Summary Report of the Diversity & Inclusion Task Force:
Recommendations to Dean Schmittlein

February 21, 2020

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Preface and purpose:

Last year, a task force commissioned by Dean Schmittlein came together to explore if and how to appoint a "Senior Associate Dean for Diversity, Equity, and Inclusion (DEI)…who is dedicated to improving the diversity, inclusion, equity, and well-being of our community." The formation of this task force came in response to a request by the MIT Sloan Student Senate, with the support of alumni, that the School appoint such a position. The task force, which conducted its work in the fall of 2019, was composed of faculty, staff, current students, and alumni.

In addition to the **executive summary** that follows, we are proud to deliver a [full report](#) to Dean Schmittlein and the MIT Sloan community. Not only do we believe we developed a valuable set of recommendations, we believe that the process by which we arrived at the recommendations serves as a model for what can be accomplished when individuals from diverse backgrounds work together.

We have an audacious goal for MIT Sloan to be a leader in diversity, equity, and inclusion and hope the community shares our optimism and enthusiasm in pursuing that goal with us.

Questions the task force considered:

> Is it necessary to appoint a leader of diversity, equity, and inclusion? Do such responsibilities rise to a dean-level position?

> What focus areas would a Senior Associate Dean for Diversity, Equity, and Inclusion prioritize and support?

Organizational recommendations:

We recommend that MIT Sloan create the requested position of an associate dean for diversity, equity, and inclusion. This position will be responsible and accountable for managing the School's DEI efforts and supported by staff who can provide the needed capacity to make meaningful progress and impact.

- This associate dean would be accountable, in partnership with the dean of MIT Sloan, for MIT Sloan's DEI efforts and would report on progress to the leadership of MIT Sloan, to the MIT ICEO, and to the MIT Sloan community.
- Second, this dean should have staff who can lead the research and coordination efforts of diversity, equity, and inclusion at MIT Sloan.
- Third, this dean should be a subject matter expert who can potentially teach diversity, equity, and inclusion-related subjects, perhaps based on their research.
- Fourth, the person who occupies this deanship should increase the diversity of the School's leadership team.
- Fifth, this dean and their staff should lead an invigorated Diversity & Community Steering Committee, and support the student, faculty, and staff subcommittees.
- Sixth, this dean and their staff should hold regular community forums.
- Finally, this dean should work with the School dean to establish a regularized pattern of communication to all constituencies, ensuring that the prioritization of and roadmap for

DEI at Sloan is abundantly clear. These communications should enfranchise all constituencies to share the responsibility for diversity, equity, and inclusion awareness, and exercise group/unit responsibility for the development and implementation of DEI initiatives.

In addition to the above recommendation, the task force also delivered recommendations in support of advancing DEI in each of the following areas of focus: faculty, staff, student diversity (admissions), student experience inside the classroom, student experience outside the classroom, and curriculum. The full report provides important context regarding why and how the task force chose these areas of focus, and regarding the development of the recommendations themselves.

As a part of this executive summary, we have elected to share with you the priority goals, as determined by the task force, for each area of focus.

Faculty:
- Goals should be set by and publicized for each academic group; the DEI dean, in concert with the dean and deputy dean, should review goals and timelines to ensure that they are met or on track
- On a regular basis (e.g., annual), the School should support the academic groups in identifying opportunities for hiring diverse (mid-career and senior) faculty from other schools
- The School should support the academic groups in tracking and expanding their recruiting networks
- Augment the pipeline analyses currently conducted, going beyond the identification of those who are considered at all to examine who are seriously considered (e.g., Skype interviews, conference interviews, etc.)
- Ensure diverse representation in the hiring process by soliciting feedback from relevant staff, student leaders, and/or TAs on faculty hires
- Ensure MIT Sloan is represented, through branding initiatives, as a welcoming environment, especially for historically-underrepresented faculty (i.e., women and URM[1])
- Partner with MIT Sloan Centers & Initiatives to establish greater outreach to practitioners of color to build a pipeline for OAS/Lecturers
- Leverage the emerging predoctoral program at Sloan to help it serve as a vehicle for diversifying the MBA faculty pipeline more broadly
- Fund the creation of one or more postdoc positions at Sloan for URM and/or female PhDs to introduce a broader pool (from the disciplines) to business school careers

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[1] We are using the term URM to refer to under-represented minorities. URMs include US citizens or permanent residents who self-identify as one of the following: Black/African-American; Hispanic/Latino/a; Native American or Alaska Native; Native Hawaiian or other Pacific Islander.

Staff:

Amplify the commitment to DEI and ensure staff have the necessary tools to build a more inclusive community

- Offer learning opportunities for building inclusive work practices to staff at all levels in the organization
- Ensure all staff have a minimum of one annual goal that aligns with the priority of building DEI into the foundation of the School's culture; build a process for department leaders to coordinate with DEI dean for review and accountability
- Use the results from the Institute's 2020 Quality of Life Survey and identify areas for improvement in Sloan's culture, with specific attention to issues of DEI
- Conduct staff focus groups by demographic category and ascertain concerns of equitable treatment and implement supports in areas of concern

Increase compositional diversity of staff at all levels

- Engage additional recruiting resources (external and/or in-house) to develop a more diverse pipeline of candidates, especially for senior positions
- Conduct a pipeline analysis of applicants to determine where in the hiring process candidates "fall out"
- Ensure objectivity in hiring processes based on outcomes of pipeline analysis, e.g., through resume blinding
- Require hiring managers and search committees to participate in unconscious bias training
- Audit talent management processes (e.g., promotions) to ensure equitable practices and outcomes

Student Diversity (Admissions):

Increase the pipeline of qualified underrepresented minority candidates

- Continue to recruit students earlier in their education by engaging with universities with robust URM populations. (The recent launch of the MBA Early Admission offering and annual visits to a subset of HBCUs support this effort)
- Connect with college level programs similar to MLT that serve URM students
- Take initiative to increase efforts across 10 school group to attract URMs to apply to business school, in particular, high-potential candidates that may not traditionally be recruited by business schools
- Connect with our own MIT (and Wellesley) undergraduate URM student clubs and create incentives for them to stay and pursue their graduate education at Sloan

Build branding that demonstrates Sloan's commitment to DEI

- Conduct regular reviews of the Admissions website and other marketing collateral to assess the clarity of our commitment to DEI and the representation of all populations
- Continue to identify opportunities to feature current Sloan students of color, and specifically female students of color, in marketing materials and events

Increase yield of URM candidates
- Host event(s) with MIT-wide affinity groups for admitted students
- Continue to support the pairing of admitted URM candidates with a URM student (via the clubs) AND with a URM alum
- Encourage the participation of URM alumni during AdMIT weekend and include URM alumni in panel discussions
- Continue to award a significant portion of fellowship in support of increasing the diversity of the community; strive to ensure that the fellowship is NOT the driving factor in someone's decision NOT to attend Sloan

Enhance existing Admissions practices
- Require all members of the Admissions team and individuals reviewing application materials and/or interviewing candidates to participate in an unconscious bias training
- Conduct an audit of business processes and identify ways to minimize opportunities for unconscious bias
- Increase compositional diversity of Admissions team (see Staff Diversity Recommendations)

Student experience inside the classroom:
Prepare and empower faculty to address topics of diversity, equity, and inclusion in the classroom
- Provide coaching and/or training opportunities to faculty to learn more about creating an inclusive classroom, creating space to discuss DEI topics, and managing difficult conversations
- Create more spaces and opportunities for faculty to share and learn from one another's experiences in the classroom
- Ensure that teaching coaches ask faculty about their approach to DEI in the classroom
- Employ teaching coaches with best practices in equity and inclusion in the classroom
- Include at least one question in course evaluations that solicits feedback on the faculty member's approach to creating an inclusive classroom and/or their effort to represent and solicit diverse viewpoints

Enhance the role of Teaching Assistants to support diversity, equity, and inclusion in the classroom
- Set expectations in, and add a DEI module to, the TA training
- Encourage faculty to empower TAs to ensure equitable call counts, track representation in group leadership, and scan overall classroom climate

Model inclusive classroom experience in Sloan orientation
- Set expectations in all student orientations that DEI in the classroom is a shared responsibility with students
- Provide examples and model constructive methods for discussing DEI-related goals and concerns in the classroom

Student experience outside the classroom:

Establish clearer guidelines and opportunities for data collection and information sharing
- Generate clear organizational structures and processes by which student input is collected, assessed, distributed, and reported out to the student populations
- Provide operating funds to DEI office to help individual groups/units support data collection, analysis, and reporting; and/or
- Hire a Sloan research analyst, a portion of whose FTE effort is DEI-related (i.e., supporting the work of the DEI dean and Diversity and Community committee/subcommittees)

Extend the impact of extracurricular events and programs
- Create a campaign to raise awareness of DEI events and student support resources
- Encourage all student leaders to participate in a DEI training module
- Reinstate the DEI plan for all student clubs

Provide additional support for members of historically underrepresented or marginalized groups
- Determine needs of students from various identity groups, especially URM, female, LGBTQIA+, etc., through focus groups; review output for actionable findings
- Pilot URM alumni/student mixer and expand to other groups

Curriculum (diversity in curricular materials/case protagonists, etc.):

Set tone regarding the importance of building DEI into the curriculum
- Require each academic group to (a) review their curriculum to consider how and to what extent they incorporate DEI topics as well as the diversity of readings and authors; and (b) set and be accountable for specific, measurable, annual goals related to these dimensions
- Incorporate DEI into the faculty/OAS search process by including questions in the application materials/interview process regarding a demonstrated commitment to DEI
- Create a central resource ("speaker's bureau") that would help: 1) record, 2) track, and 3) expand our faculty's networks to diversify the roster of (regular) speakers in our classrooms
- Provide financial resources that are specifically dedicated to funding travel and expenses for those guest speakers to whom an invitation to speak on campus is not currently a viable or attractive option (whether for financial reasons or due to the high demand for speakers who are regularly called upon to represent a particular demographic identity)

Update curriculum to reflect the diversity of global leaders and equip students of all identities to lead diverse organizations with confidence and humility
- Develop or source case studies with a diversity of protagonists
- Support faculty in adapting curriculum to include existing cases with (e.g.) URM protagonists

- Partner alumni of diverse backgrounds and industries with MIT Sloan case writer and faculty to develop new cases that meet pedagogical goals
- Augment the "Leadership" certificate (currently being developed), with content to include organizational culture, community stewardship, mindful leadership, and DEI
- Use extracurricular activities (e.g., Ask Me Anything panels) to amplify classroom learning