are an example of how science can illuminate and support justice claims, and how MIT can exemplify its commitment to mind, hand, and heart.

8.2.2 Community input

8.2.2.1 First phase of community input

This committee felt it was essential to solicit input from the community for several reasons: 1) To ensure that we hear and incorporate as many perspectives and viewpoints from the beginning of and throughout our work, 2) to ensure that we uncover not only values but also associated tensions, including ways in which MIT may not be living all of its aspirational values, and 3) to strengthen the confidence that the community might have in both the process and the product of this committee's effort. We continued all of these practices in the second stage of the statement development process.

The committee used three modes of input to inform the work:

Meetings with community members

The centerpiece of our input-gathering efforts was a series of 24 community engagements of more than 600 students, faculty, staff, and alumni. All of these were discussions facilitated by one or more committee members using a common set of questions (Appendix D). The meetings ranged in attendance from a dozen to hundreds, a notable example of the latter being an administrative officer/financial officer meeting in May 2021. The general themes found in each category of session is listed below. Although we proactively sought the input of a number of groups, we also offered to make

ourselves available to any other groups who wanted to participate. Through that mechanism, we were able to meet with several additional groups.

Analysis of survey data from recent all-community surveys

In order to get some information about portions of the MIT community that we were not able to systematically reach via the engagement process outlined above, we partnered with our colleagues in the Institutional Research Office to analyze a subset of the Quality of Life Survey. Recent surveys of the MIT community posed open-ended questions that the committee thought would provide additional insights into what members of the MIT community might value. Community members were asked to indicate what they liked and disliked about MIT. Staff members were surveyed in 2016 and students were surveyed in 2017.

An analysis of responses from staff indicates that staff members like working at MIT. They like the people, environment, opportunities, and benefits that come with working at MIT. Staff members report that MIT is a collaborative, family-style environment with many exciting opportunities for growth. But the results also indicate that communication can - be difficult, expectations unclear, interactions competitive, and advancement hard. While staff members enjoy the work and their teams, they have concerns about workload and salary. If we step away from the details of the responses, we can see the implications of how we work. Decentralization allows for an exciting and autonomous work environment but also presents challenges, including a lack of transparency and accountability and the potential for bias and discrimination.

Responses from students reveal a similar pattern. One aspect of the student responses focuses on the broader academic community, defined by faculty and students, and the great environment for research opportunities. Another aspect highlights collaboration, and the enjoyment students derive from collaborating with diverse peers and colleagues. But the student environment is also competitive and challenging. It is no surprise that the environment can be stressful and overwhelming. A final set of responses focuses more explicitly on the work environment. The work environment contains smart, friendly, and supportive peers. And yet again we hear how stressful work can be because opportunities for collaboration occur in a challenging and competitive setting. It is no surprise the students struggle to find balance and maintain their wellbeing.

There is some overlap in how students and staff experience MIT. Both enjoy the collaborative environment, but each group also has reservations. While staff members worry about transparency, expectations, and accountability, students primarily worry about their personal wellbeing and health.

Direct input from individuals via email or website forms

The committee established a website that was shared in an all-community email by our chairs (Appendix E). The website and email invited further input directly through a committee email address (values-committee-input@mit.edu) or through a "Share Your Views" form on the website. We received approximately 70 responses through those online options.

8.2.2.1.1 Analysis

The similarities and differences expressed by community members were fascinating and illuminating. This first table captures a sampling of common themes within several categories of community members:

	Students	Staff (including research staff)	Faculty	Alumni
Values	● Compassion ● Dedication to using science to improve the world ● Support ● Authenticity ● Collaboration ● Innovation ● Activism ● Leadership ● Hard work	● Brilliance of students, also quirky, playful ● Excellence ● Transparency ● Leadership – impact in the world ● Passion for innovation ● Team spirit ● Succeeding on the basis of one's contribution ● Hard work ● Impact oriented ● Compassion/ empathy ● High pain threshold ● Caring/ community	● Caring ● Practical research to change the world ● Integrity ● Curiosity ● Transparency ● Hard work ● Bold ● Embrace the unconventional ● Ethical conduct ● Fairness ● Rewarding technical achievement	● Rigor and hard work in pursuit of excellence ● Meritocracy ● Work on hard problems ● Innovation ● Humility ● Resourceful-ness ● Creativity ● Proactive leadership ● Perseverance ● Intellectual courage and conviction ● Openness
Tensions	● Lack of transparency ● Push to raise money vs. service ● Contradictory financial relationships ● Limited support for those from marginalized backgrounds ● No values-based education ● Overwork	● Lack of accountability ● Class-based inequities ● Sense of elitism	● Work/life balance ● Ruthless meritocracy ● Unacknowled ged disrespect	● Arrogance ● Forces that limit rigor or speed of innovation ● Contradictory financial relationships

Bringing that information together we can see that there are common themes of values and tensions expressed by students, alumni, staff, and faculty:

Values

- **Compassion/Caring/Empathy/Support**
- **Innovation**
- **Hard Work**
- **Impact beyond MIT**
- **Collaboration/Teamwork**
- **Leadership/Boldness**
- **Excellence/Fairness/Contribution-Based Reward**

Tensions

- **Elitism/Disrespect**
- **Overwork**
- **Inequities**

We observed two examples of values and tensions expressed by all stakeholder groups that are counter to each other: “Hard work” vs. “overwork” and “excellence…” and “meritocracy” vs. “elitism…”.

Several additional contrasts also emerged from the rest of the input the committee received. Interestingly, while “transparency” and “authenticity” were values expressed widely by students, alumni, staff, and faculty, “lack of transparency and accountability” was expressed as a tension with greater frequency by staff, students, and alumni than by faculty. “Fairness” was a value often noted by faculty groups, and the contrasting “class-based inequities” was a tension heard expressed in staff discussions. Another example: “integrity” vs. “conflicting financial relationships.”

It is important to note that these are generalizations based on impressions of conversations and feedback received, not on scientific investigations with appropriate controls. Moreover, it is not our intention to convey that, for example, no faculty expressed concern about class-based inequities (tension) or that all faculty deem MIT wholly fair (value). Rather, it is simply our impression that various sentiments were expressed with greater frequency by specific groups within the MIT community as summarized above. These apparent differences in impressions expressed may reflect overall differences in experiences, yet such an analysis is beyond the scope of this committee’s charge.

8.2.2.2 Second phase of community input

The committee conducted an extensive community engagement process from September 2021 through December 2021 to accomplish the following goals:

- Seek input on the draft report and values statement

- Seek additional ideas for recommendations for implementing the value statement at the conclusion of this committee's work
- Build further awareness

8.2.2.2.1 Feedback summaries

By far, the most common theme of the feedback the committee received was support for the statement and report and praise for the work done thus far. While that told us we were in the right ballpark, we paid careful attention to the constructive feedback we received as well. Feedback that encompassed the enormous variety of viewpoints throughout the Institute was shared, though we also heard some concern that, due to lack of trust or fear of reprisal, we might not get a full range of perspectives.

We categorized all of the suggestions received – amounting to more than 100 pages of text – according to the area of the draft report they pertained to . We considered more than 300 distinct suggestions in total.

8.2.2.2.1.1 Summaries by categories of suggestions

Support for the statement and report

In every venue and in the majority of individual emails, submissions to the website, and conversations, the committee heard widespread support for a values statement and for the general direction the committee took in creating the first draft. Some of the common themes expressed included:

- The draft report describes a place where community members want to be and captures what makes MIT special
- Appreciation for the connection between values that are about the work we do as well as how we treat each other
- Support for not using the term meritocracy, but including the positive aspects of it that characterize MIT
- The draft statement walks the line between 'everything is great' and 'there is much work to do'
- Appreciation for weaving inclusion and respect throughout

Feedback on specific aspects of the draft statement

Every sentence in the draft statement received at least one comment or suggestion. Overall, we received about 100 distinct comments and suggestions with the following three lines (out of 16) getting about 40% of those comments.

- "On a campus without gates, we champion the open sharing of information and ideas."
    - "Open sharing of information and ideas" was widely supported, but "on a campus without gates" received consistent criticism.
- "We prize originality, curiosity, ingenuity, and creative irreverence – and we treasure quirkiness, nerdiness and hacking, as fruits of the same tree."
    - "Quirkiness" and "nerdiness" were highly commented upon with a multitude of perspectives. Many felt seen by the inclusion of these words, while criticisms included worry that those two words can be seen as exclusionary or an excuse for bad behavior. The committee felt that embracing the unconventional is a hallmark of MIT that makes it distinct from other universities and is part of the Institute's "secret sauce," so the statement still includes the words. By using "embracing" and "we welcome…", we signal that being unconventional is not a requirement to be a part of the community but that people who identify with those categories will find a home and community here.
    - Hacking, which students strongly supported keeping in the statement, received two distinct criticisms. First, highlighting hacking so prominently when there are multiple understandings of the word exacerbates a safety risk that is unacceptable. Second, the popular understanding of the word evokes a different view outside of MIT, one that could turn away potential talented community members unnecessarily. In this case, the committee carefully considered the values that are inherent in MIT's positive view on hacking and incorporated those instead.
- "We strive for the highest standards of intellectual and creative excellence. In this pursuit, we must take special care that exceptional talent does not become an excuse for bad behavior and disrespect."
    - The phrase "bad behavior" received comments that were both supportive and critical. There was concern that the phrase would be weaponized instead of being a tool for dialogue. Others felt that its inclusion signals an important aspiration to address an environment where those with significant talent and power seem to exist outside of the "rules." While MIT is and will remain a hierarchy, we heard from those in power as well as from those without power that there is a persistent view that faculty and those in significant leadership positions are more important than others, which can lead to behaviors and language that diminish the contributions of other community members. It would be healthier for everyone to adopt a

mindset of partnership rather than one that perpetuates damaging notions of class and caste. For now, the committee felt it was important to retain the phrase in order to note that we do not value the unleashed attainment of excellence, and that we must together balance our pursuit with respecting and valuing the contributions of all.

- Many people wanted "highest standards of intellectual and creative excellence" to be more prominently featured in the statement.

Overall the committee made changes that were aligned with more than 70% of the suggestions.

Feedback on clarity, effectiveness, and style

The majority of suggestions from the community strongly support that MIT's standing as a leading university "recognized for excellence" makes it all the more essential that our words and actions matter.

The suggestions most often mentioned regarding the clarity, effectiveness, and style of the statement and report were**:**

- The draft values statement needed to be better organized and shorter. Some felt that categorizing the values would make it easier to remember and use.
- Community members wanted some guidance on how to use the values.
- There was a desire to state the values only in positive terms, or to decouple the tensions from the values. This was balanced by much positive feedback about both the current and aspirational elements of the statement.
- There was confusion about the difference between a code of conduct and a values statement
- Some wanted to see more of a connection between the values statement, the motto, and MIT's mission statement.

Feedback on values missing from the draft statement

The committee received 108 comments regarding missing values that the community suggested the statement should include. The majority of these suggestions (77) were addressed either by making the exact changes suggested or closely related edits.

A sample of those comments include:

- Freedom of expression/speech was addressed by many community members; many comments reflected the community discussion on the Carlson Lecture. Some community members highlighted the need for freedom of

expression/speech to be more directly or clearly addressed in the values statement. Others suggested that MIT follow the University of Chicago Principles as its values statement.

- Many community members suggested that meritocracy was another term that needs additional clarity and suggested it be featured more prominently.
- Clearer language on teaching and learning was suggested.
- Embracing tensions across the community was suggested as a way to drive optimization and innovation.
- Commitment to scientific/intellectual rigor, especially in relation to questioning assumptions, seeking new knowledge, and learning from failure.
- Respect for honesty and seeking of truth; accountability.

Feedback on implementation recommendations

Community members provided feedback and many helpful suggestions that focused on how we can live our values. The importance of living our values was expressed in a variety of ways by community members who supported our efforts. They asked us to develop a plan for getting buy-in for the values statement, including a plan for measuring the adoption of values in the values statement. The values statement needs to be a living, active, document, not simply performative. Community members encouraged us to emphasize our values when new members joined and to make our values more visible in our everyday lives. Individuals who demonstrated a commitment to our values should be rewarded and recognized.

Some community members expressed concerns about the idea of creating a community values statement altogether. They worried that by creating a values statement we run the risk of creating a context where people would be discouraged from sharing divergent ideas and opinions. Even individuals who were more optimistic expressed reservations and concerns. For example, members of our community worried that differences in power and influence would make it hard to live our values. It would be difficult to ensure that individuals with greater power and influence act responsibly and in accordance with the values.

Units and schools should be encouraged to develop use cases that demonstrate how they are living MIT's values. Community members felt that evidence for living our values should be reflected in important decisions, including staff performance reviews and faculty promotion and tenure decisions.

Finally, community members shared feedback emphasizing the importance of creating symbols that make living our values more visible, such as a community pledge, a new motto, or the open celebration of an MIT value and how it shapes our everyday lives.

Feedback on other sections

The major focus of feedback was on the statement itself and the recommendations. A few other sections received comments (13 unique points). The Values in Action section received the most attention. The primary themes of the comments were:

- Criticism about specific examples
- Suggestions to make this section more about guidelines and case studies to help community members understand how to use the values in their work lives.

Feedback out of scope for the committee's work

The committee received roughly a dozen comments that were beyond the scope of its charge. A sampling of those points includes:

- Arguments about halting the work towards a values statement
- Accountability was a pervasive theme of feedback, and while the committee is addressing aspects of accountability in its recommendations, the committee's charge does not encompass all the aspects of accountability mentioned in the feedback.
- Specific topics the committee is not authorized to address include increasing admissions, focusing research efforts in the local community, or working towards a livable wage. In these cases, the committee considered the underlying values at play and absorbed them into our considerations.

8.2.2.2.1.2 Primary themes by community role

	Students and postdocs	**Staff** Includes Lincoln Laboratory, support, service, research, teaching, and administrative staff categories	**Faculty**	**Alumni**
Primary themes on the statement	● Accountability ● Honesty about "On a campus without gates" ● Support for the values statement ● Support for nerdiness, quirkiness, and hacking ● Support for wellbeing ● Impact on natural world	● Accountability ● Emphasize excellence ● Statement too long and unorganized ● Support for the values statement ● Support for nuance and tensions ● Acknowledgement of staff roles ● Support for the inclusion of "bad behavior" phrase ● Support for wellbeing ● Concerns about nerdiness, quirkiness, hacking ● Impact on natural world ● Service	● Statement too long and unorganized ● Emphasize excellence, integrity, honesty, truth ● Support for the values statement ● Impact on natural world ● Freedom of expression ● Academic freedom ● Meritocracy (for and against the inclusion of the word) ● Add something about how money influences choices ● Desire to support individual work and not emphasize collaboration (both sides on this)	● Freedom of expression ● Meritocracy ● Emphasize excellence ● Statement too long and unorganized
Primary themes on implementation recommendations	● Future institutional decisions should reflect the values ● Accountability ● Action ● Visibility ● Achievability	● Accountability ● Concerns about treatment of campus research staff ● Acknowledge power differentials and emphasize responsibility ● Wish for values statement to be meaningful and implemented ● Guidance on how to use the values statement ● Code of conduct and other policy updates needed	● Against the motto change ● Guidance on how to use the values statement ● Concern about weaponizing the values ● Ideas about an adoption process ● Code of conduct and other policy updates needed	● Against the motto change

8.2.2.2.2 Analysis and actions taken

8.2.2.2.2.1 Most common themes and actions taken

The following two tables show the top themes of the suggestions we received regarding the values statement (first table) and the top themes of the suggestions for the implementation recommendations (second table), as well as the actions the committee took as a result.

Top themes of suggestions for the values statement	**Committee action**
Statement too long and unorganized. Wish for categories and an order that reflects MIT's culture better.	The statement was given a more distinct order and reorganized into three categories, each headed by two words that capture the intent of the section. It remains about a page long, but contains both a way to think about it succinctly and further nuance to support discussion and deliberation.
Freedom of expression	In the category of Openness and Respect, the committee added a line about free expression, diversity of views, and respect. Freedom of expression will be further addressed elsewhere at MIT via the Ad Hoc Working Group of Freedom of Expression.
Accountability	The committee is addressing aspects of the feedback on accountability in the recommendations section (Section 5.2), but has added and changed wording in the statement to reflect responsibility. For example, in the last line, it is noted that we have to use our strengths with wisdom. Also, the inclusion of "we commit to using these tools with respect for each other and our community" is another indication of responsibility.
Meritocracy	The committee made some tweaks to the statement, such as "valuing potential over pedigree" as well as putting "excellence" in the first and most prominent position in the statement in order to further emphasize and clarify the desirable aspects of meritocracy that are core to MIT.
Service	The committee added "the nation" in the first section of the statement.
Natural world/climate change	The committee added "the natural world" to the last sentence, paired with "humanity," noting our responsibility to use our strengths with wisdom and care in these two spheres.
Truth/honesty/integrity	Integrity is given a prominent place in the first sentence. Honesty is addressed in the first section as well. Pursuit of truth is included with free expression and debate and dialogue.
Excellence	The new version leads with "excellence" in the first category and further emphasizes it in the first sentence in that section.

Respect, inclusion, equity	Respect and belonging are two key themes that are woven into the new version of the values statement. These two words feature prominently in category headings and are further supported by the use of words and phrases such as “diversity of views,” “using these tools with respect,” “face difficult facts, speak plainly about them and work to overcome them,” “where people from a diverse range of backgrounds can grow and thrive,” “wellbeing,” “decency, kindness, respect, and compassion,” “we value one another’s contributions in every role,” and in the caution “not to overlook bad behavior or disrespect on the grounds of great accomplishment, talent, or power.,”

Top themes for implementing the values statement	**Committee action**
Accountability	Specific recommendations and discussion regarding aspects of the feedback concerning accountability (Section 5) were added to the Implementation section, but it is important to note that the values statement is neither a cure-all for the concerns expressed nor the only place in which accountability can be addressed at MIT.
Adoption process	The committee made specific recommendations for community members in leadership positions to demonstrate and commit to the values.
Code of conduct and policy/practice review and updates	The committee included recommendations addressing these areas, but also outlined ways in which a values statement is different from a code of conduct or policies.
Sustainable process	A section of the recommendations addresses how MIT can ensure that the values statement can have enduring impact, where the statement should be stewarded, the importance of metrics/measurement of progress, and more.
Motto	The recommendation concerning the motto has changed from modifying the original motto to instead adopting a community motto of “Mind, Hand, Heart,” which both recognizes its existing prevalence in the community and captures the zeitgeist of the values statement.
A desire for equity in treatment across categories of staff as a demonstration of values	The committee added recommendations to investigate and address staff inequities, particularly research staff and the inequities associated with their work experiences.

8.2.2.2.2.2 Summary of committee analysis and action

The committee received hundreds of notes of thanks and praise for its work and first draft of the statement. While we didn't track every one of those, we carefully tracked the more than 300 distinct suggestions received, and made related or aligned changes to the statement and recommendations in response to more than 70% of them.

The suggestions the committee did not act upon tended to fall into these categories:

1. A suggestion that came from a small number of people and did not reflect the sentiments of the rest of the community.
    a. Example: Using the word "spirit" instead of "heart" in Mind, Hand, Heart
2. The statement changed such that the original suggestion was no longer relevant.
    a. Example: Comments about the phrase "We love the future," which was included in the first draft, were no longer relevant once the phrase was removed from the later version of the statement
3. After discussion, the committee determined that the suggestion did not reflect a value of MIT as a whole, could be addressed in a venue other than the values statement or its recommendations (e.g., the mission or Policies and Procedures), or didn't enhance the statement or report.
    a. Examples:
        i. Reflecting something about financial choices when there are policies governing those.
        ii. Academic freedom is thoroughly covered in MIT's Policies and Procedures.
    b. In some cases, we considered adding content to the statement or recommendations that addressed an underlying principle behind the suggestion. For instance, with academic freedom we added content about freedom of expression, curiosity, and more, that were applicable broadly across the community.
4. The suggestion or commentary was beyond the committee's scope of work.
    a. Example: Suggestions about increasing the number of undergraduates, how our values relate to China, MIT's relationship to democracy, stopping the work of the Values Statement Committee.

8.3 Appendix C: Student Response on Accountability

The values statement cannot be relegated to a document, nor even a living document. For it to have any meaningful impact at MIT, it must be an initiative. In the course of seeking feedback from the undergraduate, graduate, and postdoc communities, the committee observed four common themes in discussion: accountability, action, visibility, and achievability. Feedback—including synthesized needs and aspirational objectives—is outlined in the following sections. Lastly, we present a comparative example that could serve as a guideline for statement implementation at MIT.

Accountability

- To ensure the document functions as a tool to serve the community and maintain a welcoming and inclusive culture rather than existing in an academic vacuum, there is a need to formally implement the recommended values across the institution.
- Students and postdocs across the Institute are frustrated by the lack of transparency regarding systematic accountability and administrative action around upholding community standards.
    - One example involves the lack of clarity on actions taken to implement the 2015 Black Students' Union/Black Graduate Student Association recommendations to address racial bias at MIT. The lack of transparency on if or how these sets of recommendations were implemented was not broadly recognized until these communities resurfaced awareness of the issues by releasing the Support Black Lives at MIT petition in 2020. This instance is not an isolated event and shows that the onus for fostering change at MIT often falls on efforts from student communities rather than top-down administrative action.
- We must put in place deliberate mechanisms that ensure all members of our community adhere to these values in their communication, behavioral, and decision-making practices.
- There must be a plan for future committees that are responsible for (a) receiving complaints about violations of the values statement, especially when it impacts the academic or emotional wellbeing of a student or postdoc, (b) discussing and voting upon sensitive, ethically controversial decisions proactively, and (c) making sure to send reminders about updates to the values statement regularly, as well as providing a report of how the statement is affecting the MIT community.

Action

- The values statement must be integrated broadly across institutional practices and referenced explicitly in all major decision making.
- There is a lack of transparency around decision making at all administrative levels across the institution. Maintaining inclusiveness becomes difficult when decisions are made without first consulting the communities that they affect. Students and postdocs request an acknowledgement of the existence of power imbalances and of how those dynamics can lead to

unfair treatment of those who exist in positions of less power, often negatively impacting students' mental health. Additionally, the institution should make an effort to address how decisions are made in the context of unequal power dynamics, and what actions are taken to incorporate this consideration.

- The Institute should aspire to build up a culture where even minor decisions (e.g., at the departmental level) refer to the values statement. This could be, but is not limited to, a memo attached to each decision indicating how it is in line with the values statement. We should strive to constantly check that we are integrating the statement into our everyday lives.

Visibility

- There is a need for the statement to be visible. The majority of the MIT community is unaware of the existence of the values statement and of its significance (that we do not currently have one). There should be a channel to engage the community broadly through social media campaigns, and the values statement should be publicly embraced by the institution in mediums accessible to all members of the MIT community.

Achievability

- The committee has heard several interest groups' lack of confidence that the administration will actually implement this document. While recognizing that the committee was not charged with implementing the recommended set of values, many doubt that meaningful change will come of this work without a defined path towards implementation and accountability. Many of these concerns arise from past personal experiences at MIT.
- Administration must deliberately, transparently, and transformatively work towards fostering a more welcoming and inclusive environment at MIT, in line with the values statement.
- The Institute should strive to make MIT more cohesive. We can tackle the shared feeling of decentralization and departmental siloing by making the values statement an initiative that the entire community is proud of. The statement should be incorporated at the departmental level by getting support from department heads in their communications with the members of that subcommunity.
- Removing the word "hacking" was widely frowned upon. We suggest a reconsideration of this decision.

A comparative example

- An excellent case study of the successful implementation of a values statement comes from the United Nations Sustainable Development Goals:
    - They are unambiguous.
    - Individual goals are referenced in major and minor humanitarian initiatives alike, whether in the form of textual mentions or iconographic representation. The goals offer a widely accepted framework for justifying and validating projects

- We should treat MIT's values statement as a set of goals in development. Ultimately, when decisions are made at MIT or initiatives are started, they should seek to improve the Institute. The values statement should be treated as a mechanism that helps us quantify this improvement, and we should use it as forethought and not as an afterthought.

8.4 Appendix D: Committee Process

While over the years there have been many attempts to write down the values of the MIT community, the community made it plain that an inclusive process was essential. The Values Statement Committee tried to be inclusive across many dimensions – through broad representation on the committee, analyzing historical documents for existing perspectives, engaging in committee exercises to extract themes and values, meeting with numerous groups across campus, and providing mechanisms for community input through the committee's website.

The committee broadly followed the following process:

- Committee formation and level setting (Dec 2020–Feb 2021)
- Broad community engagement to shape initial draft of values statement (March–June 2021)
- Draft statement, recommendations, and report generation (May–July 2021)
- Rollout of draft to leadership and community (July–Oct 2021)
- Broad community engagement for feedback (Oct 2021–Jan 2022)
- Finalization of values statement, recommendations, and report (Jan–March 2022)

The following is a detailed description of the steps the committee has taken.

Committee composition

Although it is nearly impossible to guarantee representation from every segment of the MIT community, the committee's sponsors sought to come as close as possible. The committee membership includes at least one representative (and in some cases, several representatives) of faculty, administrative staff, support staff, research staff, postdoctoral associates/fellows, graduate students, and undergraduate students. The committee also included representation from both the campus and Lincoln Laboratory. Recognizing that we were only 21 voices, we knew the voices on the committee alone were not enough to help us craft MIT's values statements. As a result, as described below, we deliberately sought broad input from across MIT to ensure that we provided an opportunity for as many voices to be heard as possible.

Committee meetings

The committee met as a group for at least one hour each week since its formation in early January 2021 to the present. Additional subgroup meetings were also regularly scheduled during the week as well. All committee members were encouraged to participate in the meeting discussions and through written exercises outside of scheduled meeting times. Committee members actively shared resources and notes by email and through Dropbox.

Framework development

Our work evolved through several phases. Our initial meetings focused on developing a framework for our analysis by exploring internal and external articles and statements on values. From there, we determined strategies for engagement with the community. During this initial phase, we worked to develop an understanding of our charge and a shared understanding of categories of values.

Once we established a framework for our process, we took a deeper dive into underlying documents and artifacts to gather, review, and begin to extract insights and understandings around values, both generally and at MIT. Then we developed a structure for community engagement.

Initial community engagement

Critical to our work was the need to build awareness of our charge throughout the MIT community and to solicit input from as broad a range of the community as possible. Although we sought input from governance and leadership groups, we also made an effort to build awareness and solicit input broadly from other groups throughout MIT, with a particular focus on staff, students, and postdocs. During this phase of our process, members of the committee met with many groups, meeting approximately 1,100 participants in a total of 23 meetings.

Our format for engagement varied slightly from group to group but generally involved sending the group a document in advance of the meeting that included definitions for values and discussion prompts. Recognizing that we were unlikely to foster deep discussion by just asking participants to name MIT's values, we developed four questions that we hoped would foster more robust discussion:

- Reflect on a time or event that made you especially proud to be a part of the MIT community. What values were reflected in that circumstance? Was there a time or event where you were not proud of the MIT community? What values were neglected in that circumstance?
- What characteristics of MIT were compelling to you when you chose to join this community? Are there characteristics you consider as evolving or needing improvement?
- How do people at MIT interact with each other? What part of our culture, if amplified, would mean it felt more like MIT? What part of our culture, if taken away, would lessen the spirit of MIT?
- Think of a person who you think best embodies the spirit of MIT. How would you characterize those attributes?

A broad spectrum of student and postdoc groups were specifically invited to participate in town halls the committee held with students and postdocs.

Student engagement

Our representatives from the student and postdoc populations (Undergraduate Fiona Y. Chen, Graduate Student Cadence Payne and Postdoctoral Fellow Tigist Tamir) organized a town hall gathering to hear input specifically from students to ensure their perspectives were heard. This group utilized the committee's questions and tailored them specifically for the student group. Each reached out to their individual communities, advertised using flyers, email newsletters, and social media (Instagram and Twitter). They broke the town hall into eight breakout rooms with three to five attendees each. The feedback and themes from these meetings significantly helped shape the final values. The emphasis on compassion, support for one another, and equity for all was deeply heard in these sessions and let to highlighting these important factors.

Although we proactively sought the input of a number of groups, we also offered to make ourselves available to any other groups on campus who wanted to participate. Through that mechanism, we were able to meet with several additional groups on campus. Finally, we established a website that was shared in an all-community email by our chairs (Appendix E), who were also interviewed by MIT News

for The Three Q's. The website and email invited further input directly through a committee email address or through a "Share Your Views" form on the website. We received more than 70 responses through those online options in the first phase of the work.

Because it was particularly challenging to reach out to and get input from research staff, the committee supplemented its understanding of this important part of the community by working with the Office of Institutional Research to analyze open-ended responses from the 2020 Quality of Life Survey.

Center for Constructive Communication

We were able to leverage the expertise of faculty, researchers, and students at MIT's Center for Constructive Communication (CCC) who have studied how to engage with those segments of the community that are generally not as vocal and who have often not been given the opportunity to be included. This team, led by Professors Ceasar McDowell and Deb Roy, and Visiting Professor Dimitra Dimitrakopoulou, met with the committee and designed a pilot dialogue framework to facilitate a set of conversations on MIT values with the committee members and invited guests on April 9, 2021. Using the data gathered, CCC was able to use their protocol to surface and identify prominent themes and patterns in the facilitated conversations. The process demonstrated CCC's capacity to support the committee in forming insights on shared values across the MIT community.

Preparation of the draft report

After engaging in community outreach, the committee turned to drafting the proposed values and this report. Each committee member was asked to review the notes of the community outreach meetings and the summaries of artifacts and articles to assist them with their input. The committee spoke at length about which values to include, how to categorize them, how to address tensions between values, and how to structure the ultimate report. Input from the students' engagement forum significantly informed the committee's ultimate recommendations. The committee also contributed to a list of recommendations for strategies to implement these values into our everyday lives at the Institute.

Rollout of draft report

In July 2021, the draft report was delivered to the chancellor and provost for review. After more than six months of engagement and reflection, the committee arrived at a series of statements rather than a simple set of words. This was needed to clarify the ambiguity and convey the nuance of the tensions we uncovered during our community engagement. Given the breadth of the values statement, we recognized the need for further substantial community engagement in order to refine it and build support for it. The committee proposed delaying the release of the statement to the MIT community until the fall semester return to campus to ensure it got the attention needed to have the largest impact.

To get started, the statement was shared with a subset of the MIT community who could be considered "influencers" (which spanned different positions and roles) and with those the committee anticipated might be either champions or skeptics to help shape the format of the larger community rollout.

On October 20, 2021, the Values Statement Committee held a virtual community event in which the committee presented the values statement and hosted a moderated discussion to answer initial questions on process, content, and plans.

Soliciting community feedback in phase 2

The committee received robust feedback across many modes of communication. The table below shows the extent of the engagement while Appendix B, section 8.2.2.2 shares the summary of the feedback received.

Mode	Participation (students, faculty, staff, and alumni)
Meetings and events with groups and individuals (approximately 33 instances)	2,200
Website submissions and emails sent to the committee	120
Outreach to individuals	40–50

Report finalization

The committee received significant and meaningful feedback which shaped the final version of the values statement. The statement reflects a response to more than 70% of the comments which addressed the form, content, and recommendations for implementation.

8.5 Appendix E: Letter to the MIT Community – April 2, 2021

To the members of the MIT community,

We write to let you know about the ongoing work of the MIT Values Statement Committee and to alert you to ways you can contribute your ideas, including through our new website.

At President Reif's direction, last December Chancellor Barnhart and Provost Schmidt established the committee and asked us to serve as co-chairs; the committee's work kicked off in late January as the new semester approached.

Building on previous efforts, including the Ad Hoc Committee on Guidelines for Outside Engagements as well as values statements developed by various departments, we have been asked to gather further community input, draft a formal statement of MIT values, and recommend strategies for building it into the Institute's habits, rhythms, rituals, and communications. Our committee takes on this assignment with seriousness and enthusiasm, in hopes that the statement we produce can help foster a sense of shared purpose, culture, expectations, and accountability for us all.

This spring, we're doing research and community outreach. In June, we will invite all members of the campus community to share their perspectives on our draft statement through an online survey. Ultimately, we will review and analyze the material we collect through our collaborative work as a committee and with the help of text analysis tools. We expect to provide our final recommendation by July 31.

Through our new website, you can now find our charge, the roster of our members, a list of reports and articles we are reading, some definitions we find helpful, and an outline of our process.

You can learn more about the committee's work from this 3Q.

As part of our research, we also invite you to share your views with us through this interactive form. (The form is open to anyone in the campus community through Touchstone, as well as to alumni through MIT Infinite Connection.)

We look forward to hearing from you!

Sincerely,

Daniel E. Hastings, Co-chair
Cecil and Ida Green Education Professor
Head, Department of Aeronautics and Astronautics

Tracy Gabridge, Co-chair
Deputy Director, MIT Libraries

8.6 Appendix F: First Proposed Draft of the Values Statement

Mind, Hand, Heart

We begin where MIT began, with a belief in human potential.

Knowing that good ideas and talented people come from everywhere, we strive to make our community a welcoming place where people from a diverse set of backgrounds can grow and thrive – and where we all feel that we belong.

We know that attending closely to each other's wellbeing in mind, body, and spirit is essential to doing our best work together.

We love discovery, invention, and making. We believe in learning by doing.

Inspired by MIT's mission, we seek new knowledge and practical impact in service to humankind – so, with humility, we acknowledge the limits of our understanding, explore deeply, look outward, and learn from others.

We celebrate collaboration as the best path to fresh answers.

Drawing strength from MIT's distinctive roots, we delight in the wisdom of every discipline.

On a campus without gates, we champion the open sharing of information and ideas.

We prize originality, curiosity, ingenuity, and creative irreverence – and we treasure quirkiness, nerdiness, and hacking, as fruits of the same tree.

We strive for the highest standards of intellectual and creative excellence. In this pursuit, we must take special care that exceptional talent does not become an excuse for bad behavior and disrespect.

We believe that respect, decency, kindness, appreciation and compassion for each other as human beings are a sign of strength.

We value bold action and big ideas – so we know we must guard against arrogance.

To push the frontiers, we often need to move fast, so we know we must take special care to be transparent and worthy of each other's trust.

Just as we value scholarship of the highest rigor and integrity, we are willing to face difficult facts, admit our mistakes, speak plainly about failings in our systems and work to overcome them.

We invent tools of great power – so we have a distinct responsibility to help society use that power with humane wisdom.

We love the future – so we must take special care to reflect on and learn from the lessons of our past.

8.7 Appendix G: References and Sources

8.7.1 Documents and artifacts bibliography

Abelson, Harold, Peter Diamond, Andrew Grosso, and Douglas Pfeiffer, – Review Panel, "Report to the President: MIT and the Prosecution of Aaron Swartz," MIT, 07/26/2013.

Academic and Organizational Relationships Working Group, "MIT Response to: Report on the Sexual Harassment of Women from the National Academies' Committee on Women in Science, Engineering, and Medicine," MIT, 2018.

Alexander, Philip N., *A Widening Sphere: Evolving Cultures at MIT*, MIT Press, 2011.

Allen, Samuel M., "MIT Values and Culture," MIT Faculty Newsletter, May/June 2012.

Barnhart, Cynthia, "Ongoing investment in a better MIT" [email to the community], MIT, 02/04/2020.

Bertschinger, Edmund "Advancing a Respectful and Caring Community: Learning by Doing at MIT," MIT, 02/12/2015.

Cameron, R. Kelly, Craig Martin, Karon McCollin, and J. Shelby Soleimani, Leader to Leader Program Project Report, "MIT Staff Conversations – Value and Respect for Staff at MIT," MIT, 02/26/2021.

Chandler, David, "Megan Smith: It's mind, hand...and heart," MIT News, 06/05/2015.

Chomsky, Noam, quoted in Review Panel on Special Laboratories, Final Report (October 1969), 32. Available in Activism Reports, MIT Museum, Charles Stark Draper Laboratory Historical Collection, Cambridge, Massachusetts.

Commission on MIT Education, "Creative Renewal in a Time of Crisis," MIT, 1970.

Committee of Associated Institutions of Science and Arts, "Objects and Plan of an Institute of Technology," 1861.

Committee of Associated Institutions of Science and Arts, "Scope and Plan of the School of Industrial Science," MIT, 1864.

Fisher, Peter, "Ad Hoc Committee to Review MIT Gift Processes, Revised Final Report" MIT 12/18/2020.

Institute-wide Task Force on the Future of MIT Education, "Values and Principles of an MIT Education," MIT, 2014.

Kaiser, David, *Becoming MIT: Moments of Decision* MIT Press, 2010.

Lester, Richard K., "A Global Strategy for MIT," MIT, May 2017.

Magasanik, Boris, et al., "No Research Strike at M.I.T., " *Science* 163 (February 7, 1969): 517.

MIT faculty (various), "Reaffirming our Shared Values" [public statement by a group of MIT faculty] MIT, 11/21/2016.

MIT Institute Commitments, "Black Graduate Student Association Recommendations" [website], MIT, 2015.

MIT Institute Commitments, "Black Students' Union Recommendations" [website],MIT, 2015.

MIT Committee on Educational Survey, "Report of the Committee on Educational Survey to the Faculty of the Massachusetts Institute of Technology," MIT Press, 1949.

MIT Committee on MIT Research Structure (Press Report), 1976, Box: 13. Frank Press papers, MC-0159. Massachusetts Institute of Technology. Libraries. Department of Distinctive Collections.

MIT Committee Report, "A Study on the Status of Women Faculty in Science at MIT" MIT, 1999.

MIT Strategic Action Plan Steering Committee, "MIT's Strategic Action Plan for Diversity, Equity, and Inclusion," MIT, Draft March 2021.

MIT Presidential Task Force on the Undergraduate Educational Commons, "Report of the Task Force on the Undergraduate Educational Commons," MIT, Oct. 2006 Pages 12–21 describe MIT's educational mission and principles with reference to past studies.

"MIT.nano, the Future of Innovation" [brochure], MIT.

MIT Task Force on Student Life and Learning, "Student Life and Learning. Final report," MIT, 1998.

MIT Values Statement Committee website, MIT, 04/05/2021.

Reif, L. Rafael, "Letter to the MIT community regarding the new administration in Washington"[email to the community], MIT, 11/10/2016.

Schoemaker, Paul J. H., "Scenario Planning: A Tool for Strategic Thinking," *MIT Sloan Management Review*, Winter 1995.

Skoltech Initiative, "Attributes of MIT's Unique Culture: Prepared for the Faculty Development Program," MIT, 08/11/2013.

Stata, Ray, "Firm Foundation," *Spectrum*, Winter 1999.

Sull, Donald, Stefano Turconi, and Charles Sull, "When it Comes to Culture, Does Your Company Walk the Talk?" *MIT Sloan Management Review*, 07/21/2020.

Sull, Donald, Charles Sull, and Andrew Chamberlain, "Measuring Culture in Leading Companies," *MIT Sloan Review*, 06/24/2019.

Suri, Tavneet, "Ad Hoc Faculty Committee on Guidelines for Outside Engagements, Final Report," MIT, 12/15/2020.

Task Force 2021 and Beyond, Education Subgroup, "Educating the Whole Student," MIT, 11/03/2020.

Williams, Clarence, *Technology and The Dream: Reflections on the Black Experience at MIT: 1941–1999*, MIT Press, 2001.

Williams, James H., Jr., "A Formal Recommendation to the MIT Corporation," MIT Faculty Newsletter, Volume XVI, No. 4, February/March 2004.

Williams, James H., Jr., "Mens, Manus et Cor," MIT Faculty Newsletter, Volume XXXIV, No. 1, September/October 2021.

8.7.2 Sampling of values statements from MIT departments, labs, and centers

Department of Aeronautics and Astronautics

Department of Biological Engineering

Department of Physics

Libraries

Lincoln Laboratory

Priscilla King Gray Public Service Center

8.7.3 External sources on values, culture, meritocracy

Castilla, Emilio J. and Stephen Benard, "The Paradox of Meritocracy in Organizations," *Administrative Science Quarterly* v. 55, 4, 2010.

Christensen, Clayton M. and Kristin Shu, "What is an Organization's Culture?," Harvard Business School, Case study 9-399-104, 08/02/06.

Fathom Futures, "Crafting Meaningful Values for Your Organization," Fathom Workbook, 2018.

Guinier, Lani, *The Tyranny of the Meritocracy: Democratizing Higher Education*. Beacon Press, 2015.

Lencioni, Patrick, "Make Your Values Mean Something," *Harvard Business Review Magazine*, July, 2002.

Ready, Douglas A. and Emily Truelove, "The Power of Collective Ambition," *Harvard Business Review*, Dec. 2011.

Sandel, Michael J., *The Tyranny of Merit: Can We Find the Common Good?* Picador Paper, 2021.

Schein, Edgar H., "Chapter 3. Cultures in Organizations: Two Case Examples" in *Organizational Culture and Leadership*. Josey-Bass; 3rd ed, 2004.

Sorensen, Jesper B., "The Strength of Corporate Culture and the Reliability of Firm Performance," *Administrative Science Quarterly*, v. 47,1, 2002.

University of South Carolina's "Carolinian Creed"

University of Southern California, "Unifying Values," Culture Journey Report, Nov. 2020.

Young, Michael., *The Rise of the Meritocracy 1870–2033: An essay on education and society.* London: Thames and Hudson; 1958.