2022 Affirmative Action Plan Training for AAP Administrators

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March, 2022

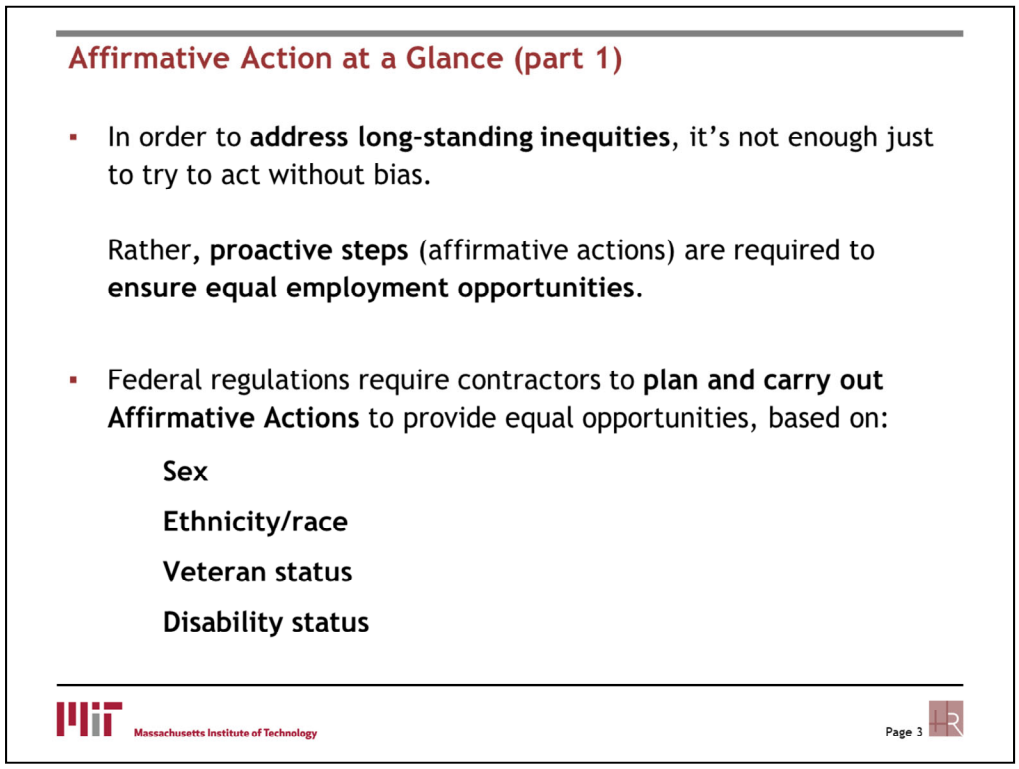
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Agenda

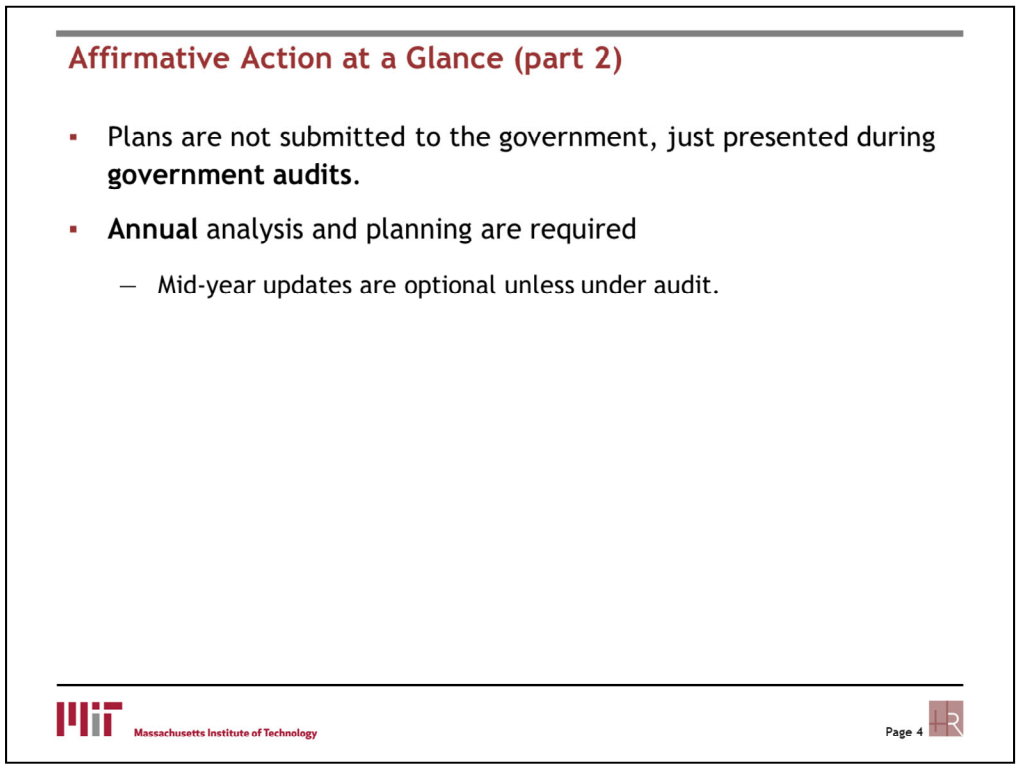
- AAP at MIT - Overview
- How to Create an AAP
  - Availability & Placement Goals
    - Plan Good Faith Efforts
  - Adverse Impact
    - Review and Plan Actions
  - Veterans & Individuals with Disabilities
- Recap: Key Responsibilities for AAP Admins in Response to Reports
- What's New and Future developments

- *Also see Appendices slides*

[No notes for this page]



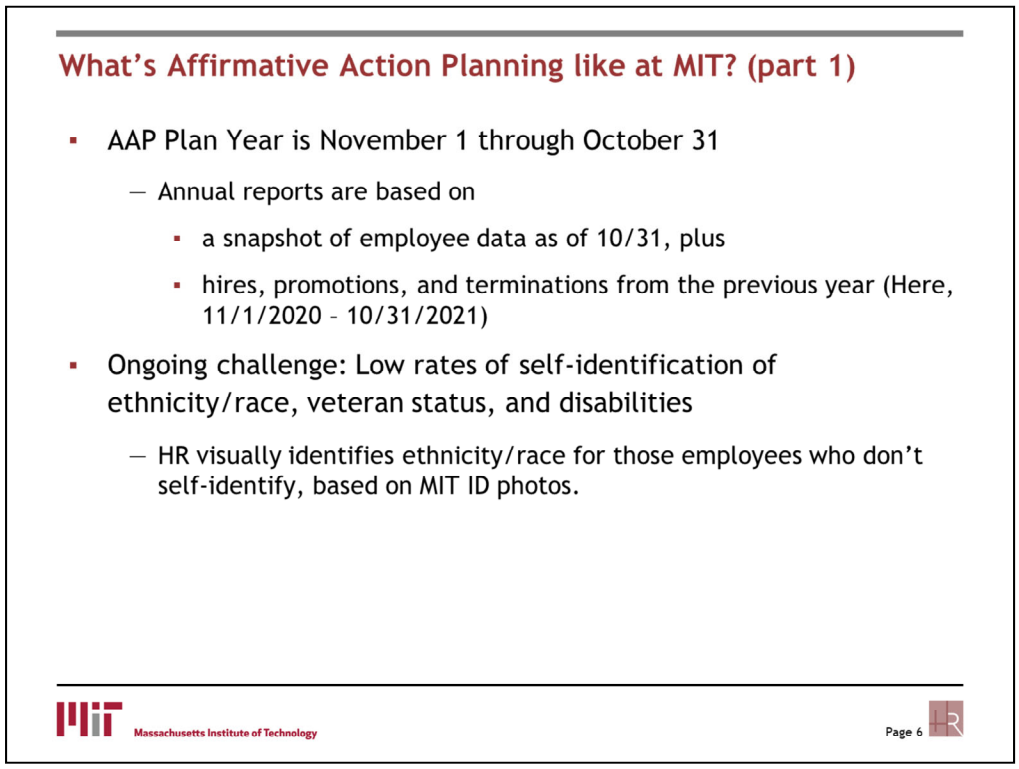
Different methods are required for identifying issues involving sex and race **vs** veterans and individuals with disabilities.



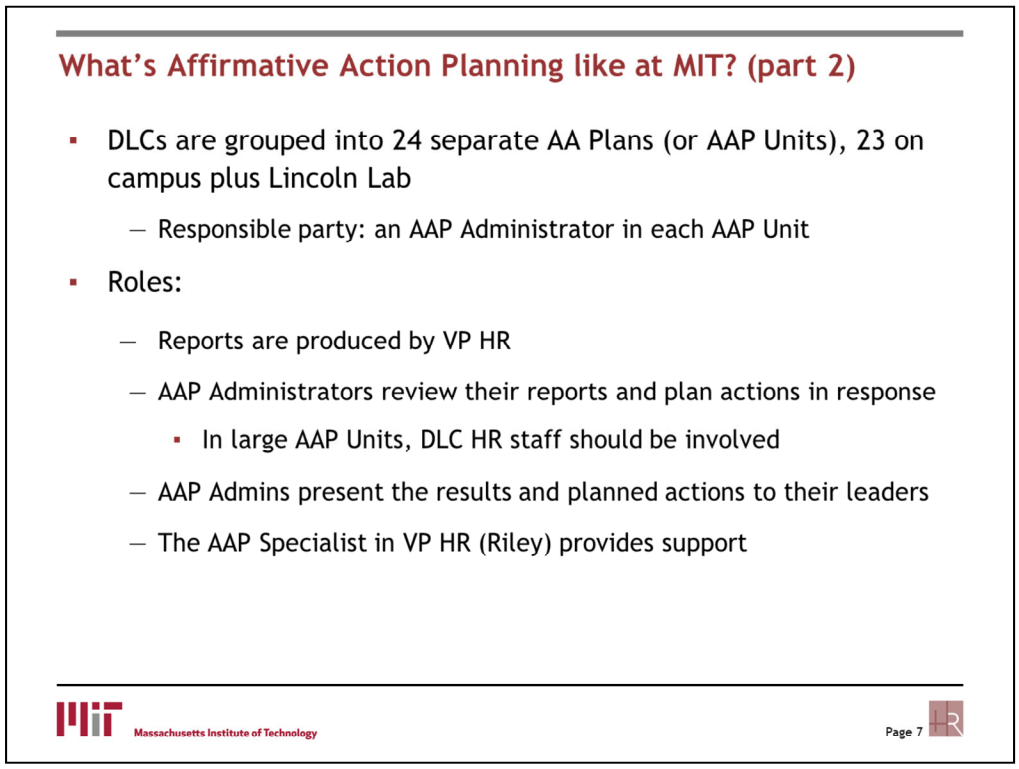
In the past, mid-year reports were generated every year. Currently, a decision on whether to issue mid-year reports is made each year. There will be no mid-year reports this year.

The Importance of Affirmative Action Compliance

- MIT's Affirmative Action plans could be **audited** by the **OFCCP** in any year.
  - Negative findings could lead to anything from instructions to change our practices to loss of government contracts.
- Affirmative Action Planning supports the **Institute's own diversity values**
  - The reports help us identify places where what we're doing is working and places where we need to improve.



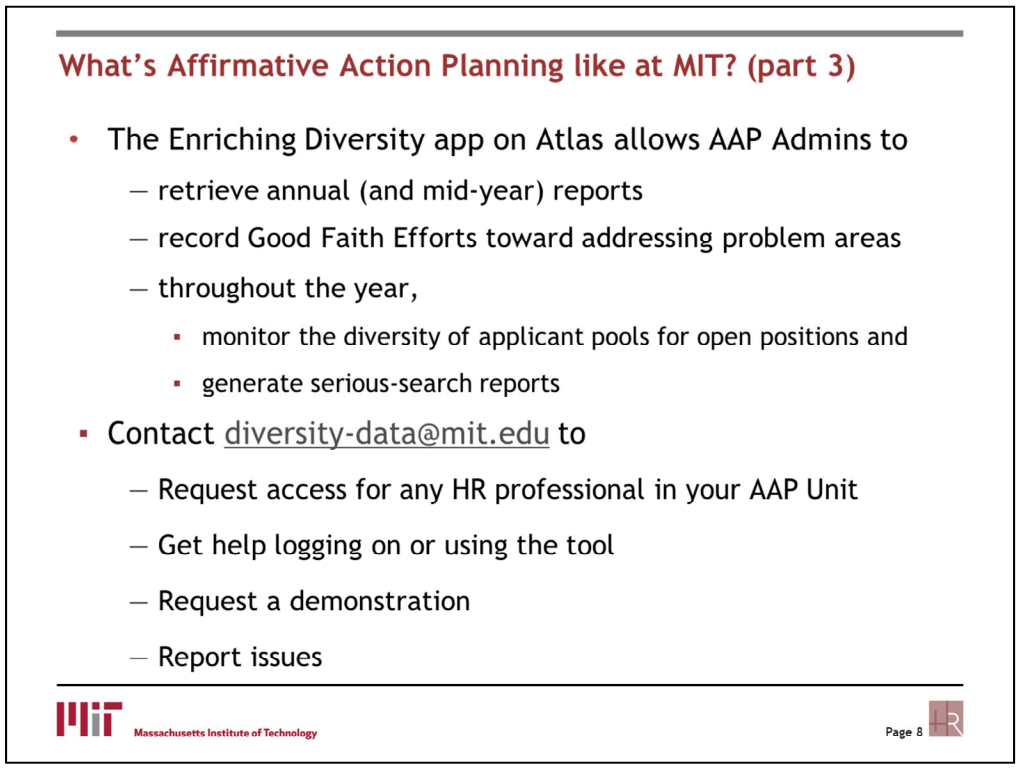
- Mid-year reports, if any, are based on a 4/30 snapshot and activities from 11/1 to 4/30.
- Knowing what we mean by, say, AAP Plan Year 2020 is confusing. Plan Year 2020, which ran from 11/1/2019 – 10/31/2020 was the period in which you were to carry out plans that were made based on data from 11/1/2018 – 10/31/2019. However, you weren't able to make the plans until well into the AAP Plan Year, due to the time it takes HR to gather the data, generate the reports, and distribute reports to you. So, you carried out the plans for AAP Plan Year 2020 from April 2020 through February 2021 (at which point the Plan Year 2021 reports reached you).
- A planned, Institute-wide campaign to increase self-identification has been delayed, first by changes in leadership and then by COVID-19.



A list of AAP Admins is available here: https://hr.mit.edu/diversity-equity-inclusion/aap/admins

Creating new AAP Units or moving DLC's from one Unit to another part-way through the year creates systems challenges, so whenever possible, we wait until the next AAP Year to do so.

The number of AAP Units may change again. We may consider consolidating into a smaller number at some point.



Department-level HR professionals in your AAP Unit may use Enriching Diversity for **their departments' requisitions** to monitor the pool's diversity and to generate search reports.

Calendar for Affirmative Action Planning

Date	Milestone/Project Task	Groups involved
March 2022	▪ Training & Consultations for AAP Admins	▪ AAP Specialist
April 2022	▪ Plan responses to any Placement Goals and Adverse Impacts	▪ AAP Admins
	▪ Record Good Faith Efforts in Enriching Diversity	▪ AAP Admins
	▪ Consultations – 2nd round (optional)	▪ AAP Specialist
May 2022	▪ Present report results and Good Faith Efforts to senior leader of each AAP Unit	▪ AAP Admins
	▪ Provide Institute-wide results to Academic Council and other key leaders	▪ VP HR
Thru Feb '22	▪ Implement and update Good Faith Efforts	▪ AAP Admins

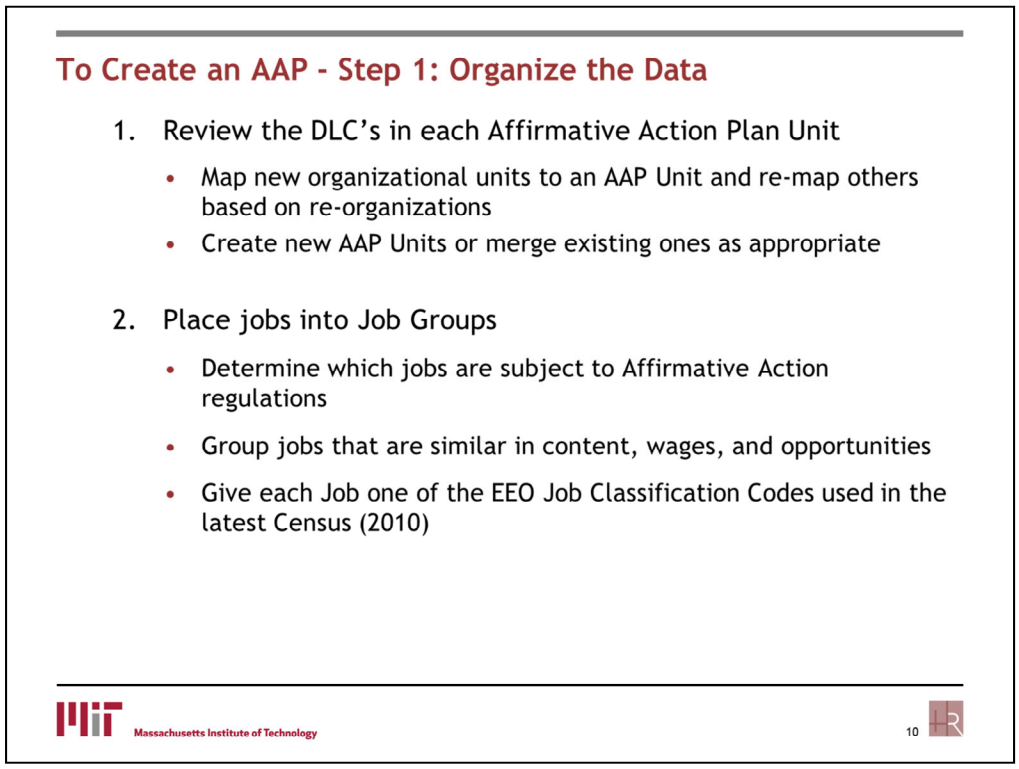
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Your responsibility is to review the reports, determine what actions are necessary in response, and, for each Placement Goal, record Good Faith Efforts in the Enriching Diversity tool in Atlas.

***In 2021, presenting to senior leadership happened on short notice. This year, we will plan in advance and incorporate lessons learned from last year.

The May timeframe for reporting to leaders is not set in stone. The aim is to present the information while it is fresh and, ideally, before summer breaks.

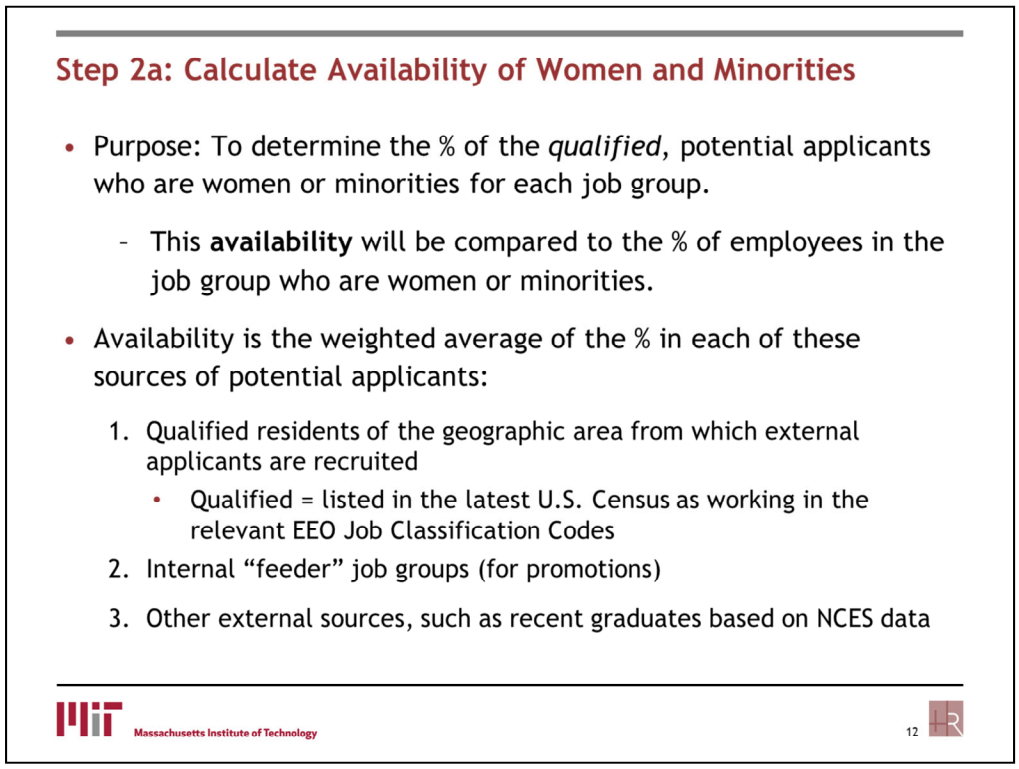


- Every School has its own AAP Unit. Other AAP Units were defined several years ago, with minor adjustments since.
- We must ensure each AAP Unit is still large enough (50 people) and cohesive enough to remain; merge or create new AAP Units as needed
- EEO = Equal Employment Opportunity
- MIT's AAP excludes co-ops, fellows, and graduate assistants.
- The 2023 AAP Reports will use new Census data and new EEO Job Classification Codes.
- Find the current list of job groups, and a report of which jobs are in which job groups, on the AAP Resources page:

Overview of Step 2: Identify & Address Placement Goals for Women & Minorities

- For every job group, VP HR compares the % of women & minorities (and members of each race separately) in
  - our current workforce vs
  - the population of qualified potential applicants, internal & external.
- Where there's a statistically significant difference, the job group is subject to a **placement goal**. In that case, the AAP Unit must:
  - aim to **hire & promote** members of that protected group into the job group at **a rate matching their % of the qualified pool**.
  - plan actions **(good-faith efforts)** to address every placement goal
  - and review the **effectiveness of past good-faith efforts**, making changes as needed.

The next several slides go into detail about how this is done.

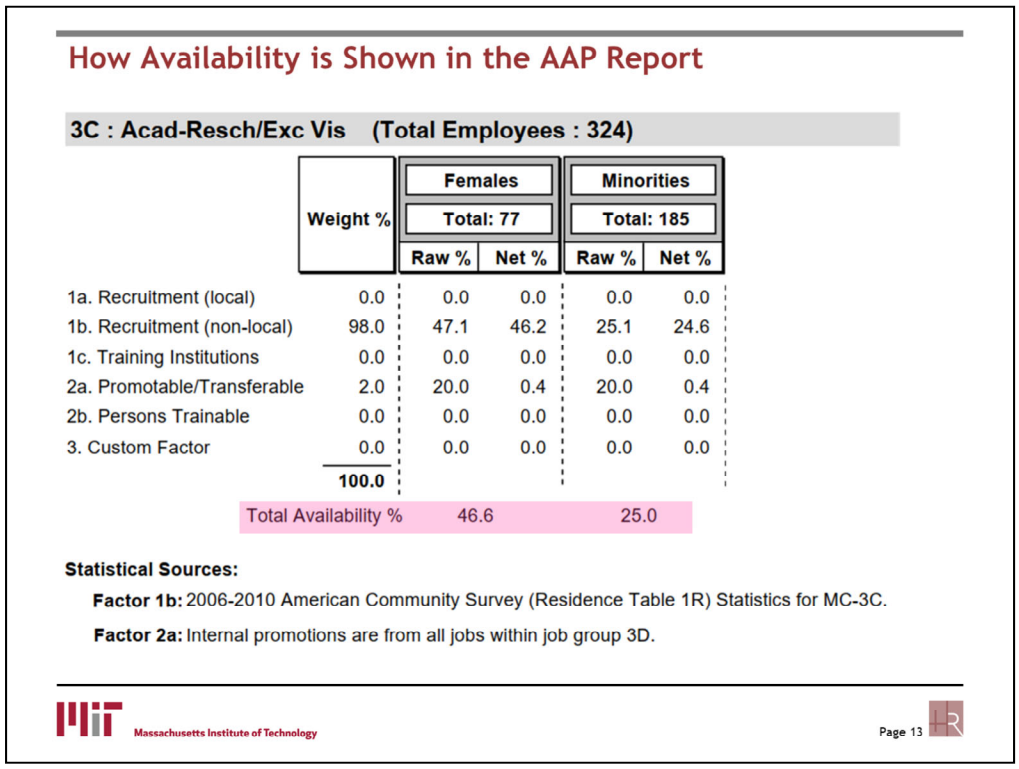


Availability by Job Group

- most job groups use the greater Boston area including NH and RI; some use the US or a blend of the US and the local area
- NCES = National Council on Education statistics, e.g. can look at new PhD's for faculty by field

Weighting:

- If most positions in a job group are filled internally, then the highest weighting will be on the "feeder" job groups.
- If a job group contains only entry-level jobs, internal feeder job groups will have a weight of 0%.
- Most job groups have a 0% weight for "other data sources" like NCES graduation rates.



How Availability is Shown in the AAP Report

3C : Acad-Resch/Exc Vis (Total Employees : 324)

	Weight %	Females Total: 77		Minorities Total: 185	
		Raw %	Net %	Raw %	Net %
1a. Recruitment (local)	0.0	0.0	0.0	0.0	0.0
1b. Recruitment (non-local)	98.0	47.1	46.2	25.1	24.6
1c. Training Institutions	0.0	0.0	0.0	0.0	0.0
2a. Promotable/Transferable	2.0	20.0	0.4	20.0	0.4
2b. Persons Trainable	0.0	0.0	0.0	0.0	0.0
3. Custom Factor	0.0	0.0	0.0	0.0	0.0
	100.0				
Total Availability %		46.6		25.0	

Statistical Sources:

Factor 1b: 2006-2010 American Community Survey (Residence Table 1R) Statistics for MC-3C.

Factor 2a: Internal promotions are from all jobs within job group 3D.

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If math isn't your thing, wait this slide out. The crucial info is on the next slide.

This slide and the next show **subsets** of what's on this page of the Report, for simplicity.

Numbers of Employees:

- The total count is in the top heading. The # of females and of minorities appears in the column heading boxes.

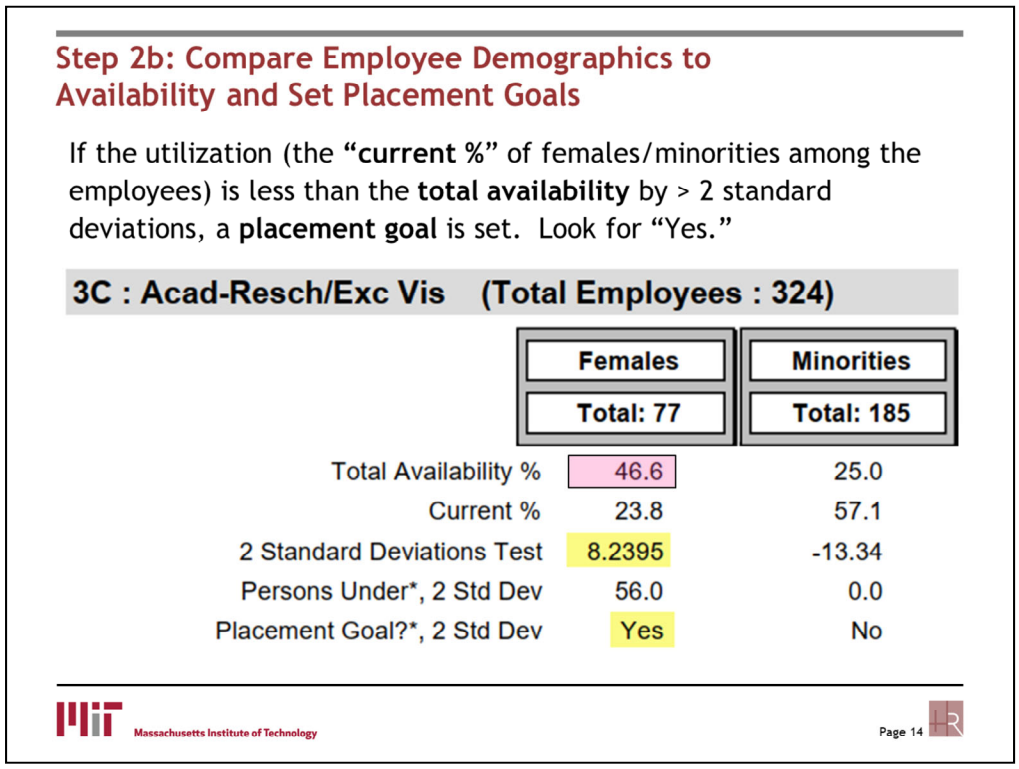
Weight

- 1a & 1b Recruitment Local and Non-Local: You'll see a zero in one of these rows, because we've combined them: For each job group, we've created a combined geographic area that includes some percentage of local availability and some of national availability.
- We generally don't use 1c or 2b.
- 3 Custom Factor is where we put graduation statistics.

Statistics

- The Raw % numbers are the % of females or minorities in that row's population.
- Details about where the raw %s come from are under Statistical Sources at the bottom.
- **Total Availability %** (pink) is what your workforce will be compared to.

In the next slide, we'll look just at females, picking up from the Total Availability.



Step 2b: Compare Employee Demographics to Availability and Set Placement Goals

If the utilization (the **"current %"** of females/minorities among the employees) is less than the **total availability** by > 2 standard deviations, a **placement goal** is set. Look for "Yes."

3C : Acad-Resch/Exc Vis (Total Employees : 324)

	Females Total: 77	Minorities Total: 185
Total Availability %	46.6	25.0
Current %	23.8	57.1
2 Standard Deviations Test	8.2395	-13.34
Persons Under*, 2 Std Dev	56.0	0.0
Placement Goal?*, 2 Std Dev	Yes	No

Things to note:

- This slide shows the rows that appear below what was shown on the previous screen.

The Upshot

- The crucial piece of information is the "Yes" or "No" in each column, indicating whether there's a placement goal.

Details

- Total Availability % is the same information as on the previous slide.
- Current % is the percent of people in the job group as of 10/31 who are females or minorities.
- If standard deviations number is >2, the difference is statistically significant, and there is a placement goal for this job group.

Placement Goals by Individual Ethnicity/Race Category

We generate placement goals not just for minorities as a whole, but also for each ethnicity/race:

Availability Analysis

41 CFR Section 60-2.14

3C : Acad-Resch/Exc Vis (Total Employees : 324)

	Weight %	Females		Minorities		Black		Hispanic		Asian		Am. Indian		Pac / Hawaiian		Two or More	
		Total: 77		Total: 185		Total: 4		Total: 23		Total: 157		Total: 0		Total: 0		Total: 1	
		Raw %	Net %	Raw %	Net %	Raw %	Net %	Raw %	Net %	Raw %	Net %	Raw %	Net %	Raw %	Net %	Raw %	Net %
1a. Recruitment (local)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1b. Recruitment (non-local)	98.0	47.1	46.2	25.1	24.6	5.5	5.4	5.1	5.0	12.5	12.3	0.2	0.2	0.0	0.0	1.7	1.7
1c. Training Institutions	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2a. Promotable/Transferable	2.0	20.0	0.4	20.0	0.4	0.0	0.0	0.0	0.0	20.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0
2b. Persons Trainable	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3. Custom Factor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	100.0																
Total Availability %		46.6		25.0		5.4		5.0		12.7		0.2		0.0		1.7	
Current %		23.8		57.1		1.2		7.1		48.5		0.0		0.0		0.3	
2 Standard Deviations Test		8.2395		-13.34		3.3173		-1.733		-19.33		0.8058		0.0000		1.9374	
Persons Under*, 2 Std Dev		56.0		0.0		5.3		0.0		0.0		0.0		0.0		0.0	
Placement Goal?*, 2 Std Dev		Yes		No		Yes		No		No		No		No		No	

Statistical Sources:

Factor 1b: 2006-2010 American Community Survey (Residence Table 1R) Statistics for MC-3C.

Factor 2a: Internal promotions are from all jobs within job group 3D.

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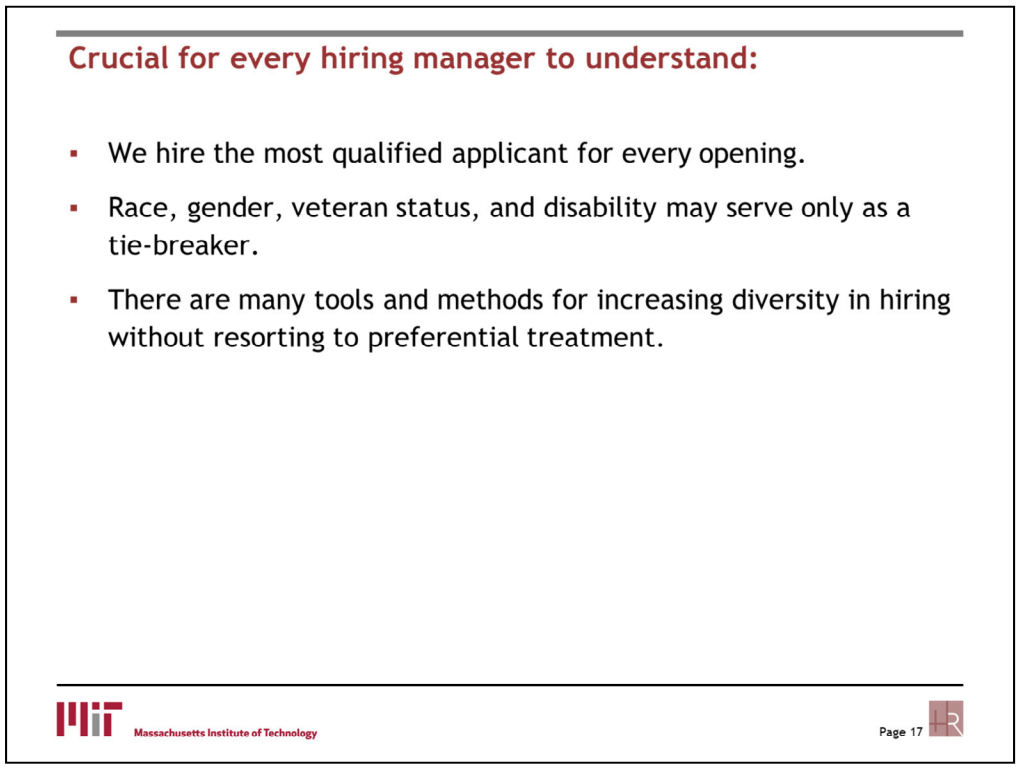
The earlier slides showed only women & minorities for simplicity.

Note that

- there may be a placement goal for a particular race, even if there's no Placement goal for Minorities.
- Enriching Diversity can't yet show placement goals or record Good Faith Efforts for a specific race.



Specific examples of the types of actions to address placement goals are on a later slide.

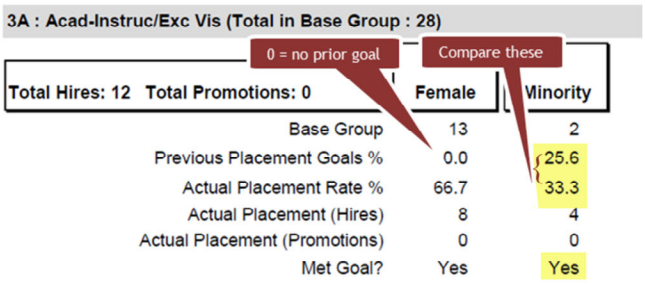


We'll talk about these tools and methods shortly. Making hiring managers aware of them is an important way to respond to Placement Goals.

Step 2c: Assess Progress Toward Previous Goals

If an AAP Unit had Placement Goals *last year*, we must compare the **hiring & promotion activity** over the year to last year's goal.

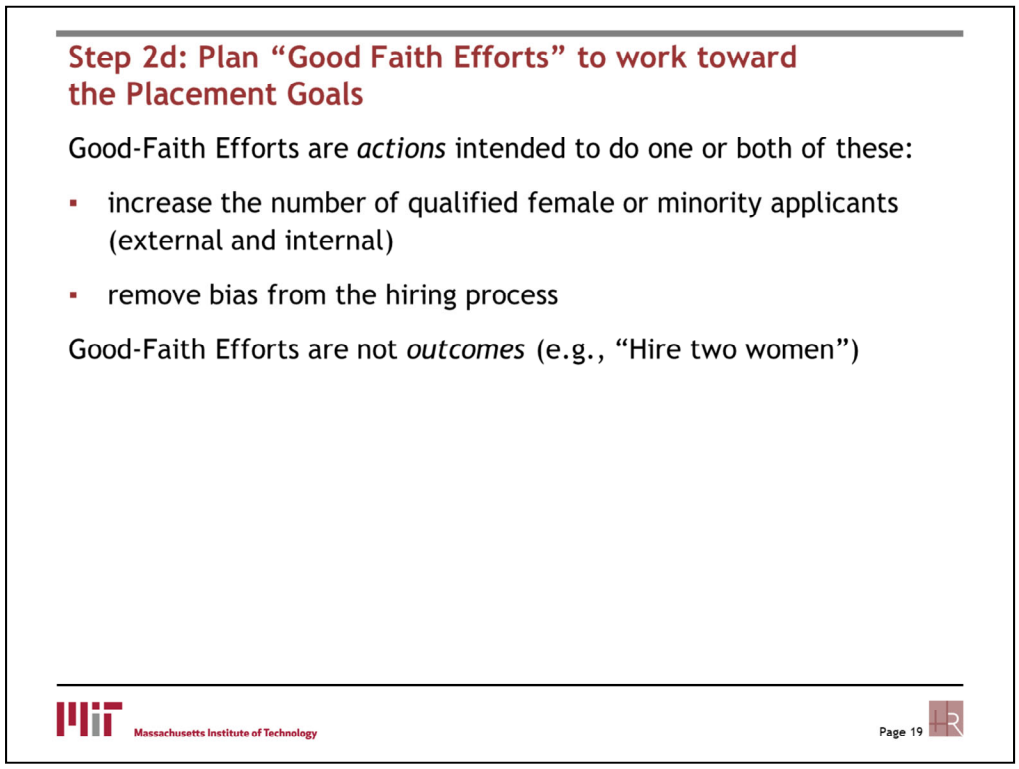
- This part of the Report helps assess whether last year's Good Faith Efforts were effective or need adjustment.
- Note: Meeting last year's goal doesn't prevent a goal this year, because it can take many years to address a large discrepancy.



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- In contrast to the previous step, this does not compare the *utilization* (demographics of your workforce) to the availability. Instead, it compares the % of female or minority *hires and promotions* to the availability. For Plan Year 2022, these are the hires and promotions from 11/1/2020 – 10/31/2021.
- If there was no placement goal last year, there will be "0.0" in the 2nd row. Annoying: The final row *should* say "n/a" in this case, but the software we use puts "Yes."

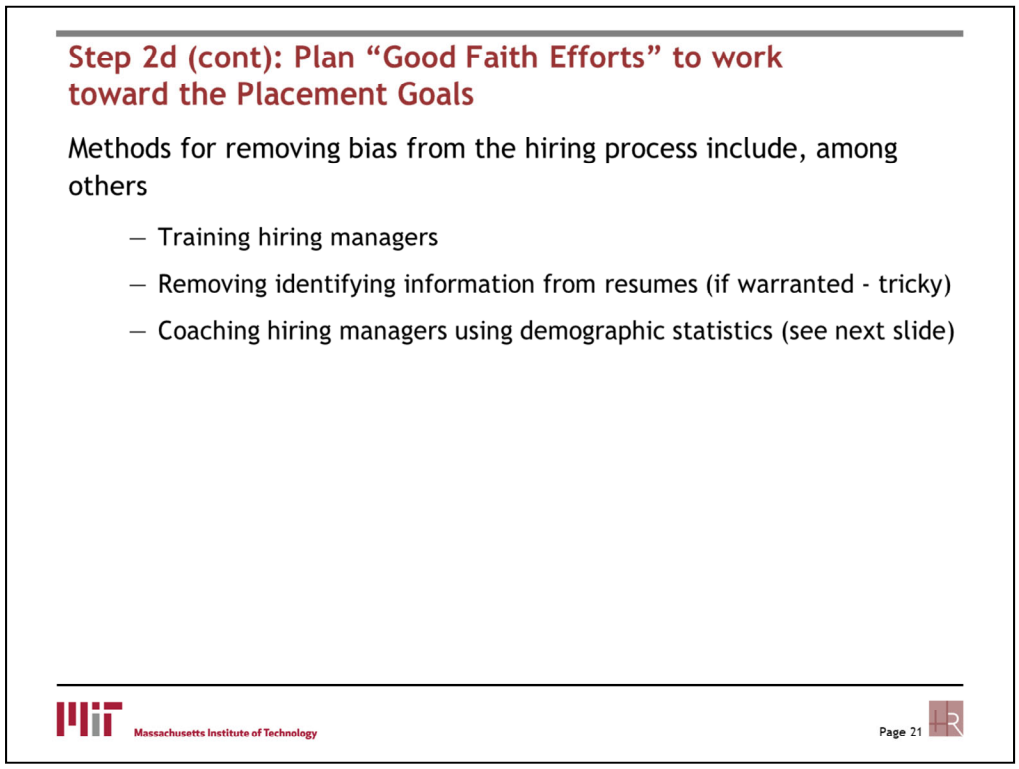


- Do not include general diversity efforts as Good Faith Efforts. GFE's should be targeted toward the relevant protected group.

Step 2d (cont): Plan "Good Faith Efforts" to work toward the Placement Goals

- Methods for increasing the number of qualified female or minority applicants (external and internal) include, among others
  - Removal of unwelcoming language from job postings
  - Targeted advertising or recruitment at specific events
  - Working with Co-Leads of Employee Resource Groups
  - Training programs for employees in promotable groups

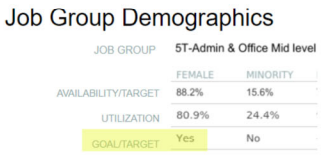
- Staffing Services' website has rich resources. See an upcoming slide



- Staffing Services offers very good trainings. See the next slide.
- Redacting resumes can be helpful where there is a pattern of diversity being lost between the applicant pool and phone screening or interviewing. It is time consuming, and the decision when and how to use it can be complex.

Coaching hiring managers using statistics

1. Use the Requisitions tab in Enriching Diversity to
   a) check whether a requisition has placement goals
   b) review applicant demographic stats at each stage of the hiring process

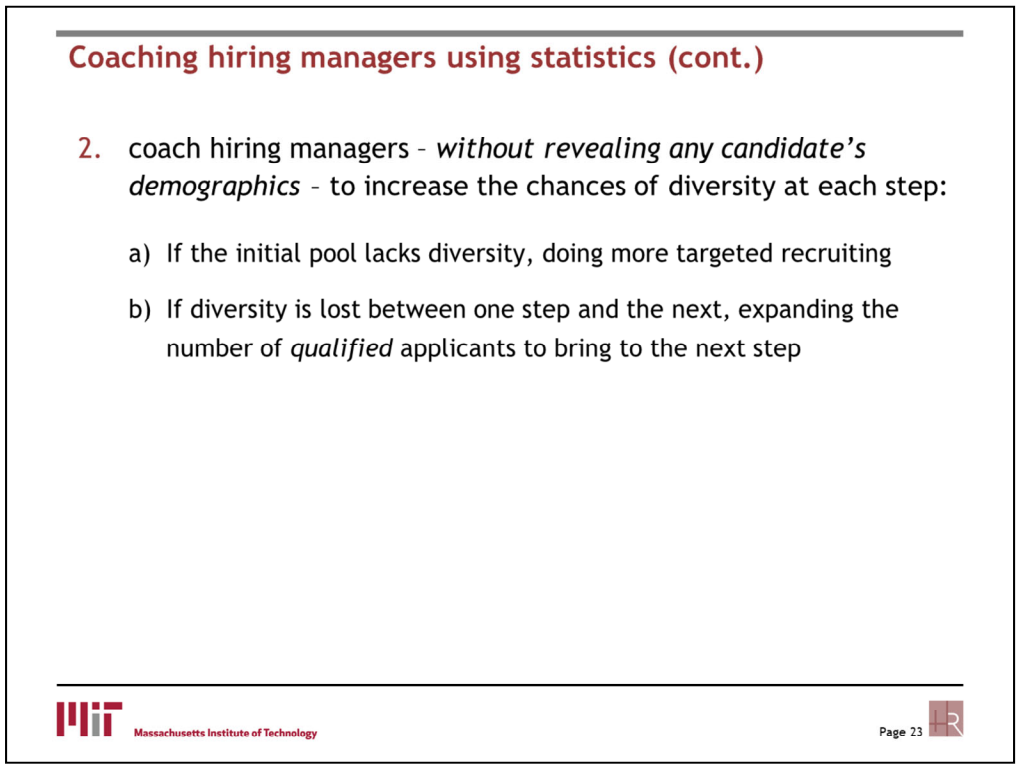




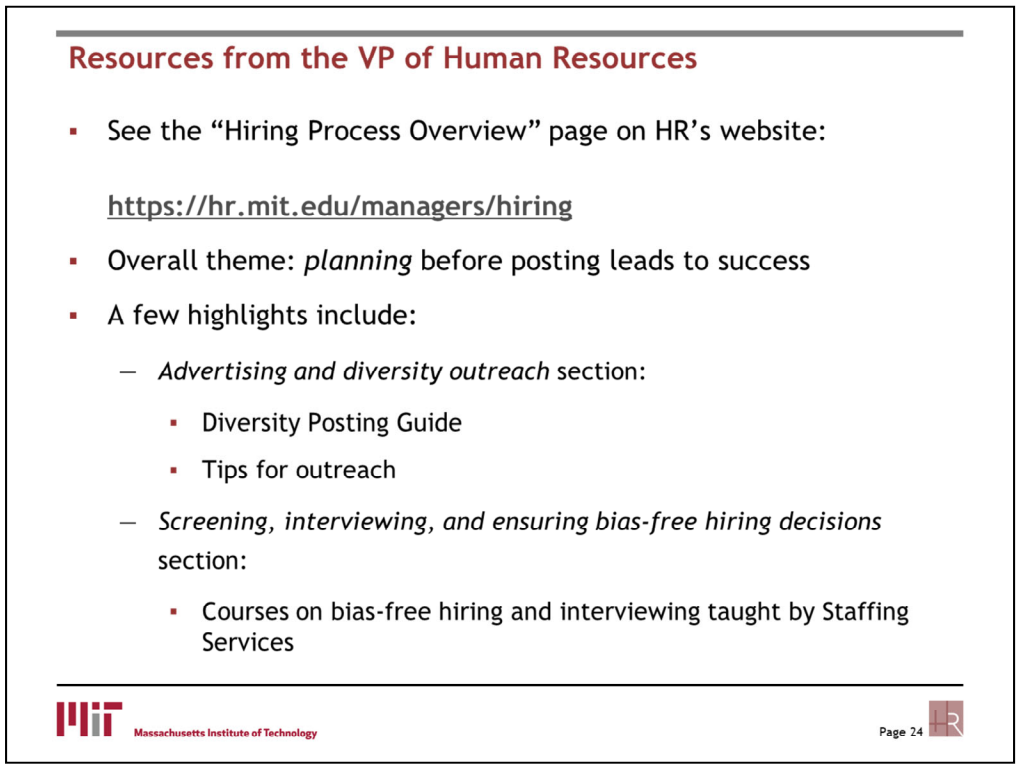
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- Once you've selected a requisition, the Job Group Demographics will appear at the top of the page, and the demographics of applicants who've reached each step (shown as circles) will appear at the bottom of the page.



- After an HR professional views the diversity of applicants who have made it to each stage in the process so far, they may coach the hiring manager with suggestions such as the following:
    - "The applicant pool has few minorities. It would be good to pause the process while you do some more targeted postings and outreach."
    - "The list of applicants you've selected for phone screening is less diverse than the overall applicant pool. To try to capture some of that diversity, increase the number of promising applicants who will be phone screened."



There's wealth of resources for planning.

Thanks to the Staffing Services team for this page!

Upcoming "live" courses

- Hiring at MIT: Bias-Free Practices

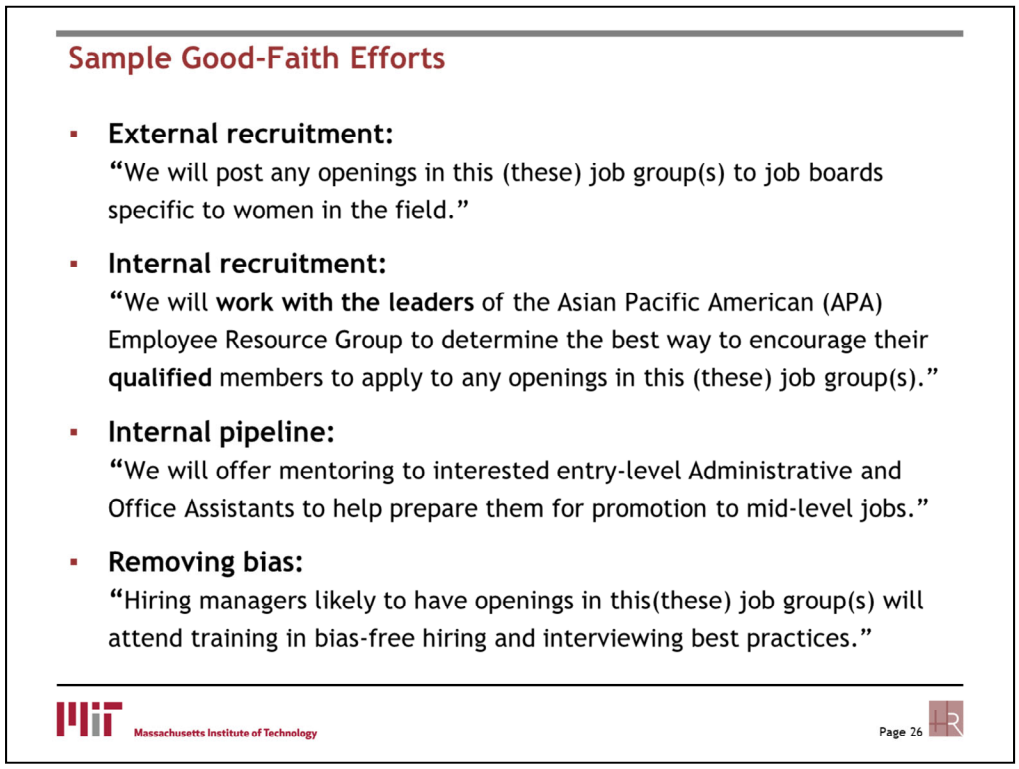
AVAILABLE SESSIONS

DATE	TIME	LOCATION
03/15/2022	12:00 PM - 01:30 PM	Zoom
04/13/2022	12:00 PM - 01:30 PM	Zoom
05/11/2022	01:00 PM - 02:30 PM	Zoom

- Hiring at MIT: Conducting Interviews

AVAILABLE SESSIONS

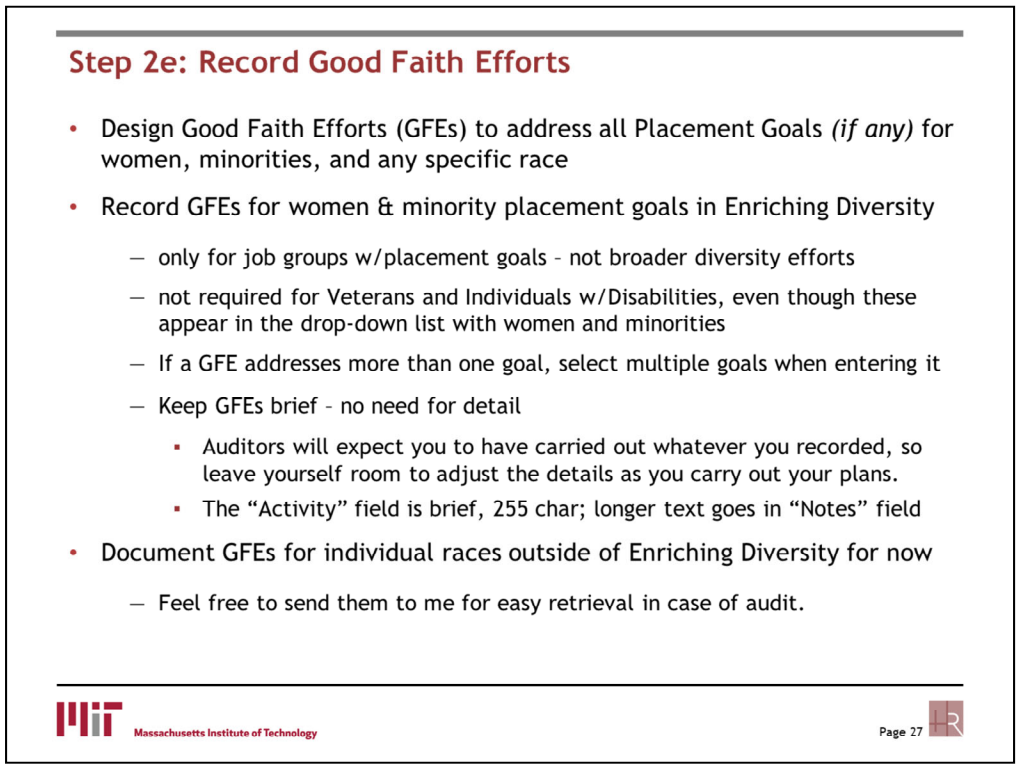
DATE	TIME	LOCATION
03/09/2022	12:00 PM - 01:30 PM	Zoom
04/06/2022	12:00 PM - 01:30 PM	Zoom
05/04/2022	12:00 PM - 01:30 PM	Zoom



NOTE: Each of these only needs to be entered once for the whole job group for the year. There's no need to enter a Good Faith Effort for every opening.

The most effective Good Faith Efforts address the specific situation. For instance,

- recruiting additional qualified women to apply will not help much if the hiring manager resists hiring someone who might need maternity leave, while
- training hiring managers won't help much if postings are not reaching qualified minorities in the field.



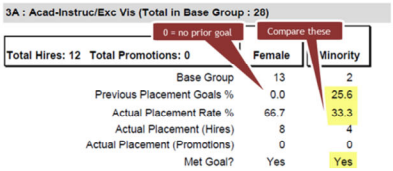
Hoped-for future improvements to Enriching Diversity's Good-Faith Efforts tab:

- Ability to record GFEs for individual races
- Easier interface for selecting the goal(s) for which you're entering the GFE

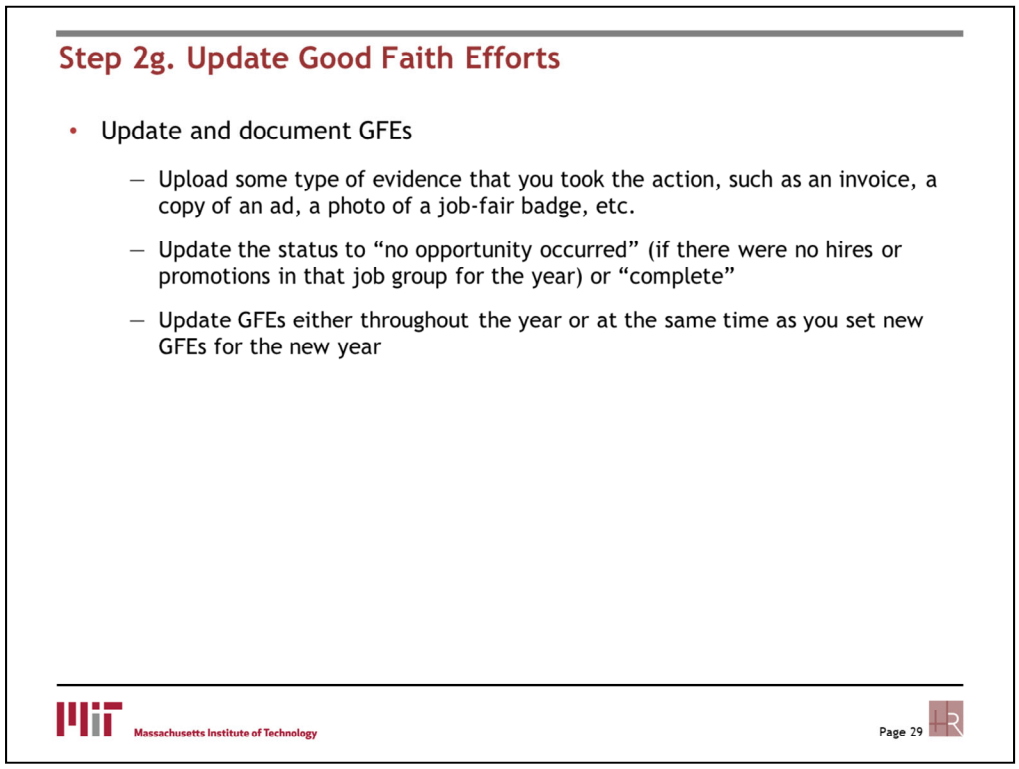
Step 2f. Assess Good Faith Efforts

- Assess performance of GFEs
  - During the plan year, refer to the *Progress Toward Goals* section of the Placement Goals tab on Enriching Diversity, which shows the demographics of hires and promotions so far this year
  - At year end, refer to the *Goals Progress* section of the following year's Report (as shown previously)

	FEMALE	MINORITY
GOAL/TARGET	79.2%	None
UTILIZATION	33.3%	50.0%
	PROGRESS TOWARDS GOAL	
HIRES	1/3	0/3
PROMOTIONS	0/0	0/0
CURRENT RATE	33.33%	0.00%



It's not "good faith" if you keep taking the same, ineffective actions



In the drop-down list for selecting the Placement Goals for a particular Good-Faith Effort:

- Items for Veterans and Individuals with Disabilities are in the list. Currently, you aren't required to record GFE's for these, although you may.
- You may select as many Placement Goals as a particular GFE addresses.

You **don't** need to record your GFE **in detail**. Auditors will expect you to have carried out whatever you recorded, so leave yourself room to change the specifics as you carry out your plans.

Overview of Step 3: Identify, Analyze, & Address Adverse Impact

- Adverse impact consists of ways in which employees & qualified applicants are being
  - hired,
  - promoted, or
  - terminated

  disproportionately based on
  - sex or
  - ethnicity/race.

- Adverse impact can be found against males or white people, as well as against females or members of other races.
  - Flags possible instances of preferential treatment that go beyond equal opportunity.

This is a different way to look at equal employment opportunities.

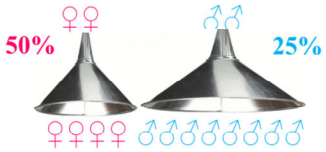
Step 3a: Identify Adverse Impact

- To identify adverse impact, the personnel transactions over the previous year are considered for each job group.
  - Includes hires, promotions, and terminations
  - Date range is 11/1/2020 – 10/31/2021
- The rates at which people of each sex or race are hired are compared to each other.
  - The same is done for promotions and terminations.
- Where there's a statistically significant difference, **adverse impact** is indicated.
- Here are some examples…

Adverse Impact Example: Applicant Flow (Hiring)

A Job Group has 4 open positions. In total, 4 women & 8 men apply. (These 12 are the **base group**.)

Two women and 2 men are hired.



Female **placement rate** = 50%

Male **placement rate** = 25%

Females are the **most favored group**.

Males have **adverse impact** *if* the difference between the male & female placement rates are statistically significant.

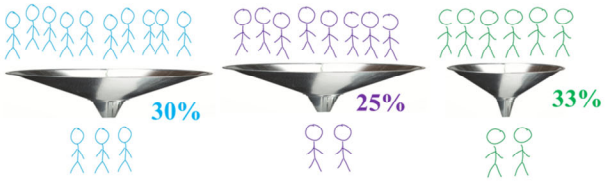
Terminology for Hires/Applicant Flow:

- The **base group** for **hires/applicant flow** is the set of qualified applicants for all positions into which someone was hired during year.
- The **placement rate** for a particular sex or race is the % of applicants of that sex or race who were hired.
- For hires/applicant flow, the **most favored group** is the sex or race with the **highest** placement rate.

Adverse Impact Example: Terminations

A Job group has 24 employees, including 10 of the Blue race, 8 of the Purple race, and 6 of the Green race. (These 24 are the **base group**.)

Three Blues, 2 Purples, and 2 Greens are terminated.



The **termination rates** are:

Blue: 30% Purple: 25% Green: 33%

Purples are the **most favored group**.

Blues and/or Greens have **adverse impact** if the difference is statistically significant.

Terminology for Terminations:

- The **base group** for **terminations** is the set of employees in the job group at the beginning of the year.
- The **termination rate** for a particular sex or race is the % of applicants of that sex or race who were terminated.
- For terminations, the **most favored group** is the sex or race with the **lowest** termination rate.

How Adverse Impact is Shown in Reports

Adverse Impact Analysis (Promotions - From/Within)

Job Group 5U : Sec/Adm/Cler 5

11/01/17 - 10/31/18

	Base Group	Promotions	% Prom.	Fisher's Exact Statistically Significant?	Expected	Difference
Female	149	8	5.4			
Male	38	2	5.3	1.0000 (No)	2	0
Hispanic	11	3	27.3			
White	137	6	4.4	0.0203 (Yes)	8	2
Black	18	0	0.0	0.0452 (Yes)	1	1
Asian	17	1	5.9	0.2693 (No)	2	1
Amer. Ind.	0	0	0.0	N/A		
P. Islander/Hawaiian	0	0	0.0	N/A		
Two or More	4	0	0.0	0.5165 (No)	0	0

Notes:

- The highlighted rows are the favored groups to which the other groups are compared.
- The two tailed Fisher's Exact result is statistically significant when it is less than or equal to .05.

- "Expected" is the number of people of that gender or race who would have to have been promoted to have avoided a statistically significant difference from the protected group.
- "Difference" is the number of additional promotions that would have been needed to avoid a finding of adverse impact.

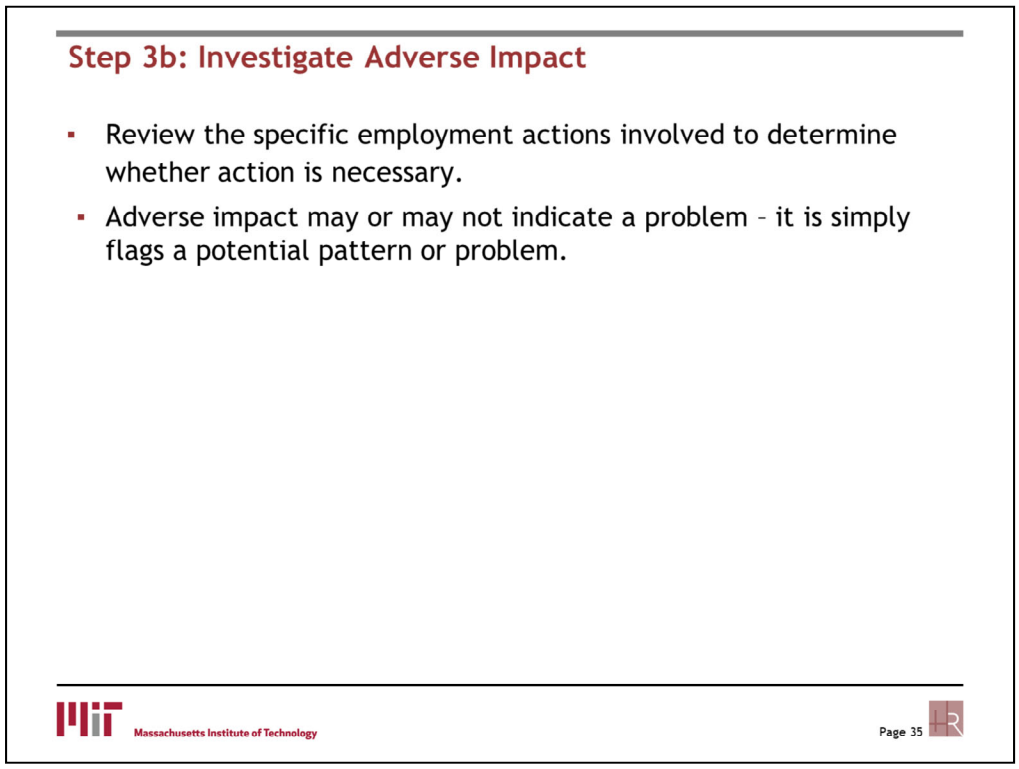
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- As in the "Notes" in the screen shot: The highlighted (gray) rows are the favored groups, and statistical significance occurs at less than .05.

Terminology for Promotions:

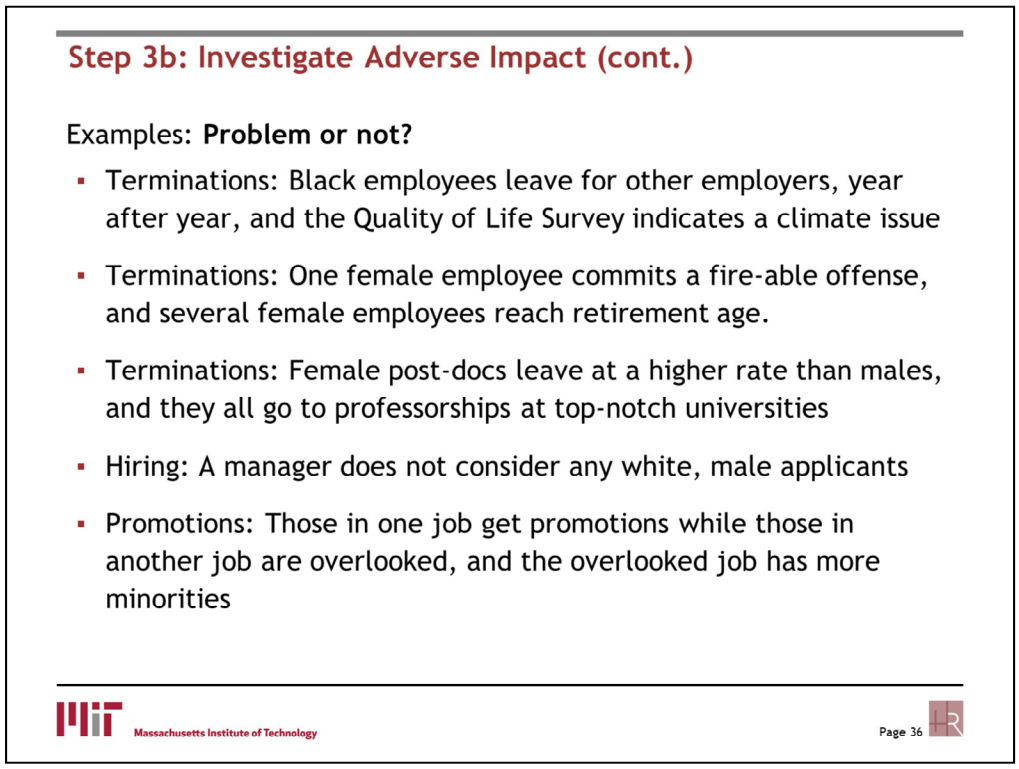
- The **base group** for promotions is the set of employees in the job group at the beginning of the year.
- The **promotion rate** for a particular sex or race is the % of applicants of that sex or race who were promoted.
- For promotions, the **most favored group** is the sex or race with the **highest** promotion rate.



I'll provide the list of employment actions for you to review.

Determining whether an adverse impact indicates a problem that can be addressed is tricky.

Consider a job group that has an adverse impact against Asian employees regarding terminations. You may discover that three Asian employees moved away because their spouses got new jobs. Is that a coincidence outside the AAP Unit's control, or does that suggest that the employees' MIT jobs weren't appealing enough to compete against the spouses' new opportunities? It depends on factors that you may or may not know, such as whether the spouse is the primary breadwinner.



Super difficult:

Consider a job group that has an adverse impact against Asian employees regarding terminations. You may discover that three Asian employees moved away because their spouses got new jobs. Is that a coincidence outside the AAP Unit's control, or does that suggest that the employees' MIT jobs weren't appealing enough to compete against the spouses' new opportunities? You may be able to find helpful information in exit interviews, engagement surveys, or the Quality of Life Survey, but you may not be able to find out for sure.

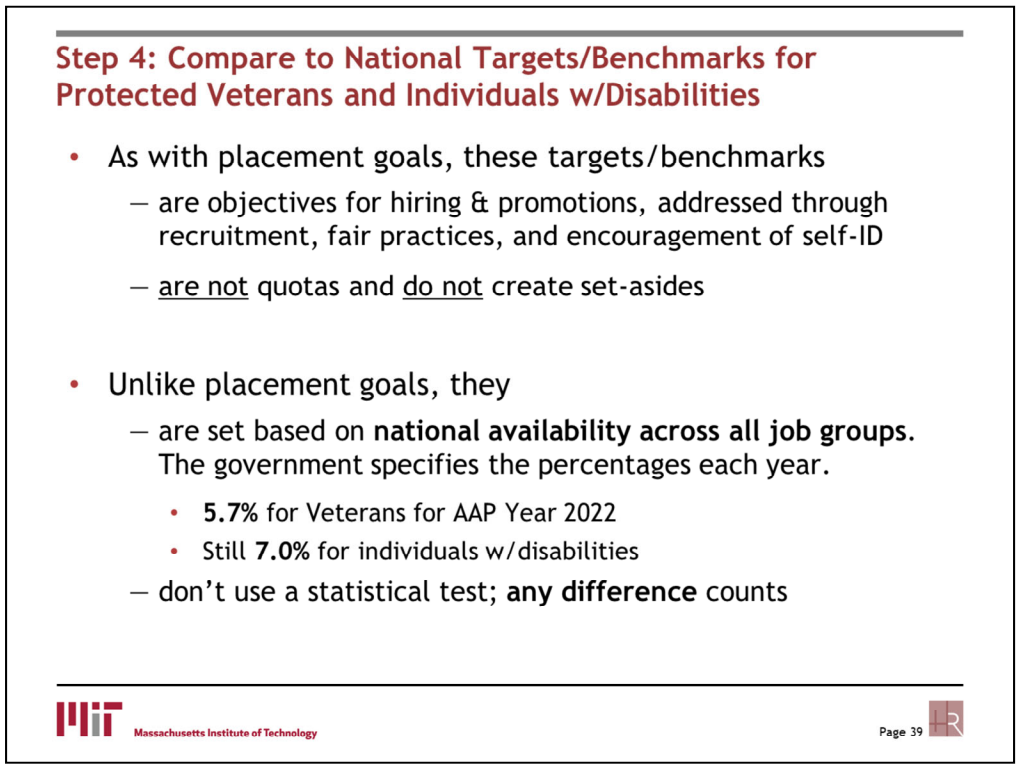
Step 3c: Address Adverse Impact

- Plan actions targeted to address any issues you identify in your analysis. Examples include:
  - Terminations: Improvements to the climate to promote retention
  - Promotions: Training, mentoring, and succession planning
  - Hiring: Actions similar to Good Faith Efforts
- Currently, Enriching Diversity doesn't have a place to enter these plans; please retain your own documents of your analysis and any planned actions.
  - If you would like to send these to me, so they can be found easily in case of audit, that's great.

Veterans and Individuals with Disabilities

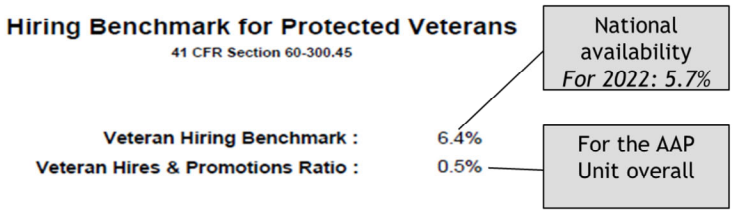
- Currently, MIT's AAP Admins are not required to record their plans for addressing problem areas
- Low rates of self-identification sometimes reflect fear of stigma and lack of trust
- These are analyzed differently from women and minorities…

(no notes)



- Different laws cover equal employment opportunity for protected veterans vs individuals with disabilities vs women & minorities, and the regulations differ in some large and many small ways. The principles and the types of actions we should take are similar, however.
- Note that the law protecting veterans from discrimination also protects spouses of veterans.

Step 4a: Veterans



- The **hires & promotions ratio** is the percentage of those hired or promoted who self-identified as veterans.
- The ratio shown in the report applies to the whole AAP Unit, not broken down by job groups.
- Note: A software bug may display wrong Veterans benchmark in the report: 6.0% instead of the correct 2022 value of 5.7%

[No notes for this slide]

Step 4b: Individuals w/Disabilities

Utilization Summary of Individuals with Disabilities

(By Job Group using the Any Difference Rule)

41 CFR Section 60-741.45

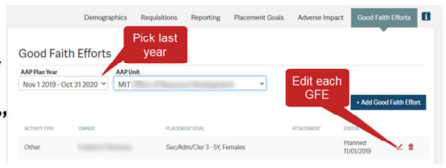
	Employees	Disabled	Disabled Availability %	Disabled Utilization %	Met Goal?	Persons Under
3U : Resch Spec, Tech Asst/Assoc	48	2	7.0	4.2	No	1.34
3W : Spon Resch Staff	3	0	7.0	0.0	No	0.21
41 : Admin Prof Level I	53	0	7.0	0.0	No	3.71

- "Persons Under" is the number of additional individuals with disabilities who would have brought the utilization up to match the availability.

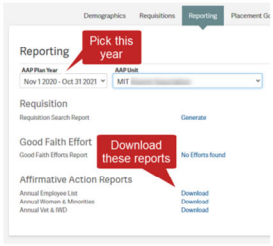
This shows each job group separately.

Recap: Key AAP Admin Responsibilities in Response to Reports (part 1)

1. Update any Good Faith Efforts from last year in Enriching Diversity
   - Update the status to "complete" or "no opportunity occurred"
   - Upload some type of evidence that you took the action, such as an invoice, a copy of an ad, a photo of a job-fair badge, etc.



2. Download your 3 Reports from the Enriching Diversity *Reporting* tab



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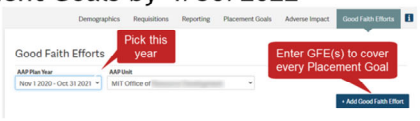
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We will review these steps in your consultations.

1. If you had no Placement Goals last year, skip this step.
2. If you have trouble accessing the reports, write to diversity-data@mit.edu describing the problem with specifics.

Recap: Key AAP Admin Responsibilities in Response to Reports (part 2)

3. Review the Effectiveness of Last Year's GFEs
   - Refer to the "Progress Toward Goals" section of the W&M Report
4. Develop GFEs for any 2022 Placement Goals by 4/30/2022
   - Enter GFEs for Women & Minority Placement Goals in Enriching Diversity



   - For specific Ethnicity/Race Placement Goals, document and retain GFEs separately (not yet available in Enriching Diversity)
5. Review any Adverse Impacts
   - Determine whether any actions are necessary
   - If needed, document planned actions (outside Enriching Diversity)

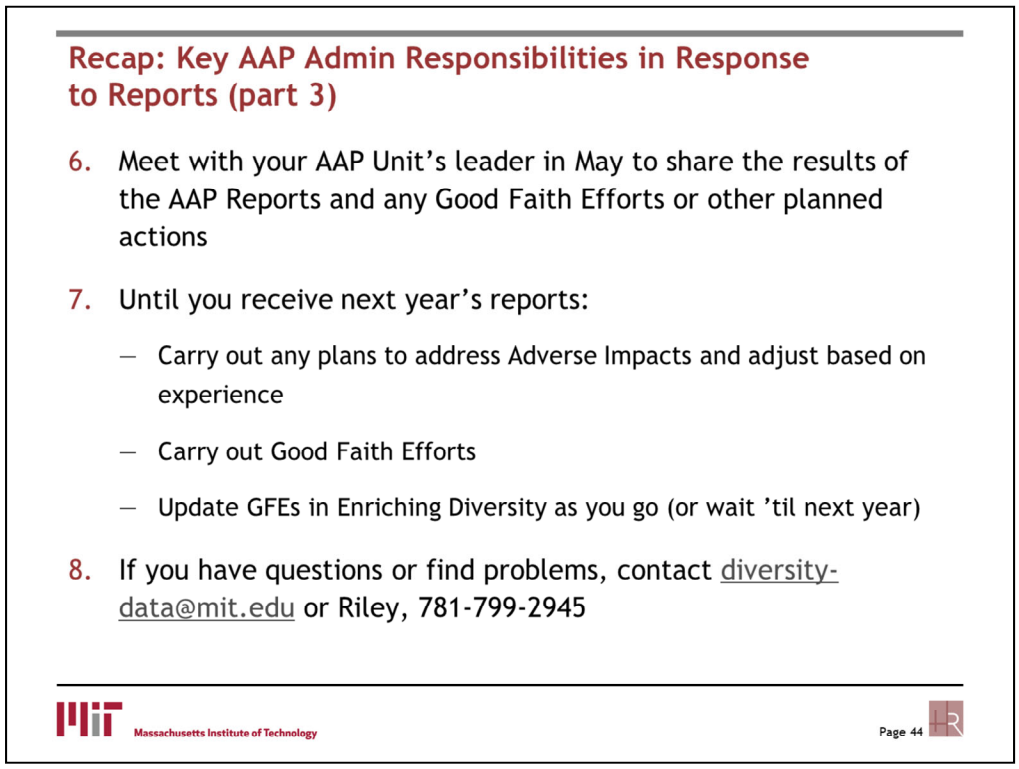
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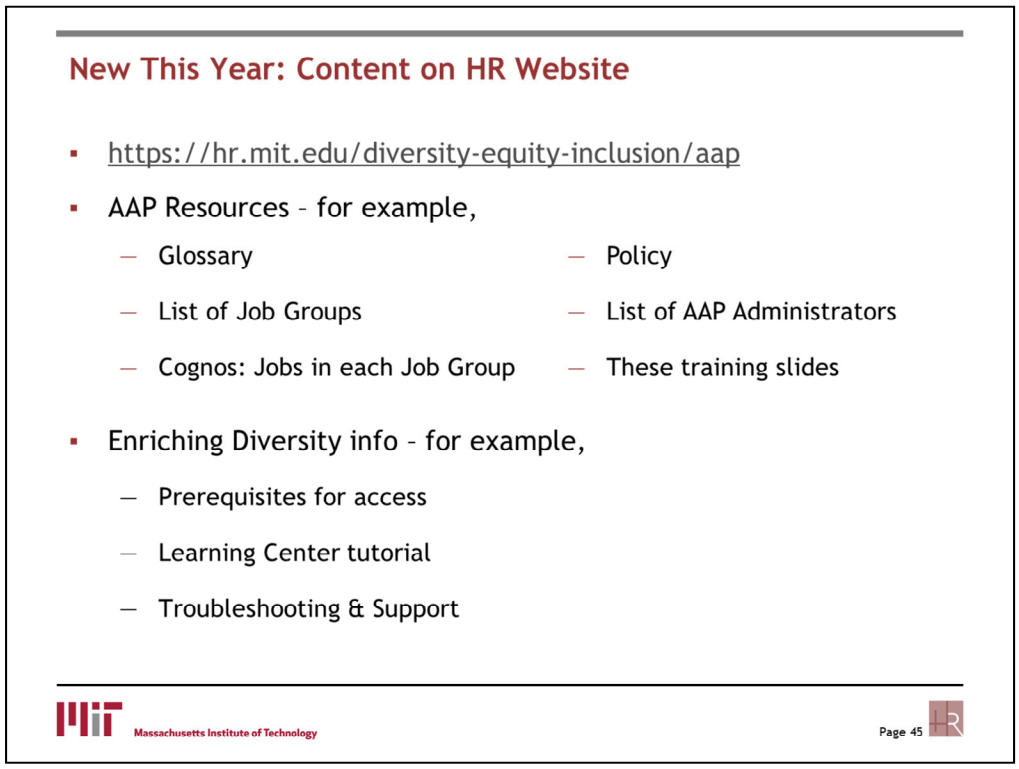
3. If you had no Placement Goals last year, skip this.

4. If you have no Placement Goals this year, skip this. Otherwise, remember: Keep the text for a GFE under 255 characters; add more to the Notes if needed, but don't go into detail

5. If you have no Adverse Impacts this year, skip this.



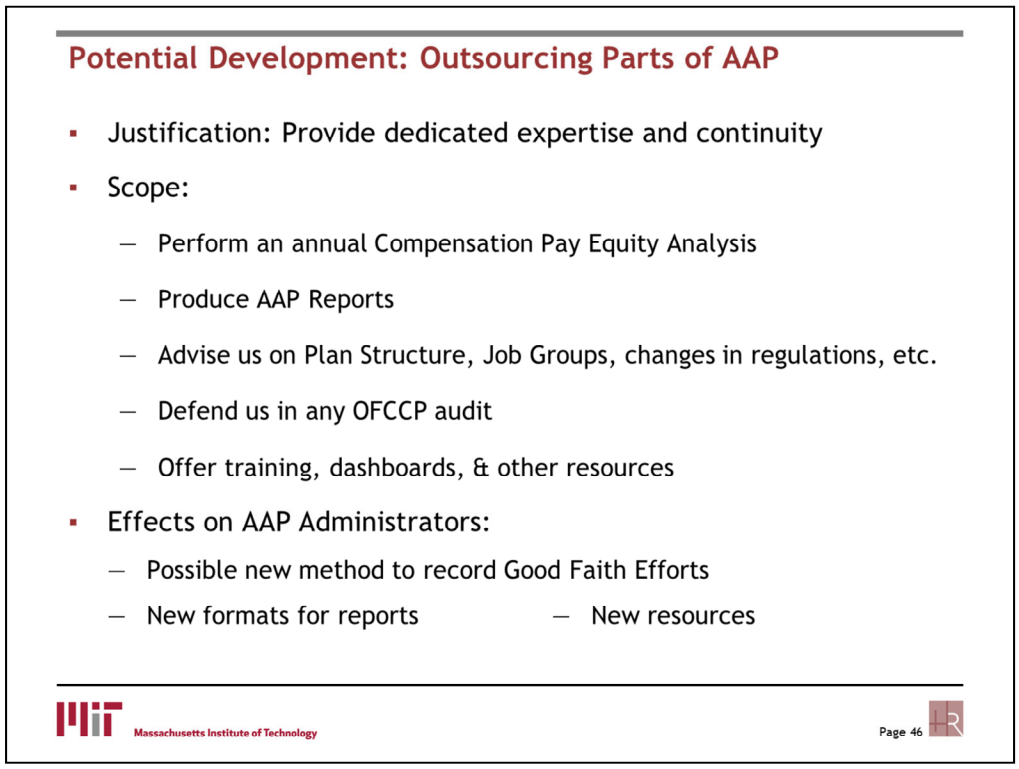
7. If you have no Placement Goals or Adverse Impacts, just keep up your good HR practices!



Some previous content has been restored and updated; some content is new.
Your feedback welcome! Write to me (riley@mit.edu) or diversity-data@mit.edu

AAP Resources url: https://hr.mit.edu/diversity-equity-inclusion/aap/resources?check_logged_in=1

Enriching Diversity url: https://hr.mit.edu/diversity-equity-inclusion/aap/ed



OFCCP audits have been focusing more on compensation recently.

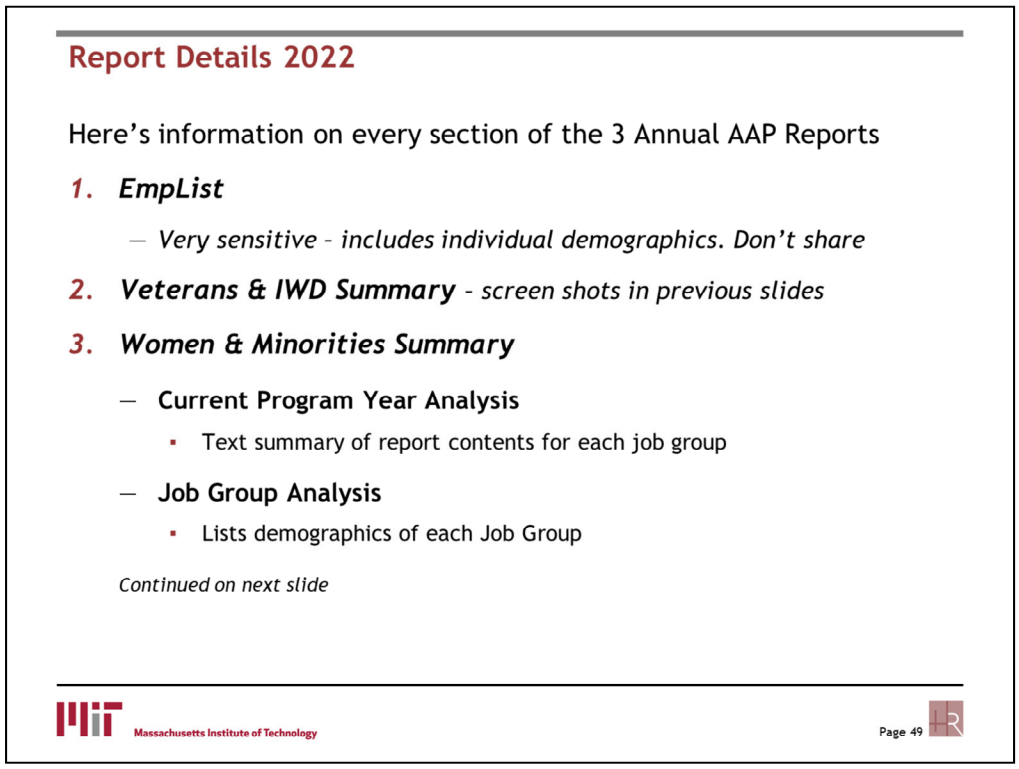
Timing: RFP has just gone out. Expect new vendor for 2023 reports, and changes to Plan Structure, Job Groups, etc. for 2024.

That's it!

- Questions? Diversity-data@mit.edu or Riley Hart 781-799-2945
- See you at your consultation!
- Note the Appendices

APPENDICES

- Details of 2022 reports (unchanged from 2021)
- Useful links
- Calendar for Preparation of 2022 AAP Reports



There are no changes in report format from last year.

Report Details 2022, continued

- ***Women & Minorities Summary, Continued***
  - **Adverse Impact** - *screen shots in previous slides*
  - **Availability Analysis** - *screen shots in previous slides*
    - Shows new placement goals and how they were calculated
  - **Goals Report**
    - Less cluttered way to find job groups that have placement goals
  - **Goals Progress Report** - *screen shots in previous slides*
  - **Department List**
    - Shows departments in your AAP Unit as of the end of the prior year (10/31/2020).
    - Any changes will be reflected starting in the next Annual Report.

[No notes on this slide]

Useful Links

- New Affirmative Action pages on HR website
  - Main: https://hr.mit.edu/diversity-equity-inclusion/aap
  - AAP Resources: https://hr.mit.edu/diversity-equity-inclusion/aap/resources
  - Enriching Diversity resources: https://hr.mit.edu/diversity-equity-inclusion/aap/ed
- Hiring Resources (from Staffing Services)
  - **https://hr.mit.edu/managers/hiring**

Affirmative Action Calendar for Prep of 2022 Plan (part 1)

Date	Milestone/Project Task	Groups involved
Fall 2021	▪ Identify/confirm AAP Administrators	▪ AAP Admins, AAP Specialist
	▪ Clean up On Hold Jobs & Missing Applicant Dispositions	▪ Hiring Managers, Staffing Services
	▪ Review Departments in each AAP Unit	▪ AAP Admins, AAP Specialist
	▪ Gather Faculty applicant data from Institutional Research	▪ AAP Specialist, Inst'l Research
	▪ Encourage new hires to self-identify	▪ AAP Specialist
	▪ Visually identify race of non-self-ID'ed	▪ AAP Specialist
Winter 2021-2022	▪ Produce Preliminary Reports	▪ HR Business Analyst
	▪ Conduct Quality Assurance checks	▪ Lincoln HR, AAP Spec.
	▪ Post Reports to Enriching Diversity	▪ HR Business Analyst

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We appreciate anything you can do to ensure that

- Hiring Managers disposition applicants promptly in the Applicant Tracking System;
- Hiring Managers close reqs rather than keep them on hold for long periods;
- (for Schools) those who administer your Faculty Applicant Tracking System provide data in a timely way to Sonia Liou in the Office of Institutional Research