



# Report on Diversity and Community **2017-18**

**MIT**  
**MANAGEMENT**  
SLOAN SCHOOL



# Overview

**A**t MIT Sloan, we set forth to make meaningful progress on diversity, equity, and well-being. Why? Because a more inclusive community benefits us all and because it is the right thing to do. Our efforts support historically under-represented or marginalized communities and helps our entire community learn about and leverage diversity.

Following are highlights of what the newly formed MIT Sloan Diversity and Community Committee accomplished last year:

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**Created a new committee structure and clarified the dimensions of the challenges we are addressing**

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**Created diversity dashboards to better understand the demographics of our community**

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**Analyzed the data on the climate and culture on campus**

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**Mapped current diversity and inclusion efforts at MIT Sloan**

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**Established goals and next steps**

The full report is available to members of the MIT Sloan community at <https://mysloan.mit.edu/offices/deans/diversity>



# Working Definitions

## WHAT IS DIVERSITY AND INCLUSION?

**Diversity** pertains to the degree to which the demographics of our community members are representative of those of the larger population.

**Inclusion** means the extent to which members of our community, regardless of background, feel heard, respected, and engaged.

**Equity** refers to the degree to which treatment of and resource allocation to members of our community are fair.

**Well-being** pertains to the extent to which the MIT Sloan environment promotes the physical, psychological, and emotional health of its members.

**Community** covers inclusion, equity, and well-being.



## DIMENSIONS OF DIVERSITY

We are interested in addressing all dimensions of diversity. In this first cycle, we chose to focus on gender, URM status, and international status.

**GENDER:** While we recognize gender is not binary, most of the data we have available at this time is.

**URM:** MIT defines a member of an Underrepresented Minority as a U.S. citizen or permanent resident who self-identifies as Black/African-American, Hispanic/Latino(a), Native American or Alaska Native, Native Hawaiian, or other Pacific Islander.

**INTERNATIONAL:** We define international members of our community as those who are not US citizens or permanent residents.





# Demographics

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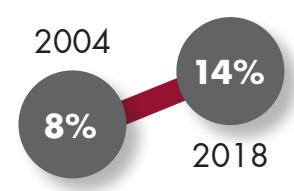
It is vital that we remain enthusiastically relentless in attracting people of diverse perspectives and life experiences to our academic community.

AARON STINNETT, MBA 2020

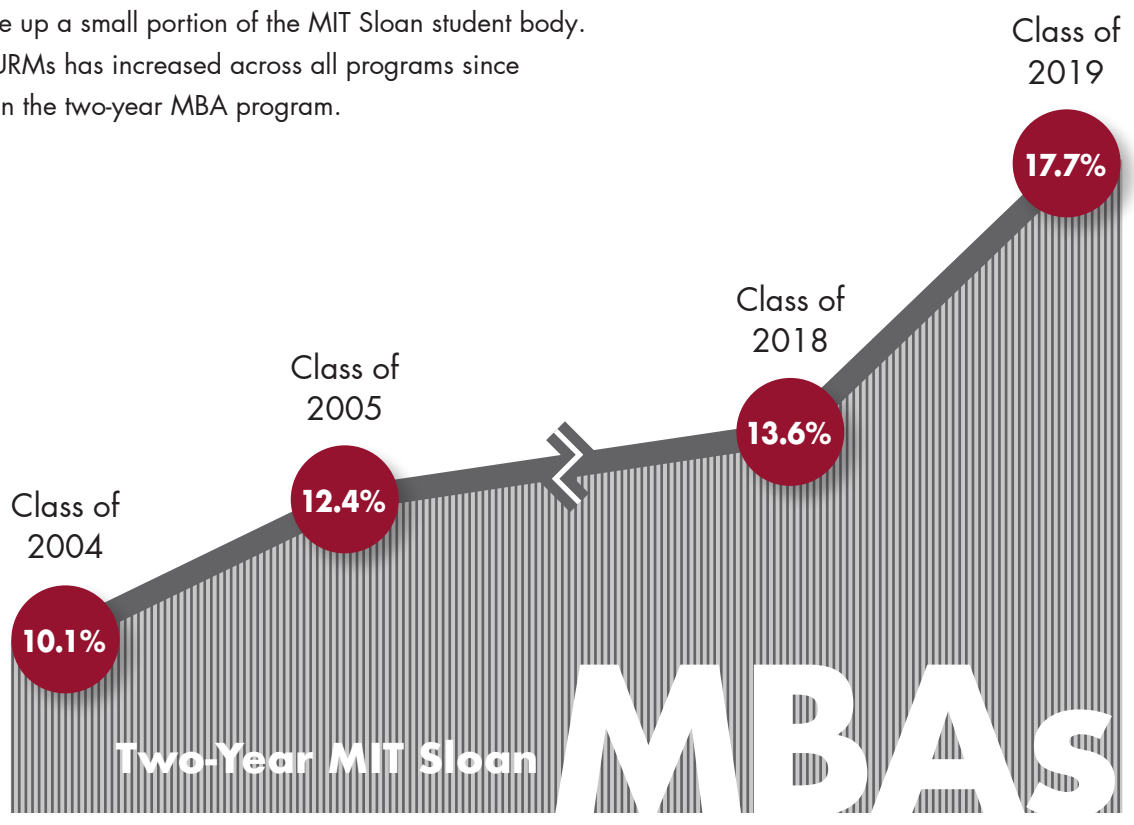
## STUDENTS

Previously, data on diversity could only be sorted by school, not by program. To remedy this, we created a new dashboard for MIT Sloan degree programs. With this change, we can now report that women slightly outnumber men in the MIT Sloan undergraduate program. The number of women in our graduate programs ranges from 23 percent (MIT Sloan Fellows MBA '18) to 44 percent (two-year MBA '19). Overall, URM's make up a small portion of the MIT Sloan student body. The percentage of URM's has increased across all programs since 2004, particularly in the two-year MBA program.

Percentage of URM graduate students across MIT



**URM%**  
of U.S. citizens and permanent residents  
These figures include Leaders for Global Operations





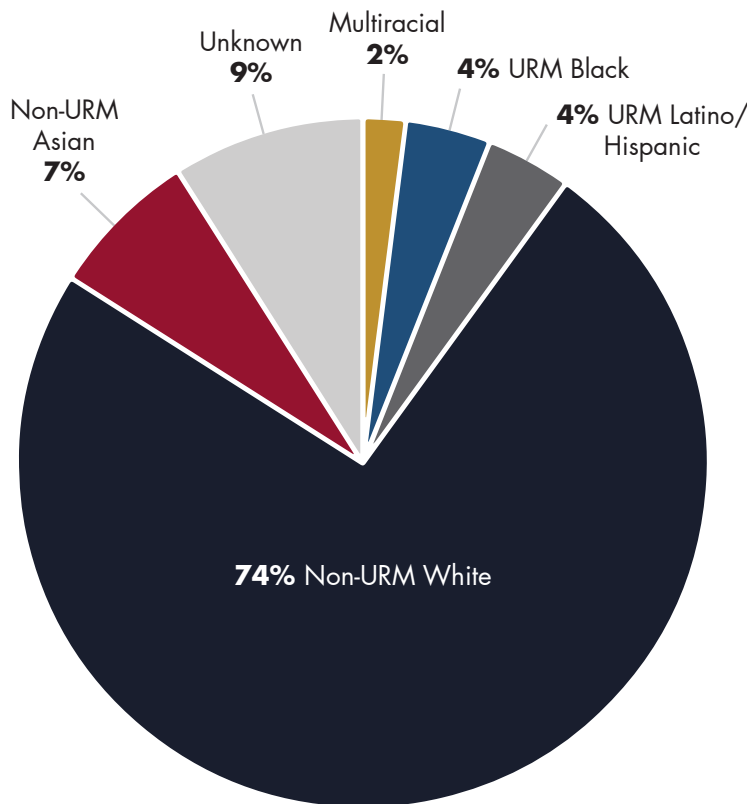
## FACULTY

**URM Status:** Since 2004, we have increased the number of URM faculty members at MIT Sloan from six to nine, which represents seven percent of the faculty. Because the size of the entire faculty has grown at the same rate as the increase in URM faculty members, the overall percentage of URM faculty has not significantly changed.

**Gender:** While the number of women on the MIT Sloan standing faculty remains relatively low (24 percent of tenure-track and 19 percent of tenured faculty), we've successfully identified and recruited qualified female faculty candidates in the past two years. Across 13 searches in six academic groups, 40 percent of those who received offers were female. Of the female candidates who received offers, one-third accepted. Of the male candidates who received offers, 78 percent accepted.

## STAFF

MIT Sloan staff is mostly female (69 percent) and white (74 percent). Women are under-represented in senior leadership positions. No URM staff members hold senior roles (director or above).



### MIT Sloan Staff

Overall Population FY18 by race and ethnicity



Percentage of  
**URM Faculty  
Members**



I am deeply grateful for the students, staff, and faculty who are working so hard to make MIT Sloan as richly diverse, equitable, inclusive, and healthy a community as possible. I am especially proud that we are so open not only about the progress we have made but the work still to be done. The road ahead will be difficult, but I am confident we are striding forward.”

EZRA ZUCKERMAN SIVAN,  
MIT SLOAN DEPUTY DEAN AND CHAIR,  
SLOAN DIVERSITY AND COMMUNITY  
STEERING COMMITTEE





# Current Climate

For more than a year, we have worked to understand the climate and culture around diversity and inclusion at MIT Sloan. What we learned will guide our efforts going forward.

## STUDENTS

Based on a 2017 MIT Quality of Life Survey, overall, MIT Sloan students view their experience here as positive. Most students—female, male, international, and URM—would come to MIT if they had to decide all over again. Women and URMs are at least as likely as the comparison groups (of men and non-URM U.S. students) to report a positive climate. Female students were less likely than male students to say they were “very satisfied” overall or “very satisfied” with the balance of academics and life at MIT Sloan. Women also rated the quality of academic experience and the quality of student life experience lower than did men. Underrepresented minorities were more likely to report stress about life after MIT, and international students more likely to report stress about immigration matters and “bias or discrimination.”



My hope is that our academic community will not only understand the basic importance of diversity and inclusion, but will also recognize its incredible potential to improve the performance and effectiveness of the people with whom we collaborate.

JONATHAN LOVETT, MBA 2018



## FACULTY

Many current faculty members, both male and female, feel high levels of satisfaction, according to a 2016 MIT Quality of Life survey. At the same time, there were some notable differences between men and women. Women were somewhat less likely to feel very satisfied (67 percent vs. 73 percent) and faced more challenges integrating the needs of work with “family/personal” life (e.g., 0 percent of female MIT Sloan faculty were very satisfied vs. 35 percent for men.)

An annual analysis of equity in the compensation of standing faculty (assistant, associate, and full professors—those on the “tenure line” or “tenure track”) showed consistency in compensation based on gender and URM status, although the number of URM faculty is too low to detect statistical significance.

**90%**  
female  
**63%**  
male

faculty members strongly agreed that MIT Sloan was a “good fit.”

**71%**

of MIT Sloan faculty members felt **“very satisfied”** with their experience at MIT.

## STAFF

Although staff members report high levels of overall job satisfaction, a deeper analysis reveals some concerns. By two measures we examined, URM staff members are not as satisfied with their experience at MIT Sloan as their non-URM peers.

- URM staff members are less satisfied that their work contributes to group goals in a clear and identifiable manner.
- Fewer URM staff members report that their supervisors are open to flexible work arrangements.

**90%**  
administrative  
**92%**  
support

staff reported that they were “somewhat satisfied” or “very satisfied.”



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We're constantly looking to draw in people whose stories have not always been shared and whose voices have not always been heard.

ANJALI SASTRY, SENIOR LECTURER,  
SYSTEM DYNAMICS  
SB '86, PHD '95

# Diversity and Community Initiatives

MIT has recently conducted several diversity reports across the Institute. We invite you to review the Institute Community and Equity Office (ICEO) five-year summary for details about these diversity, equity, and inclusion efforts. Following are MIT Sloan initiatives focused on diversity from 2012 to the present (several ongoing):

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**Established a common set of competencies/behaviors for staff**

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**Instituted a framework and training for continuous conversations for staff**

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**Optimized existing learning and development programs, including opening Executive Education programs to staff**

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**Hosted MIT Employee Resource Groups at Sloan**

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**Provided online resources and training for faculty, staff, and students**

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**Encouraged integration of diversity and inclusion into the curriculum**

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**Hosted school-led, extra-curricular orientations, workshops, and events**

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**Supported student-led events and required a diversity and inclusion plan for all student clubs**





## GOALS

In order to make meaningful, measurable progress, many of our goals for the next year focus on gathering more reliable, actionable, and representative data. Here's what we're working on:

- **Seeking higher response rates on MIT and MIT Sloan surveys, and better coordinating survey questions**
- **Encouraging staff to self-report demographic information, so that we can better study how identity relates to staff experience**
- **Conducting a Quality of Life ("pulse") Survey to measure current-state culture and climate across MIT Sloan faculty and staff community**
- **Initiating a pipeline analysis of staff experience during their entire tenure at MIT Sloan**
- **Conducting additional analysis with female, international, and URM students to better understand possible discrepancies in their experience**
- **Determining how to apply analysis of faculty diversity and inclusion to other academic staff**
- **Considering how to extend our analysis to include other dimensions of diversity**
- **Adding a new Diversity Week for prospective students, with alumni panels in Cambridge, New York, and D.C.**
- **Piloting a new MBA elective on strategies for advancing equity and inclusion at work**
- **Developing a roadmap of opportunities for students and staff to deepen their understanding of diversity and inclusion at MIT Sloan and in the broader workplace**

## ACCOUNTABILITY

To ensure that we are making progress towards these goals, we will continue to revisit our action plan each year, report our progress to our community, and establish new goals annually. Members of the MIT Sloan community can find our full report and supporting documents at <https://mysloan.mit.edu/offices/deans/diversity>

## We welcome your input.

This report covers the academic year 2017-18. This is the first time we have attempted to compile information on diversity and community across the different sectors of the MIT Sloan community. Please let us know what we might be missing and what you think we should address going forward. It is also critical that this work extends beyond our diversity committee.

Our work is ongoing, and we hope that every member of the MIT Sloan community will want to join us in engaging thoughtfully about issues of diversity, inclusion, equity, and well-being. We welcome all questions, thoughts, and suggestions. **You can contact us at [sloan-diversity@mit.edu](mailto:sloan-diversity@mit.edu).**