

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

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## **Preface**

We are proud and excited to be delivering this report to Dean Schmittlein and the MIT Sloan community. Given the difficult challenges addressed in the report and the legitimate emotions that accompany them, the report is often sober in tone. We thus wish to open by trying to convey the sense of deep commitment, partnership, and positive energy that each member of the Task Force brought to our discussions and that was reinforced by the progress we made. Over the course of four months, the Task Force approached difficult conversations and sensitive topics with candor, respect, and deep caring. 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. It is our sincere belief that we can all share in the excitement of what we can achieve together in the near and long term.

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.

## **Executive Summary**

The primary object of this report is to provide recommendations to David C. Schmittlein, the John C. Head III Dean of the MIT Sloan School of Management, for making MIT Sloan a more diverse, equitable, and inclusive School and community over both the short and long terms. The recommendations contained herein represent the collective product of a task force commissioned by Dean Schmittlein in response to a request by MIT Sloan MBA students (and supported by alumni who are deeply invested in the School, including members of the MIT Sloan Alumni Board) that the School 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 task force, which conducted its work in the fall of 2019, was composed of faculty, staff, current students, and alumni.

The most important recommendation is that MIT Sloan create the requested position of an associate dean for DEI, who would be responsible for managing the School’s DEI efforts and who would be supported by staff who can provide the needed capacity to make meaningful progress and impact. This recommendation is made with the objective of ensuring that such efforts have a clear locus of accountability while also ensuring that all of MIT Sloan’s various programs and units see DEI as a top priority.

The report also makes specific recommendations in each of six main areas of focus: faculty diversity; staff diversity; student diversity (admissions); inclusion and climate inside the classroom; inclusion and climate outside the classroom; and curriculum (diversity in curricular materials/case protagonists). It is recommended that the new associate dean oversee each of these six areas of focus but also be mindful of activities that fall outside these six areas. The term “oversight” here is necessarily vague; authority and accountability at MIT Sloan is ultimately vested in the dean and delegated to a cognizant dean who provides direction via

partnerships with relevant senior faculty and staff and their teams. The associate dean for DEI is envisioned to direct the School's DEI efforts in comparable fashion.

In addition to generating recommendations for organizational and practice improvements to MIT Sloan's existing DEI efforts, the report includes ideas and suggestions that emerged from the task force's work and which may serve as a resource for MIT Sloan. These ideas and suggestions were generated with ease of implementation, timeline, and resource needs in mind.

## Background

The objective of increasing the diversity of the MIT Sloan School, and of making it a more inclusive, equitable, and healthy environment, has been addressed in various ways by various initiatives over the years. Such efforts include the (faculty) Gender Equity Committee, which in the early 2000s set a standard throughout MIT for its leadership in addressing pay equity (between female and male faculty, and across racial groups). The year 2017 was a new turning point. In concert with schools and departments throughout the Institute, MIT Sloan publicized [a statement](#) meant to clarify its commitment to diversity, equity, inclusion, and well-being. (See Appendix A for full statement). And in order to achieve greater accountability with respect to this statement, the School's efforts were reorganized in 2017 around a new Diversity and Community Steering Committee. This steering committee, chaired by the Deputy Dean for Faculty Affairs, has overseen efforts to address diversity, equity, inclusion, and well-being<sup>1</sup> across the faculty, staff, and student populations at MIT Sloan. The Steering Committee coordinates the work of three subcommittees: 1) Faculty Gender Equity Subcommittee (operational since 2000, initially called the Gender Equity Committee); 2) Staff Matters Diversity and Community Subcommittee (operational since Fall 2017); 3) Student Matters Diversity and Community Subcommittee (operational since Fall 2017 but following on the work of multiple predecessor committees). The [annual report for the year 2017-2018](#) was published by the steering committee in February 2019.

May 2019 was another pivotal moment for MIT Sloan. Certain alumni (members of the Alumni Board) and MBA student leaders had become dissatisfied with the School's pace of progress on DEI-related matters, especially as pertaining to compositional diversity and a low representation at MIT Sloan by students of color. With this challenge in mind, the outgoing and incoming heads of the Student Senate sent a letter to Dean Schmittlein requesting that the School 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." In response, Dean Schmittlein commissioned a Task Force consisting of MIT Sloan faculty, staff, students, and alumni, to complete its work within 3-6 months. The task force received the broad mandate, which formally began its work in September 2019, to study the issues that prompted the Senate Letter and to develop and deliver a set of recommendations to the Dean. The Senate Letter and the Dean's Letter are presented as Appendix B and Appendix C to this report. The task force membership is presented on the cover page of this report.

While the task force did not begin its work until September, notable progress was made in the summer. In particular, the MIT Sloan Admissions Office promoted a staff member to lead diversity recruiting. The respective work of the Student and Staff Diversity and Community

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<sup>1</sup> We employ these terms as defined in the [2017-2018 Diversity & Community Report](#), whereby **diversity** pertains to the degree to which the demographics of our community members are representative of those of the larger population; **inclusion** pertains to the extent to which members of our community, regardless of background, feel heard, respected, and engaged; **equity** pertains to the degree to which treatment of and resource allocation to members of our community is fair; and **well-being** pertains to the extent to which the MIT Sloan environment promotes the physical, psychological, and emotional health of its members.

subcommittees also continued over the summer, both in and outside of formal meetings. In addition, the co-chairs of the task force convened a series of meetings with subgroups of the task force, as well as additional stakeholders and information sources, to help shape the agenda for the task force.

The task force met ten times between September and December 2019. The topics of those meetings may be found in Appendix D. Broadly speaking, the kickoff and first two meetings were devoted to shaping a sense of collective mission and the key areas of focus; the next five meetings were dedicated to one of those focus areas— (in order by meeting) climate outside the classroom; curriculum; faculty diversity (esp. recruiting); student diversity (esp. Master’s student admissions); and staff diversity. Before each of these meetings, relevant data and analyses were distributed; and in each of these meetings, one or more MIT Sloan domain experts was represented. The discussions of each of these topics then informed the deliberations of subgroups that were tasked with developing initial drafts of recommendations for each of the areas of focus. The work of the last two meetings centered around sharpening and organizing these recommendations and the drafting of this report.

### **Organization of the Recommendations**

*Consensus goals.* The task force quickly crystallized a consensus on several interlocking goals, which in turn informed its work and the recommendations that this work produced. First and foremost, it was a consensus that the *School leadership must amplify its commitment to DEI as a key priority.* Building on this, the task force urges the School to (a) articulate and regularly demonstrate, **at all levels of leadership in the School**, a commitment to diversity, equity, and inclusion; (b) secure commitment from the community to ensuring MIT Sloan is a space for open dialogue, including respectful discussions of DEI topics; and (c) communicate MIT Sloan’s values and expectations regarding an inclusive community.

*Six areas of focus.* As the task force did its work, it quickly became clear that any changes in organization design and process must be informed by the nature of the DEI challenges that the School faces. Put differently, it was productive to break these challenges down into components that are more actionable. For instance, whereas the challenge of making the classroom a more inclusive environment seems related to the challenge of promoting a more inclusive environment outside the classroom, it became evident that the challenges are distinct and require distinct efforts. For instance, the former requires significant effort by faculty while the latter does not. Similarly, while the challenge of diversifying the MBA student body is related to the challenge of diversifying the faculty (in particular, it is hard to attract a diverse student body if the faculty is not diverse), by addressing one challenge one does not address the other. In the end, we identified six areas of focus: (a) Faculty diversity; (b) Staff diversity; (c) Student diversity (Admissions); (d) Inclusion and climate inside the classroom; (e) Inclusion and climate outside the classroom; and (f) Curriculum: diversity in curricular materials/case protagonists.

*Prioritizing dimensions of difference.* An important note here is that the task force attempted to give equal weight to a variety of dimensions of social difference. The task force endorses MIT Sloan's commitment to being diverse, equitable, and inclusive on a range of dimensions of difference, especially those that have been the source of discrimination and exclusion in American society. The focus on a variety of dimensions of difference is also in the spirit of the recognition that diverse teams and work forces can achieve greater creativity and higher performance more generally insofar as they leverage their diversity. At the same time, the task force was especially mindful of the lack of progress on matters of race even as there has been progress (however uneven) on other dimensions. Put differently, if our recommendations for modifications in organization and practice are to be effective, they should work on as many dimensions of difference as possible, but they will certainly fail if they don't work to address racial diversity, inclusion, equity, and well-being. Or as Dean Schmittlein put it in his May letter, "Without pitting one goal of diversity against another, in the domain of race, specifically, much more progress is needed."

*Recommendations for practice improvement.* As we broke down the problem and began to build towards our recommendation regarding organizational design, we focused on understanding the School's current practices in each of the six areas of focus.<sup>2</sup> As we did so, it became apparent that the Task Force had recommendations to offer in each of these areas. While this was technically outside the scope of Dean Schmittlein's May letter, it was a natural evolution given the depth with which we were engaging with the current practices. Moreover, attempting to refine these recommendations and how they might be implemented and managed over the longer term would clarify what the right organizational design for DEI would be, i.e., is the position of a senior associate dean for DEI necessary and if so, with what would they be tasked? Finally, the effort to refine these recommendations helped clarify the following set of dimensions that might inform the School's approach to implementation: (a) Is the recommendation a high priority for the School or a relatively low priority? (b) Is the recommendation in the service of a short-term goal or a long-term goal? (c) Does the recommendation require the identification of additional School resources? (d) Does the recommendation involve a substantial shift in the School's practices and/or reporting structure in order to implement and create accountability, or can it be implemented with only slight modification of these practices and structures?

*Recommendations for organizational improvements.* The last two questions were also key to shaping our understanding of how DEI should be governed at the School level and whether indeed a dean-level position is warranted for the School. In particular, a key question is whether the recommendations are best implemented with a more centralized structure in

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<sup>2</sup> We did not have the time or capacity to do a systematic review of efforts and progress at peer schools, although we did consult with DEI leaders at some peer schools (thanks in particular to Robert Livingston [Lecturer, Harvard Kennedy School] and Richard Locke [Provost, Brown University]). As noted below, we recommend that the new associate dean for DEI engage in comprehensive benchmarking.

which the relevant units responsible for progress on DEI goals (Admissions, Student Life, the various academic programs, Human Resources, Faculty Affairs) are accountable to a cognizant dean or whether a more decentralized structure with local accountability is warranted. A second question concerns the size of the staff attached to an office for DEI, and how it might relate to the rest of the organizational structure.

Thus, while the task force worked on recommendations for the six focus areas first, the recommendations for organizational improvements are primary in that the former were developed to inform the latter. Moreover, while some of the recommendations can be implemented with the current organization, one of the purposes of the recommended organizational changes is to implement recommendations that would otherwise be difficult to make. As such, we next turn to summarizing our recommendations for organizational improvements and then turn to the recommendations for each of the six focus areas.

### **Recommendations for Organizational Improvements: Why an Associate Dean for DEI**

The task force's recommendations for organizational improvement has six components. The following lays out these components and the general rationale for them. The task force is happy to note that it reached consensus each of these components. We also note outstanding questions on which the task force has a range of opinion.

***First, DEI should be built in to the responsibilities of a dean-level position*** (this person would attend regular "deans' group" where major policy issues of the School are regularly discussed).

*Rationale:* Insofar as the associate dean would be accountable, in partnership with the MIT Sloan dean, for the School's DEI efforts and would report on progress in DEI to the dean, to the MIT ICEO, and to the MIT Sloan community, this would address the key challenge that was recognized by the task force from its earliest stages—the concern that "if it's everyone's responsibility, it's no one's responsibility." This argues for a central coordinating position (a "DEI dean") where accountability can be clearly identified.

*Outstanding questions:* Two outstanding questions are notable.

First, should DEI administration be the only responsibility of the DEI dean, or should they have other responsibilities as well? Some task force members argue that, "yes," the full-time focus of the DEI dean should be DEI efforts, given how substantial the responsibilities are. Others argue that the answer is "no" as the associate dean's capacity to teach a DEI course – albeit after some time in the role – will be crucial to their ability to build credibility with MIT Sloan faculty. The middle ground is that the individual we hire should, first and foremost, be someone whose expertise is DEI, and whose job description includes the option to teach, but not at the expense of this person's capacity to move the needle on student, staff, and faculty DEI.

Second, should the incumbent be faculty (tenure line or not) or staff? The middle ground was expressed by one task force member as follows: "it is important to be open to what the search can uncover – this role requires experience with this work... it is important to have the respect and credibility from the faculty – in addition to the students and staff."

There is a near-unanimous concern that this person be respected by the faculty (see below), and general agreement that having a DEI dean who serves as a member of faculty is a way to ensure this influence. And given that MIT is in the midst of a search for a staff Institute Community and Equity Officer, a faculty DEI dean from MIT Sloan might be a valuable complement. At the same time, caveats that were noted include: (a) If this is an internal hire, it is not immediately clear who among the faculty would be ready for this role; and (b) Influence among faculty cannot come at the expense of overall effectiveness and a candidate's capacity to serve as a member of faculty should not be an absolute requirement in order for that candidate to be seriously considered.



***Second, the DEI dean should have at least one professional on their staff*** who can lead the research and coordination efforts for MIT Sloan DEI.

*Rationale:* A review of how much human resource capacity MIT Sloan currently has for DEI suggests that additional resources are needed to make the progress we seek. Two needs in particular seem identifiable.

- a. First, insofar as institutional **research** (both internal and benchmarking with peers) needs to be conducted on a regular basis (beyond that conducted by the Institute), such capacity needs to be found. To date, the research that has been conducted (e.g., out of faculty affairs, HR) has typically been done on an ad hoc/contractor basis.
- b. Second, there has been no dedicated capacity for **managing and coordinating** our DEI efforts. Thus while the last two years have seen a significant ramping up of the School's efforts in this area through the new Diversity & Community Steering Committee (and associated subcommittees), this has been a challenge because it has been added to existing responsibilities.

*Outstanding questions:* While it seems clear that the DEI Office should have at least one relatively-senior professional on its staff, there is a range of opinion on the task force about how large the staff should be. Many feel that there should be 2-3 permanent staff, in addition to the DEI dean, including: (a) a deputy to support practice and community outreach (especially if the DEI dean has teaching or other responsibilities); (b) an institutional research/analytics staffer; and (c) an admin to support day-to-day operations. Some, however, feel that it would be more prudent to add these staff only after allowing some time for the DEI dean to evaluate their workload and need for additional support.

In addition, there is a concern that an overly-large central unit would be limited in its effectiveness. This is a concern both because centralized management can crowd out local initiative and because "if it's only the responsibility of someone at the center, everyone else is off the hook." As such, a key expectation for the positioning of the DEI dean is that responsibility for DEI initiatives at the individual, team, and committee levels will remain intact or be expanded where appropriate. Each individual and team at MIT Sloan is expected to have some element of DEI incorporated into their work and their goals. Furthermore, the Diversity and Community committee, and its subcommittees, consist of leaders of groups across the School who have specific, ongoing roles to play with regard to DEI.

Overall, there is a consensus that MIT Sloan must seek an organizational solution that strikes a balance between central and local coordination and accountability, giving the DEI dean the opportunity to determine where resources can be utilized best, and to engage in projects and initiatives that are most effectively addressed centrally and at this level of the organization. Beyond this, the DEI dean should be an individual who is empowered to listen, coordinate, and push for change.

***Third, the DEI dean should be a subject matter expert who can potentially teach DEI-related subjects at MIT Sloan, perhaps based on their research.***

*Rationale:* Given that so many of our faculty are subject matter experts in DEI, there was a consensus that the DEI dean must be a subject matter expert as well. Moreover, there was a consensus that it would be ideal if the DEI dean were able to teach Master's level courses in DEI at MIT Sloan.

*Outstanding questions:* While about half the task force feels strongly that there is a direct link between the DEI dean's capacity to teach and their influence with the faculty, the other half feels that the DEI dean's influence with all constituencies should derive from a strong, mutually-shared vision among School leadership with respect to the inherent importance of DEI organization and implementation.

On the former end of the spectrum, the anticipated benefits include: sending a signal to faculty and students that DEI is a valuable course topic, and that the School can/should expand course offerings in this area; and allowing the DEI dean to model the relevance of this topic by serving as a thought leader among students and faculty.

On the latter end, we have a greater number of arguments that this capability is a "nice-to-have" rather than a "must-have," and should only be a part of the DEI dean's activities if it does not amount to time and effort spent at the expense of building the role and executing on deliverables across constituencies. Suggestions for supporting the DEI dean's teaching role include: (a) having a strong deputy who can source and provide trainings, and oversee organizational and/or team interventions as needed; and (b) being deliberate about how we "spread out" the work of DEI course development (e.g., paying faculty to create and teach DEI-focused courses or relieving them of other teaching responsibilities so that they can spend more time on DEI course creation)

***Fourth, the incumbent of the DEI dean role should be someone who increases the diversity of the school's leadership team.***

*Rationale:* This seems important both for signaling that DEI is a priority and for addressing the relative lack of diversity in MIT Sloan's leadership.

***Fifth, the associate dean and their staff should lead an invigorated Diversity & Community Steering Committee, with oversight over the student, faculty, and staff subcommittees.***

*Rationale:* While the task force was satisfied with the overall structure of the steering committee and its subcommittees, it identified that more effort should be made to increase the diversity of its membership, in particular with respect to membership across different levels of the organizational hierarchy. In addition, as it will now be led by a dean who has DEI as a central piece of their portfolio, this should significantly empower MIT Sloan's DEI efforts. In particular, it should be a central focus of the steering committee to ensure that responsibility for DEI be felt broadly throughout the School.

***Sixth, the associate dean and their staff should hold regular community forums*** (some dedicated to specific programs and units; some cross-program and cross-unit) that are geared towards communicating MIT Sloan DEI priorities and allowing community members to have a voice in shaping them.

*Rationale:* Such a practice is key both for signaling that DEI is a priority and to increase the chances that the School's DEI efforts will be as well-informed as possible by community input. It is notable that MIT Sloan does not have a School-wide strategic planning process whereby these and other priorities are clarified and conveyed. Short of that, it seems important to develop organizational practices that clearly communicate our DEI priorities and instill them at all levels of faculty, staff, and students.

***Finally, the DEI 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. It may also be valuable to take advantage of a regular cadence of communication to establish an open avenue of feedback, beyond a yearly survey or a semi-annual staff meeting.

*Rationale:* This is motivated by the concern that "if it's the responsibility of a specialized manager, it's not the CEO's responsibility and it's not a high priority." It needs to be clear to the whole community that the School dean and the DEI dean are full partners in leading DEI efforts.

### **Recommendations for Practice Improvements**

The recommendations that follow are divided according to the six areas of focus. These recommendations are those that were given the highest priority by task force members. Appendix E includes the full set of recommendations that achieved at least some level of support.

Please note that the six areas of focus by no means exhaust the areas of opportunity for DEI. In particular, we recommend that the DEI dean engage in areas of the School that are not covered here. Perhaps most worthy of attention are: non-degreed education (Executive Education and Global Programs); alumni engagement (Office of External Relations); and communications (Office of Communications, Sloan Management Review).

Note further that these recommendations are addressed to the School as a whole in relation to specific organizational units. Following on the observations in the previous section, the task force envisions that accountability will be shared by the relevant units and the DEI dean, with the latter providing support to the former and helping to ensure that the accepted recommendations are implemented.

Each of the following sections begins with an overview of the area of focus by providing context for how this area is governed at MIT Sloan and the goals for progress in this area. The recommendations that follow are then marked in several ways: (a) whether they are short-term **(S)** or long-term **(L)**; (b) how implementable they are under the current organizational design or whether adjustments are necessary **(AN)**; and (c) whether there is already something relevant in process **(IP)**.

(a) **Faculty Diversity**

*Overview.* The reader may find data on the demographic diversity of MIT Sloan faculty [here](#). Recruiting of faculty at MIT Sloan is overseen by the deputy dean for faculty affairs in conjunction with the senior leadership of academic groups, each of which is responsible for managing and staffing a set of courses in the curriculum. Recruiting is quite different when it comes to tenure-line faculty (who have the titles assistant professor [untentured], associate professor [untentured and tentured], and professor [tentured]) and teaching faculty who are not on the tenure line (“Other Academic Staff” or OAS who may have the title of lecturer, senior lecturer, or professor of the practice).

Importantly, and in line with such practices among peer schools and elsewhere at MIT, decisions about which tenure-line candidates to consider, interview, and hire are held by the search committees appointed by the academic groups. As such, the Office of Faculty Affairs (OFA) has little or no authority over who is hired but manages the processes by which faculty are hired (and has a more direct hand in structuring offers of appointment). In particular, and when it comes to tenure-line faculty, the OFA works to ensure that all faculty search heads are well-versed in the latest research on biases in the hiring process (see [here](#) for the materials that they receive); it requires search chairs to share “shortlists” that are not racially or gender diverse to prompt them to consider widening the scope of their searches; and it monitors the diversity of the candidate pool as it moves through the hiring pipeline. With respect to this pipeline, a very important element of context is that there is a very strong norm at MIT Sloan (as with peer schools) that we do not hire our own doctoral students as faculty, except on occasion after they have been faculty at other universities for several years. This means that we must partner more closely with our peer schools to increase the diversity in all of our doctoral programs, in turn creating a more diverse pipeline for faculty positions.

The recruitment of OAS is more variable in the practices that are employed. Historically, much OAS recruiting has been relatively ad hoc and opportunistic. Diversity goals have shaped such recruiting to the extent that the OFA and faculty have been sensitive to the need to ensure that students are taught by a diverse faculty. In practice, this has led to a gender distribution that is broadly in line with the tenure-line faculty and a racial distribution that, if anything, is slightly less diverse than that of tenure-line faculty.

*Recommendations:*

- 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 \*S
- 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 \*S/IP

- The School should support the academic groups in tracking and expanding their recruiting networks \*L
- Augment the pipeline analyses currently conducted, going beyond the identification of those who are considered at all to examine those who are seriously considered (e.g., Skype interviews, conference interviews, etc.) \*S/AN
- Ensure diverse representation in the hiring process by soliciting feedback from relevant staff, student leaders, and/or TAs on faculty hires \*S/IP
- Ensure MIT Sloan is represented, through branding initiatives, as a welcoming environment, especially for historically underrepresented faculty (i.e., women and URM<sup>3</sup>)\*S/L
- Partner with MIT Sloan Centers & Initiatives to establish greater outreach to practitioners of color to build a pipeline for OAS/Lecturers \*S/L
- Leverage the emerging predoctoral program at MIT Sloan to help it serve as a vehicle for diversifying the MBA faculty pipeline more broadly \*S/L
- Fund the creation of one or more postdoc positions at MIT Sloan for URM and/or female PhDs to introduce a broader pool (from the disciplines) to business school careers

(b) **Staff Diversity**

*Overview:* The reader may find data on the demographic diversity of MIT Sloan staff [here](#). Responsibility for recruiting the School’s administrative and support staff (as distinct from academic staff; see above) is held in partnership between the various programs and administrative units and MIT Sloan Human Resources. There is a recognized need that, in addition to ensuring compositional diversity, managers must ensure equitable career opportunities across their groups. Staff at all levels of the organization must enjoy, and feel ownership of, an inclusive and supportive culture that enables and celebrates individual growth and organizational success.

*Recommendations:*

**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 \*S/IP
- 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 \*S

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<sup>3</sup> We are using the term URM to refer to under-represented minorities. URM<sup>s</sup> 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.

- Use the results from the Institute’s 2020 Quality of Life Survey and identify areas for improvement in MIT Sloan’s culture, with specific attention to issues of DEI \*S
- Conduct staff focus groups by demographic category and ascertain concerns of equitable treatment and implement supports in areas of concern \*S/IP

**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 \*S
- Conduct a pipeline analysis of applicants to determine where in the hiring process candidates “fall out” \*S/IP
- Ensure objectivity in hiring processes (e.g., through resume blinding) based on outcomes of pipeline analysis \*S/IP
- Require hiring managers and search committees to participate in unconscious bias training \*S
- Audit talent management processes (e.g., promotions) to ensure equitable practices and outcomes \*S

**(c) Student Diversity (Admissions)**

*Overview:* The reader may find data on the demographic diversity of MIT Sloan students [here](#). Recruiting a diverse student body in MIT Sloan’s various Master’s programs (MBA, EMBA, SFMBA, MFin, MBAn, MSMS) is the responsibility of MIT Sloan’s Admissions Office (SAO), led by Rod Garcia and Dawna Levenson, in conjunction with the directors of the various programs, with EMBA admissions being conducted by the EMBA program office. The reader may find an overview of Admissions’ various efforts to increase student diversity [here](#). Efforts to increase student diversity may be broken down into pipeline initiatives and activities that aim to attract more diverse applicants; admissions efforts that aim to ensure that the criteria and procedures used to make admissions decisions are unbiased; and yield efforts that aim to increase the likelihood that an admitted student will attend MIT Sloan. A persistent challenge for pipeline initiatives when it comes to increasing racial diversity is the relatively low number of black students who take the GMAT every year (over the past 5 years, 6.2% of GMAT test takers who are US citizens are African American).<sup>4</sup> This in turn creates a persistent challenge for yield efforts, in that major business schools compete fiercely for this small pool (this is true to a somewhat lesser extent when it comes to women and URMs more generally). A logical consequence (though on one which we have no direct data) is that the average yield across major business schools for black admits (as well as for women and URMs generally) would be lower than for white (and male) admits.

Concurrently, Sloan faces ongoing competitive challenges from its peers in URM recruitment efforts, and more specifically in the recruitment of female URMs, due to the financial aid

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<sup>4</sup> Black students who are not US citizens or permanent residents are not counted as URMs. The same holds true for Latino and Hispanic students.

resources of its peers and the size of some of its peers. While Sloan deploys financial aid as aggressively as possible to attract strong applicants, this is limited in its effectiveness if other schools are similarly aggressive and they can bring more resources to bear. In addition, schools that have a larger student body may have a competitive advantage because they can more easily achieve the critical mass necessary for building a community for any minority population.

#### *Recommendations:*

#### **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) \*IP*
- Connect with college-level programs similar to MLT that serve URM students \*S
- 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 \*S
- Connect with our own MIT (and Wellesley) undergraduate URM student clubs and create incentives for them to stay and pursue their graduate education at MIT Sloan \*S

#### **Build branding that demonstrates MIT 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 \*S
- Continue to identify opportunities to feature current students of color, and specifically female students of color, in marketing materials and events \*IP

#### **Increase yield of URM candidates**

- Host event(s) with MIT-wide affinity groups for admitted students \*S
- Continue to support the pairing of admitted URM candidates with a URM student (via the clubs) AND with a URM alum \*IP
- Encourage the participation of URM alumni during AdMIT weekend and include URM alumni in panel discussions \*S
- 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 MIT Sloan \*IP

#### **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 \*S
- Conduct an audit of business processes and identify ways to minimize opportunities for unconscious bias \*S



- Increase compositional diversity of Admissions team (see Staff Diversity Recommendations) \*IP

(d) **Inclusion and climate inside the classroom**

*Overview:* In recent years, there has been increased awareness of the need for students' classroom experience to be such that all students feel that their voices are heard; that their identities are valued; and they are respected and supported. This can be a challenge for various reasons, with a need for both faculty and students to be sensitive to these issues and to have the skills needed for navigating difficult conversations. Several classroom incidents in the last few years have reinforced the urgency of such awareness-training and skill-building. A challenge in this regard is that relatively few students come to MIT Sloan under the assumption that they are lacking in such sensitivity and skills; a related challenge is that faculty are experts in a particular field of knowledge but are not trained not to present themselves as experts outside that field.

*Recommendations:*

**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 \*S
- Create more spaces and opportunities for faculty to share and learn from one another's experiences in the classroom \*S
- Ensure that teaching coaches ask faculty about their approach to DEI in the classroom \*S
- Employ teaching coaches with best practices in equity and inclusion in the classroom \*S/L
- 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 \*S

**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 \*S/IP
- Encourage faculty to empower TAs to ensure equitable call counts, track representation in group leadership, and scan overall classroom climate \*S/IP

**Model inclusive classroom experience in MIT Sloan orientation**

- Set expectations in all student orientations that DEI in the classroom is a shared responsibility with students \*S

- Provide examples and model constructive methods for discussing DEI-related goals and concerns in the classroom \*S/L

(e) **Inclusion and climate outside the classroom**

*Overview:* MIT Sloan students come with at least two complementary sets of expectations about their experience outside the classroom.

First, students from under-represented and/or historically marginalized groups expect every staff member they engage with in their student life cycle (from Admissions through to Alumni Relations) be well-versed in issues of diversity, equity, and inclusion. Further, they expect to have designated staff members who serve as point people to support their application process and student experience.

Second, many students from *all* populations are eager to learn more about diversity, equity, and inclusion outside the classroom as well as within it. This manifests in such initiatives as Sloan for Inclusion and Male Allies. They expect to have opportunities to drive and/or participate in such initiatives, and they expect the School to deliver programs and events (e.g., the Speak Up! Workshops) addressing these topics as well.

*Recommendations:*

**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 \*S/L/AN
- Provide operating funds to DEI office to help individual groups/units support data collection, analysis, and reporting; and/or \*AN
- Hire a research analyst, a portion of whose full-time effort is DEI-related (i.e., supporting the work of the DEI dean and Diversity and Community committee/subcommittees) \*AN

**Extend the impact of extracurricular events and programs**

- Create a campaign to raise awareness of DEI events and student support resources \*S/IP
- Encourage all student leaders to participate in a DEI training module \*S
- Reinstate the DEI plan for all student clubs \*S

**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 \*L
- Pilot URM alumni/student mixer and expand to other groups \*S

## **(f) Curriculum: diversity in curricular materials/case protagonists**

*Overview:* MIT Sloan’s curriculum is designed to impart knowledge and skills that are valuable regardless of a student’s social identity. At the same time, it is difficult for ideas and tools to resonate with students (indeed, they may be experienced as alienating) if they are associated and embodied only by people who belong to demographic categories that are historically privileged. The various protagonists a student may encounter in the curriculum—whether via teaching cases or via classroom visits—are role models and when such role models are drawn primarily from certain demographic categories, it can have the effect of implying that those demographic categories are privileged. As such, it should come as no surprise that there has been increasing concern about the lack of diversity in the School’s curriculum.

Two challenges in this regard are structural. First, this issue has no central home in the current organizational design. Generally speaking, and in line with practice among our peer schools, the curriculum is overseen in a decentralized fashion whereby each of the academic groups manages the content of their courses based on their domain expertise. Accordingly, when in September the task force asked each of the academic groups to report on how they managed this issue, it received a range of responses. The good news was that the issues were quite salient for each of the groups and they had each devoted resources and thought to the issue. On the other hand, it uncovered persistent challenges the groups faced and no School-wide way for addressing those challenges.

A second structural challenge has to do with the production of cases. Once again, the challenge here is generic across peer schools (with the exception of Harvard Business School). In particular, MIT Sloan has a small unit (1 FTE) devoted to the production of teaching cases. This is for two reasons: (a) we use cases in some courses, and not exclusively even in those; and (b) case production has significant economies of scale and scope (as well as learning economies), making it cost-prohibitive for schools that do not have large scale production and distribution.

### *Recommendations:*

#### **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 a) \*S, b) \*L
- Incorporate DEI into the faculty/OAS search process by including questions in the application materials/interview process regarding a demonstrated commitment to DEI \*S
- 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 \*S/L

- Provide financial resources that are specifically dedicated to funding travel and expenses for those guest speakers for 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) \*S/AN

**Update curriculum to reflect the diversity of the student body and equip students of all identities to lead diverse organizations with confidence and humility**

- Develop or source case studies with a diversity of protagonists \*L
- Support faculty in adapting curriculum to include existing cases with (e.g.) URM protagonists \*S/AN
- Partner alumni of diverse backgrounds and industries with MIT Sloan case writer and faculty to develop new cases that meet pedagogical goals \*L/AN
- Augment the “Leadership” certificate (currently being developed), with content to include organizational culture, community stewardship, mindful leadership, and DEI \*L/IP
- Use extracurricular activities (e.g., Ask Me Anything panels) to amplify classroom learning \*S

## Appendices

## **Appendix A: MIT Sloan Statement (2016) on Diversity, Inclusion, Equity, and Well-being**

The mission of the MIT Sloan School of Management is to develop principled, innovative leaders who improve the world and to generate ideas that advance management practice. We believe that a commitment to diversity, inclusion, equity, and well-being is a key component of both principled leadership and sound management practice.

MIT Sloan also shares MIT's commitment to advancing a caring and respectful community that embraces diversity and empowers everyone to learn and do their best at MIT. We therefore seek to build an inclusive culture that supports the mental, emotional, and physical health of each member of our community. In doing so, we enable each person to fully express themselves, to thrive, and to make their maximum contribution to MIT Sloan and to society.

We seek to create a community that encompasses all dimensions of diversity and fosters excellence within MIT Sloan. This includes diversity of identity, thought, role, and perspective. Every member of our community – student, faculty, and staff – adds a valuable contribution. We learn as individuals and benefit as a community when we seek out and thoughtfully consider divergent ideas and perspectives.

As a leader in management education, we also have a unique opportunity to make a broader impact on social and economic inequity. By supporting teaching and research on the impact of socially and economically sustainable management, we can foster diversity and equitable business practices far beyond the borders of our campus.

### **Holding Ourselves Accountable**

We recognize that this statement is aspirational and that we are a work in progress, both as individuals and as an organization.

In this spirit, we call on every member of our community to learn more about diversity, equity, and inclusion. We are each responsible for contributing to an environment characterized by mutual respect, trust, and intellectual curiosity.

MIT Sloan will develop an annual action plan led by the MIT Sloan Diversity and Community Committee, with the support of MIT Sloan leadership, which will:

- 1. summarize our current state with regard to faculty, staff, and student demographics\***
- 2. review current diversity and inclusion initiatives**
- 3. review our current climate and culture**
- 4. establish clear goals and timelines**

\* This will include gathering data that reviews the extent to which we have met MIT's 2004 goals to increase the percentage of faculty members and graduate students from underrepresented minority populations.

Each year, we will review this action plan, report to the community on our progress, and establish new goals for the following year.

By committing to diversity, inclusion, equity, and our community's mental and physical well-being, we position ourselves for the full realization of our collective potential. Building on our unique strengths, we will nurture a community that embraces new perspectives and is primed to pursue ideas made to matter.

## Appendix B: Letter from Student Senate to Dave Schmittlein (May 8, 2019)

May 8<sup>th</sup>, 2019

David Schmittlein  
John C Head III Dean and Professor of Marketing  
Arthur D Little Building, E60-316  
100 Main St  
Cambridge, MA 02142

Dear Dean Schmittlein,

During his 2012 inauguration, President L. Rafael Reif stated "a commitment to equity and inclusion, and to keeping our community open and diverse by every measure, including race, gender, religion, nationality, sexual orientation, disability, and socioeconomic background." During his tenure, he has demonstrated this commitment by collaborating with the Black Student Union (BSU) and Black Graduate Student Association (BGSA) to implement recommendations to improve diversity and inclusion at MIT. One outcome of recommendations #10 and #11 of the BSU scorecard is the creation of a Diversity Officer in the Aeronautics and Astronautics Department, driven by their Diversity and Inclusion committee along with President's Reif support.<sup>5</sup>

In line with President Reif's commitment, the MIT Sloan School of Management emphasizes the values of diversity and inclusion. The institution's mission statement of developing "principled, innovative leaders who improve the world," is proudly engraved on stone on the walls of E62, and the school has publicly stated that "a commitment to diversity, inclusion, equity, and well-being is a key component of both principled leadership and sound management practice."<sup>6</sup> Despite this, students, faculty, and staff have witnessed a disconnect between Sloan's commitment to diversity and inclusion and the realities on the ground.

The Sloan Diversity and Community Committee has shown significant progress to date, as it pertains to diversity and inclusion, including the publication of the first annual MIT Sloan Report on Diversity and Community. However, what the report has made even more clear is that we need a single person to be dedicated to the advancement of the Committee's mission, especially in light of the legal reviews conducted because of the Harvard Admissions Case.

The MIT Sloan Report on Diversity and Community highlights some areas of needed improvement given the following demographics:

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<sup>5</sup> [https://diversity.mit.edu/wp-content/uploads/BSU\\_Scorecard\\_v1.1.pdf](https://diversity.mit.edu/wp-content/uploads/BSU_Scorecard_v1.1.pdf)

<sup>6</sup> <http://web.mit.edu/fn1/volume/245/reif.html>



- Faculty Diversity: Women represent just 19% of tenured faculty, Underrepresented Minorities (URMs) represent only 7%.
- Staff Diversity: MIT Sloan staff is majority female (69%) and white (74%), but women are underrepresented in senior leadership positions and no URM staff hold senior roles.
- Student Gender Diversity: Women represent a considerably smaller percentage of the class within the EMBA and MFin programs.
  - Within the EMBA classes of 2019 and 2020, women represent 34% and 31%, respectively.
  - Within the MFin class of 2019, women represent just 36%.
- Student URM Diversity: URMs make up only a small portion of the MIT Sloan student body, but the numbers are growing, particularly in the MBA & LGO programs. Within the MFin and MBAn programs, the numbers remain low due to the small percentage of applicants who are citizens of the United States. If the plan is to significantly expand these programs, the lack of diversity would seriously impact the learning for all in the future.
  - Within the MBA/LGO classes of 2019 and 2020, URMs represent 17.7% and 20.05%, respectively.
  - Within the EMBA classes of 2019 and 2020, URMs represents 10.19% and 15.38%, respectively.<sup>7</sup>
  - While relatively small compared to other Sloan programs, the MBAn program has had 2 URM candidates in the past two years (MBAn Class of 2018 = 0, MBAn Class of 2019=2, 12%).
  - The MFin class has had only 2 URM candidates in the past two years (MFin Class of 2018 = 2, MFin Class of 2019 = 0). It should be noted that the classes of 2018 and 2019 are 85% and 90% international, respectively.

To continue to build on this progress, we propose hiring the equivalent of a **Senior Associate Dean of Diversity, Equity and Inclusion** who can work closely with the school's leadership to advance its strategic goals of diversity, equity, and inclusion. Currently, much of the responsibility to recruit, convert, and engage URM students is a **shared responsibility between Sloan Admissions officers (none of whom are solely dedicated to the recruitment of URMs) and current Sloan students with a disproportionate burden falling on students of color.** This current state is not a sustainable solution and doesn't address all of the school's diversity and inclusion needs, which include the hiring of more diverse faculty, revising curricula to have more diverse protagonists in cases, and training more faculty to lead earnest discussions related to inclusion and equity within organizations. It is for this reason, amongst others, that many of MIT Sloan's peer business schools, including Harvard

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<sup>7</sup> % out of U.S. citizens and permanent residents

Business School, have created dedicated positions focusing on diversity and inclusion. Additionally, many leading companies, who hire the leaders we develop at Sloan, employ a Chief Diversity Officer or equivalent. Consequently, **the MIT Sloan Senate, with the support of classmates, alumni, faculty, staff members and affinity groups across the MIT community, request that the administration hire a full-time Senior Associate Dean of Diversity, Equity and Inclusion equivalent who is dedicated to improving the diversity, inclusion, equity and well-being of our community.**

We would like to work with you to create a coalition that will define the Senior Associate Dean of Diversity, Equity and Inclusion role and start the search for candidates. As a starting point, we've attached a proposed job description, which was crafted based on similar roles and responsibilities of Diversity Officers at our peer institutions, in hopes that it will provide us with a framework to bring this position to life at MIT Sloan.

We request a formal response by Monday, May 13th, 2019 with the hopes of scheduling a meeting with you in May, before the budget allocation process for the following academic year begins.

Thank you for your consideration and we look forward to your response.

**2019-2020 Senate Co-Presidents**



Celi Lynch



Jarrod Pierce

**2018-2019 Senate Co-Presidents**



Ricardo Sutherland



Jihee Lim

**Senators**



Amy Buxbaum



Andrew Mairena



Dela Gbordzoe

### **Job Description**

**SENIOR ASSOCIATE DEAN OF DIVERSITY, EQUITY AND INCLUSION** is expected to develop a diverse and inclusive culture within the MIT Sloan community by working with internal and external partners. The Senior Associate Dean will work with the MIT Sloan and greater MIT community to implement best practices that advance the inclusion of MIT Sloan faculty, students and administration of all races, genders, disabilities, sexualities, nationalities, social classes, and religious backgrounds. In concert with Student Life, the Dean's Office, Faculty, Diversity and Inclusion subcommittees (including the Diversity and Community Steering, Diversity and Community Faculty Gender Equity, Diversity and Community Staff Matters Diversity, and Community Student Matters committees), the Career Development Office, and the Office of Admissions, the Senior Associate Dean will implement and update the Strategic Plan on Diversity and Inclusion, and work with the MIT Sloan administration to identify and raise the resources needed to advance its diversity and inclusivity.

Reporting directly to the Dean, the individual in this position will create policies, identify and develop new resources for the Sloan community, as well as implement and evaluate actions within all departments at MIT Sloan.

### **Specific Duties Include:**

The Senior Associate Dean will report to the Dean, as a member of Senior Leadership that makes strategic decisions on all aspects of the school including, but not limited to, budget allocation decisions, changes, and enhancements to our degree programs, and organizational priorities. The individual will act as a key advisor and strategic partner to the Dean and will collaborate closely with members of the institution's Senior Leadership, particularly on issues regarding the school's climate.

Building upon the strategic plan that has been developed by MIT Sloan, the Senior Associate Dean will develop and lead the implementation of the long-term vision and goals for diversity, equity and inclusion (DEI); build new DEI programs and training for students, faculty, staff; and be held accountable for the results of those programs. In partnership with the Dean and senior leadership, the Senior Associate Dean will serve as an advisor and consultant to the heads of all degree programs, including, but not limited to: Full Time MBA, Executive MBA, Master of Business Analytics, PhD, Master of Finance, Leaders for Global Operations, System Design and Management, Integrated Design and Management, MIT Sloan Fellows and Undergraduate programs.

The Senior Associate Dean will serve a crucial role in supporting the Office of External Relations' fundraising efforts. They will collaborate with Alumni Relations to build out a strong URM Alumni donor base, raise URM endowment funds to support DEI initiatives, and secure scholarship funding for underrepresented minority (URM) students. They will be expected to identify funding from multiple external sources to accomplish this.

The Senior Associate Dean will be responsible for outreach to increase diversity at Sloan; more specifically, the individual will be responsible for representing MIT Sloan nationally and internationally at diversity officer events, admissions events, and alumni convenings. The individual will also partner with the MIT ICEO Officer, MIT Diversity and Inclusion Officer, MIT Academic Council, and DEI officers at other professional schools to further the DEI vision for MIT Sloan.

The Senior Associate Dean will lead the design and development of major business school program components and oversee the execution of those programs in partnership with other members of

Sloan's Senior Leadership. This person will be expected to:

- Partner with Alumni Relations and the Dean's Office to secure funding to increase scholarship awards for URM students and develop a legal process for awarding these scholarships;
- Collaborate with the Institute Community & Equity Office and Student Life leadership on student programming and the Dean's Office on its fundraising strategy. Identify and apply for funding from multiple external sources (corporations, foundations, individuals, other universities);
- Build upon and institutionalize , in partnership with student leaders and Student Life, student-led equity initiatives to continue to enhance the student climate and connect student leaders across degree programs;
- Oversee the strategy for increasing the effectiveness of outreach strategies for prospective students and provide input on the application review process to increase the diversity of the student classes;
- Partner with instructional and ladder faculty to increase diversity in hiring and to bring DEI into coursework;
- Design and implement talent management processes and systems to increase the diversity of the senior leadership team over time ;
- Design DEI programs targeted to attract and retain staff;
- Partner with MIT Sloan Human Resources to administer climate surveys and evaluate the results to achieve a more inclusive and diverse staff environment;
- Work with Associate Deans, the Deputy Dean, the Senior Associate Dean for Undergraduate and Master's Programs, and Program Directors to increase the diversity of ladder faculty and professional faculty, and continually provide consulting and advising to faculty members to create more inclusive classroom environments;
- Provide input when allocation decisions about scholarships and student programming are discussed amongst other members of the Senior Leadership. Create an assessment system, track the results of new programs and communicate those results. Based on assessment results, recommend changes to programs' content, policies and strategic goals accordingly;
- Oversee the strategy for MIT Sloan representation; represent MIT Sloan on a national level; advance the institution' s relationship with affiliated organizations such as Management Leadership for Tomorrow (MLT), Graduate Management Admission Council (GMAC), Forte, National Black MBA, Prospanica, as well as other diversity industry organizations;
- Work with the Institute Community & Equity Office to push forward the campus-wide DEI strategic plan;
- Lead professional conferences and provide consulting and advising to senior staff on leading teams that reflect the DEI values of MIT Sloan.

### **Required Qualifications**

- 7+ years of academic or professional background in diversity, equity and inclusion.
- Expert oral and written communication skills, specifically as it relates to communicating to a variety of internal and external stakeholders about diversity, equity and inclusion. Comfort with presenting to large, diverse audiences as needed.
- Demonstrated leadership experience in academic, corporate, and/or nonprofit

organizations effectively working with historically underrepresented groups (African American, Chicano/Latino, and Native American/Alaska Native).

- Demonstrated expertise building collaborations between academia, industrial and/or internal stakeholders across all functions.
- Expert ability to work with a dynamic and diverse group of faculty, staff, and students.
- Expert influencing skills. Proven ability to support and empower leaders who are less experienced in leading conversations about diversity and inclusion to build the school's capacity in equity leadership.
- Managerial experience, both with direct reports and with cross-functional teams that do not have a direct, formal reporting structure.
- Track record of program implementation, strategic planning, and managing across multiple important priorities.

### **Preferred Qualifications**

- Ability to travel if necessary to represent MIT Sloan externally.
- Advanced degree in a related area and/or equivalent experience/training.
- 10+ years of DEI focused experience, including leadership and managerial experience.
- Direct experience with or significant knowledge of the people and processes that direct national organizations such as Management Leadership for Tomorrow (MLT), National Black MBA, Prospanica, Graduate Management Admission Council (GMAC), Forte as well as, other diversity industry organizations.

## **Appendix C: Letter from Dave Schmittlein to Andrew Mairena (May 13, 2019)**

TO: Andrew Mairena, Celi Lynch, Jarrod Pierce, Ricardo Sutherland, Jihee Lim, Amy Buxbaum and Dela Gbordzoe

May 13, 2019

Dear Andrew,

I am responding to your letter of May 9, signed by you and six of your MBA student colleagues. I know that your outreach to senior school leaders continues, and so your collective thoughts are in flux. Within the time frame in which you requested a response, you will see that this letter as well reflects work in progress rather than a conclusion. But, as Celi nicely wrote in reaching out to those school leaders for meetings (to be held soon, I trust), we all hope for a “good starting point for discussion” rather than immediate finality.

As the school continues to move forward with investments in diversity and inclusion this is indeed an excellent time for discussion, for multiple reasons.

- First, I have reason to expect that the Institute will soon announce a new Institute Community and Equity Officer (ICEO), bringing to MIT a person with expertise and stature, with whom we at MIT Sloan expect to work and learn. Further, in the context of that transition the current/interim ICEO has agreed, at my request, to serve as an advisor to MIT Sloan in the months ahead, to enhance and expand our efforts, including in the way that we prioritize and organize our diversity and inclusion activity.
- Second, as you know, the School created a few years ago an Alumni Board to increase opportunities for thoughtful alumni leaders to engage with the school, undertake exploration and experimentation on its behalf, and offer counsel to school leaders. A subset of that board has focused this year on diversity and inclusion with the objective to learn more about the school’s activities and plans, and to serve as a thought partner in considering opportunities that lie ahead. I am next to meet with them on June 5.
- Last but not least is the enthusiasm and energy that you as MBA students have shown; for which I am grateful. Although the engagement I have had with your group on this topic has been limited, I have enjoyed and benefited from recent 1:1 conversations with some student leaders on this general topic of D&I and have been encouraged.

As some of you know, I think a benefit can be gained from gathering and sharing information related to diversity and inclusion: my own knowledge base is not all that I wish it to be; and other leaders of the school share a similar desire to learn as well as to act. That said, please know that creating and ensuring a community that is broadly diverse is crucial to me, both as a principle and value, and also as a matter of effectiveness in attaining the school’s goals of impact. Also, I believe we need to tell the truth that while diversity is importantly multidimensional, progress has been much greater on some dimensions than others. Without pitting one goal of diversity against another, in the domain of race, specifically, much more progress is needed. I have been glad to see the thoughtful voices used

by the Black Students' Union (BSU) and Black Graduate Student Association (BGSA) during the last couple years, and especially for BGSA, the role that I have seen our Sloan students play.

In addition to working toward a more diverse community, I am committed to a community that is inclusive, collaborative, supportive and enduring. I know that my colleagues in the school staff and faculty feel the same way.

In these respects we at MIT Sloan can and will do more, and different – to experiment and learn – and, by openly absorbing good advice, do better.

There is much that could be usefully offered as information to help ground and shape a discussion of opportunities and needs in D&I, and if we sat together we could go further/deeper than this letter can offer. But here are a few points that seem salient. A foundation for prioritizing, planning, and organizing, benefits from a clear sense of the broad landscape of need, opportunity, activity and outcomes. That landscape, I suggest, includes:

- Understanding the level and slope, on an absolute basis and relative to peers, of MIT Sloan activity and outcomes in key aspects of diversity and inclusion.
- Understanding and comparison of organizational approaches and programmatic efforts of the key competitor/peer business schools. Understanding the outcomes, positive and disappointing, that have been associated with those efforts, and synthesizing a view regarding relevance and implications of those experiences to MIT Sloan.
- Engaging with and absorbing the expertise of recognized leaders in diversity and inclusion, some of whom I have known previously and others I've had the chance to encounter this spring.
- Understanding the landscape of D&I activity and organization across MIT. This includes understanding MIT opportunities and constraints regarding organizational structures supporting diversity. I note in this regard that the ICEO, and MindHandHeart, and other schools and academic departments, have seen Sloan as a model of both innovation and expertise in diversity and inclusion, from which they have learned and borrowed, and whose enthusiasm for D&I they have worked to propagate more broadly across MIT. But there is surely an opportunity to learn from (and not only mimic) some other units' activity and experience.
- Understanding and exploring opportunities to attract various dimensions of human capital to the school's D&I efforts.
- Considering organizational structures, incentives, reporting relationships, and the role(s) of individuals within the school units and within the overall leadership team, including what may be desirable to retain and what may be desirable to change.

I believe this to be a uniquely opportune moment to pursue a solid understanding, shared sense of priorities, commitments, plan for initiatives, and, we trust, enhanced outcomes. Part of this belief is founded on the D&I leadership to come at the Institute, and part based on the evident energy and experience, and some expertise, among alumni, faculty, staff and students.

It is my hope that we can attract a group of people from these constituent groups in the time just ahead, to do this assessment and planning. During the next couple weeks I intend to compose and invite such a group, to work through the coming 3-6 months, and I hope those invited will choose to participate.

I imagine the membership to be composed of: 6-8 external stakeholders including, but perhaps not exclusively, alumni board members and recent graduates; together with 6-8 internal stakeholders including, but not limited to some members/leaders of the working groups already in place through the Diversity & Community Committee.

From recent discussions with alumni, Institute leadership, faculty, staff and students, I believe that such a group can create important and lasting improvement in diversity and inclusion for MIT Sloan. Further, I know that the Institute current ICEO believes this effort, if successful, can have impact beyond the Sloan School, i.e. across the Institute, both as a model for engagement and planning, and a source of best-practice outcomes. If these goals are to be achieved I believe the working group must come together with trust, openness, curiosity, and shared values. In particular I believe the members should trust at the outset that the other members share a commitment to diversity and inclusion and a desire to improve the school. With this in mind I will look to compose the working group using these considerations:

1. Commitment to explore and understand the school's activities and outcomes, and contribute in good collaboration ideas as to how the activities could be stronger.
2. Commitment to understand what peer schools do and don't do. And how those approaches have been successful or not.
3. Commitment to explore and then help prioritize among diversity and inclusion issues at MIT Sloan; and to adopt, as a starting point, a shared point of view that the School has shown commitment to diversity and inclusion – and also that it can indeed do better.
4. A commitment to listen with openness and curiosity, to consider broadly the paths to success, without pre-judging which paths to achieve positive outcomes would be best. "Paths" may include a prioritization of activities already underway or suggested, as well as the dedication of additional resources to support staff or students.
5. Expressed trust that the other members of the group are sincere and committed to diversity and inclusion, and are working in open transparent dialogue toward the best possible future in D&I.

In looking forward to such activity, an alum summed it up well I think, indicating that such work will be important, having the potential to represent a signature contribution to the school's future, and will be at times challenging, at times satisfying, and in light of our shared MIT Sloan-ness, at times, fun.

Your letter mentioned the school annual budget cycle. While allocations have been set for the year beginning July 1, and will include additional funds for fellowship aid and for events which support D&I, this summer/fall is a great time to gather information, explore, prioritize, plan and make commitments. Our planning cycle for new activity typically runs ahead of the budget cycle: budget



request are framed June through December/January and then considered March/April, communicated to units during May/June, for the year beginning July 1. However in light of the energy you and the alumni board have already shown, since it can take time to implement plans in any event, I would not like us to delay our pursuit of the outcome of the working group, and so I am confident that we can move ahead during the coming academic year as we become collectively confident.

As I compose the group I should note that the school is making a pre-commitment to dedicate new school resources, and giving the group a broad mandate in which its eventual advice is understood to carry great weight in determining priorities and actions. In concert with that commitment from the school, it is important that each member of the working group approach the discussions with an open mind as to consideration of priorities, actions, and the way we organize to support those actions for the short as well as the longer term.

I would like to acknowledge that you and your senate colleagues have, along with the interest and energy of others, helped bring a needed and timely focus, and I am grateful. I hope you share a sense of opportunity and enthusiasm about the time ahead. And I hope that this letter seems a thoughtful response to the message from you and your colleagues.

Sincerely,

A handwritten signature in black ink that reads "David C. Schmittlein". The signature is written in a cursive style with a large initial "D" and "S".

Dave Schmittlein

PS: I am aware that four of the signers of your letter are also members of the class gift committee, with which I meet today, May 13. Not to make that particular form of volunteer leadership a litmus test, but I'd like you/them to know that I am touched by the positive sense of ownership that such a commitment evidences. It is clear that the signers care deeply about diversity and inclusion. In addition, via this kind of volunteerism (and other volunteer activities), your caring concern for the future of your school is also clear. Thank you.

## Appendix D: D&I Task Force meetings

**Kickoff Meeting (09.10.19):** The focus of this meeting was to establish a set of community guidelines, ensure that all members of the task force had a shared understanding of relevant DEI concepts, and to establish next steps.

**Week 1 (09.20.19):** Prior to the meeting, Task Force members responded via survey to the following question: *What would count as success for the Task Force?* In the meeting, members agreed on a set of high-level priorities, based on the responses. The group also set out a week-by-week agenda of topics for the remainder of the meetings.

Among these high-level priorities was a set of **desired outcomes**, including:

- Develop an actionable plan that engages with issues of diversity, equity, and inclusion
- Ensure that assessment is built in
- Address each population (faculty, staff, students), curriculum, hiring, and admissions
  - Acknowledgement of [current DEI initiatives at Sloan](#)
  - Goals around DEI (short- and long-term aspects)
  - Processes to reach DEI goals
  - Timeline
  - Sustainable outcomes
- Address student letter
- Establish accountability for DEI strategy and outcomes
  - Generally, assign ownership of DEI (office or person)
  - Specifically, assign ownership for implementation of Task Force recommendations
- Outline resource allocation (personnel and budget)

**Week 2 (10.04.19):** Prior to the meeting, Task Force members responded via survey to the following questions:

- What are short-term goals for Master's programs with respect to:
  - Admissions;
  - Curriculum;
  - Classroom experience;
  - Student experience outside of the classroom?
- What are long-term goals for Master's programs (with respect to the same four categories as above)?

In the meeting, the group reviewed information from the Student Life Office and discussed climate outside of the classroom.

**Week 3 (10.18.19):** In order to gain perspective on the topics of curriculum and classroom experience, the group reached out to faculty leaders of Sloan's academic units in advance of the meeting. Members (as individuals or in units) from TIES, GEM, Accounting, WOS, Marketing,

Communications, Law, Applied Economics, OM, IT, and the Trust Center responded to the following set of questions:

- What are your group's pedagogical goals, if any, when it comes to the diversity of protagonists (in cases, as guests, and related) in your courses;
- Given these goals, how well do you think your group is doing;
- What are the principal barriers you face in meeting these goals;
- The Task Force would like to make recommendations to the School to help it make greater progress in this area. What mechanisms (incentives, resources) would help your group overcome those barriers? What would be counterproductive?

In the meeting, Fiona Murray, Simon Johnson, Rodrigo Verdi, and Jo Hising DiFabio joined the task force for a conversation guided by the above set of questions.

**Week 4 (11.01.19):** This meeting was a continuation of the discussion on curriculum and classroom experience, as well as faculty DEI. Prior to the meeting, Task Force members responded via survey to the following questions:

- Please refine your earlier goal statement(s) and provide a revised set of up to three DEI goals for Master's programs curriculum, over the short-term.
- Please refine your earlier goal statement(s) and provide a revised set of up to three DEI goals for Master's programs curriculum, over the long-term.
- Please refine your earlier goal statement(s) and provide a revised set of up to three DEI goals for Master's programs classroom experience, over the short-term.
- Please refine your earlier goal statement(s) and provide a revised set of up to three DEI goals for Master's programs classroom experience, over the long-term.
- Please provide up to three short-term DEI goals with respect to faculty.
- Please provide up to three long-term DEI goals with respect to faculty.

After reviewing and prioritizing the survey responses, the Task Force assigned subgroups, each of which was tasked with developing recommendations (to be reported back to the group by 11.22.19) based on the priority goal(s) around curriculum, classroom experience, and faculty DEI:

- Goals for Curriculum, short-term (to be developed into recommendations)
  - Ask academic groups to set specific, measurable goals
  - Establish ownership, incentives, and accountability for improvements
- Goals for Classroom experience, short-term (to be developed into recommendations)
  - Increase faculty awareness and readiness to address DEI topics in class (e.g., increase accountability/incentive for faculty to follow through on equitable treatment)
- Goals for Faculty DEI, short-term (to be developed into recommendations)
  - Set numerical goals and processes for, e.g., hiring URM faculty/ increasing diversity among tenured faculty
- Goals for Curriculum & Classroom Experience, long-term (to be developed into recommendations)

- Offer financial support and incentives for faculty to develop DEI materials and engage with DEI topics in their research
- Prioritize DEI as a subject for course offerings and as a guideline for development of classroom materials
- Goals for Faculty DEI, long-term (to be developed into recommendations)
  - Invest in long-term pipeline initiatives with a view to increasing faculty diversity and breaking the cycle

**Week 5 (11.08.19):** Prior to the meeting, Task Force members were encouraged to submit any questions they had regarding the Admissions process at Sloan. Dawna Levenson presented in her capacity as Assistant Dean of Admissions, and fielded questions regarding Admissions practices and potential areas of opportunity. Dawna also received a series of follow-up questions about Admissions, which she agreed to report back on during the meeting on 11.22.19.

**Week 6 (11.15.19):** The main portion of the meeting consisted of status updates/progress reports from the subgroups assigned on 11.01.19. In the final portion of the meeting, the group agreed that recommendations would still be due on 11.22.19; the group also set a rough agenda for the final three meetings.

**Week 7 (11.22.19):** Prior to the regularly-scheduled meeting, some Task Force members (per their availability) joined a conference call with Rick Locke to discuss his work as Provost at Brown University, in particular, his development and implementation of Brown's Diversity and Inclusion Action Plan (DIAP). Guiding topics for discussion included: Rick's process and metrics; his experience with faculty and staff resistance to change; his views around community engagement; his reflections on successful initiatives and areas of opportunity.

In preparation for the regularly-scheduled meeting, Task Force members responded via survey to the following questions:

- Please provide a set of up to five (5) DEI goals for staff.
- For each goal that you listed above, please recommend (at least) one corresponding action that would allow us to meet that goal.
- Please describe (at least) one corresponding manner of assessing/measuring whether or not each goal is being (or has been) met.

In the meeting, the group discussed staff DEI, in particular demographics and pay equity.

**Week 8 (12.06.19):** Prior to the meeting, the Task Force members reviewed the consolidated recommendations; the meeting consisted of discussion around prioritization. In the meeting, Task Force members also discussed a memorandum regarding the recommendation that Sloan hire a senior associate dean of DEI, or the equivalent.

**Week 9 (12.13.19):** Prior to the meeting, the Task Force members voted on prioritization for the consolidated recommendations, and submitted input regarding the senior associate dean of

DEI recommendation. The meeting included a review of the prioritized document, agreement regarding the recommendation of a senior associate dean of DEI or the equivalent, and the creation of an outline of next steps.

## Appendix E: Priority-Order Task Force Recommendations

The first set of recommendations relates to action items specific to the task force. Thereafter, the recommendations are presented roughly according to the order of the categories used in this report. Pink headers denote the category and “priority goal” for a given category. Blue headers denote “parent recommendations,” which address one aspect of the priority goal. White boxes include individual recommendations, which often constitute multiple pieces of a parent recommendation. Finally, orange text indicates open questions and/or aspects of recommendations on which the task force members did not reach a firm conclusion prior to 12.13.19.

*NB: In the process of generating and sharing recommendations, the task force divided “inclusion and climate inside the classroom” and “curriculum” into the further subsets of short and long term. Therefore, the recommendation categories below are: (a) Faculty DEI; (b) Staff DEI; (c) Student DEI (Admissions); (d) Inclusion and climate inside the classroom (short term); (e) Inclusion and climate outside the classroom; (f) Curriculum: diversity in curricular materials/case protagonists (short term); and g) Inclusion and climate inside the classroom and curriculum (long term).*

| TASK FORCE   |                                       |                                      |                                       |   |  |
|--|---------------------------------------|--------------------------------------|---------------------------------------|---|--|
| Recommendation   | Resources needed                      | Timeline                             | Oversees implementation               | Accountability measure (e.g., annual report)                        | Assessment of efficacy   |
| Create report detailing Task Force’s creation, work, recommendations, and including appendices with recs that are not adopted, “bike rack” items | Task Force                            | End of Jan 2020                      | Task Force                            | Sloan community   | Dean and Deputy Dean; Sloan community  |
| Respond to student letter to Dave in kind  | Task Force                            | End of Feb 2020                      | Dave, Task Force                      | Student community   | Student community  |
| The Deans’ Office should investigate logistics of introducing a Sr. Assoc. Dean of DEI, team, or the equivalent                                  | Deans’ Office leadership, HR, Finance | Upon submission of Task Force report | Deans’ Office leadership, HR, Finance | Creation of a Sr. Assoc. Dean of DEI, team, or the equivalent (TBD) | Assessment based on implementation of recs & ASR. Also considered: coordination with the Dean, who will hold DEI |

|                          |   |                          |            |   |   |
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|                          |   |                          |            |   | dean responsible for goals and implementation.            |
| Milestone review process | Staff to review implementation of recommendations that are accepted and adopted | Convene in December 2020 | Task Force | Dean (or Sr. Assoc. Dean of DEI) to receive Task Force review of current-state and make adjustments as needed | Year-over-year changes, as determined by measurable goals |

| <b>a) Faculty DEI</b>   |   |   |   |   |   |
|---|---|---|---|---|---|
| <i>Priority Goals: Review and understand (in a way that allows for reporting and compilation of data for regular analysis) each stage of the faculty pipeline, with a view to faculty diversity at each point. Invest in long-term pipeline initiatives with a view to increasing faculty diversity and breaking the cycle.</i> |   |   |   |   |   |
| <b>Parent Recommendation:</b> Develop comprehensive data on hiring practices  |   |   |   |   |   |
| <b>Recommendation</b>   | <b>Resources needed</b>   | <b>Timeline</b>   | <b>Oversees implementation</b>                    | <b>Accountability measure (e.g., annual report)</b>   | <b>Assessment of efficacy</b>   |
| Assess Programs' needs to diversify their pipeline of candidates  | Deputy Dean and Dean, in consultation with Manager, Faculty Affairs and Dean of Degree Programs (and Program heads) | Begin series of meetings in Spring 2020<br><br>Plan to have current-state report ready by Summer 2020 | Deputy Dean and Dean of Degree Programs           | Current-state report that describes, program-by-program, the financial and staff needs associated with developing the candidate pipeline with DEI as a priority | Does the report lead to action items that we can implement on a program-by-program basis?   |
| Ask Programs to mark which applications are seriously looked at to see how wide the actual candidate pool is  | Party(ies) responsible for reviewing applications and staff time (for consolidating results)                        | Ongoing; on a case-by-case basis  | Party(ies) responsible for reviewing applications | (Portion of) search committee report that clearly answers the question of which apps were seriously considered  | Can we answer the questions: is it possible to review the pool of applications and clearly identify which applications received a serious review? |

| Recommendation  | Resources needed   | Timeline   | Oversees implementation   | Accountability measure (e.g., annual report)   | Assessment of efficacy   |
|---|--|--|---|--|--|
| <p>Create a comprehensive online database, accessible to department chairs, that tracks where candidates were sourced, how far they got in the process, and the associated reasons. This database shall be reviewed by the Dean of Faculty on a case-by-case basis (i.e., when a search is in process).</p> | <p>STS, in consultation with HR, the Deputy Dean, Manager, Faculty Affairs, and current department chairs</p>  | <p>Based on STS capacity, aim to have database built and functional by EOY 2020</p>  | <p>STS to build the database; Deputy Dean to ensure that department chairs are keeping information up-to-date as searches proceed; HR and Deputy Dean to review processes that are recorded in the database</p> | <p>The database exists and is functional(i.e., allows for analysis of data points associated with the initial questions)</p> <p>On a bi-annual basis AND in advance of any new offers, the Deputy Dean works with the hiring manager to review and assesses biases in the search process</p> | <p>Not sure how we will plan to draw a line between tracking and a change in practice. Are we hoping that seeing the information will create awareness of bias where awareness does not necessarily exist)? Would HR step in to suggest training or a change in practice if a clear bias emerges in a particular search or series of searches?</p> |
| <p><b>Parent Recommendation:</b> Develop and publish departmental plans</p>   |  |  |   |  |  |
| <p>Each department is responsible for developing a plan to increase their pipeline of URM faculty candidates year-over-year</p>   | <p>Department heads, with support from Deputy Dean and HR (and STS when it comes time to publish)</p>  | <p>Departments to submit first version of plan by EOY 2020</p>   | <p>Department heads ensure implementation</p> <p>Deputy Dean and STS ensure that the plans are posted and accessible to the community</p>   | <p>Each department releases an annual plan for the Deputy Dean, Dean, and HR rep to approve; the report is visible to the community</p>  | <p>Tracking by clicks to see whether community members actually review these plans</p>   |
| <p><b>Parent Recommendation:</b> Ensure representation in hiring processes</p>  |  |  |   |  |  |
| <p>Before a candidate short list is approved, search committees must solicit feedback from relevant staff, student leaders, and/ or TAs</p>   | <p>Representatives from staff, student, and TA populations</p> <p>Clear set of guidelines for search committee, to ensure that non-faculty are provided with</p> | <p>Determined by search process; search committee should meet with student/ staff/ TA reps at least X week(s) prior to finalizing a short list</p> | <p>Faculty search committees</p>  | <p>In final report from search committee, the group should be able to name the non-faculty individuals who were consulted</p>  | <p>Check-in between search committees and Deputy Dean to assess whether or not non-faculty feedback has any implications in the hiring process</p>   |



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|   | consistent information about candidates and the hiring process up to that point   |   |  |   |  |
| <b>Parent Recommendation:</b> Peer Benchmarking   |   |   |  |   |  |
| <b>Recommendation</b>   | <b>Resources needed</b>   | <b>Timeline</b>   | <b>Oversees implementation</b>   | <b>Accountability measure (e.g., annual report)</b>   | <b>Assessment of efficacy</b>  |
| Designate X faculty reps to engage in initial benchmarking process with peer schools; record results and share at regularly-scheduled faculty meetings    | Deputy Dean and faculty leadership; faculty reps; peer school buy-in  | Determine metrics by end of Spring 2020 semester; appoint faculty reps and begin benchmarking process during Summer 2020, continue through EOY 2020; present results in Spring 2021 (to Dean's Group? other?) | Deputy Dean and faculty leadership ensure that metrics are developed on time<br><br>Faculty reps are responsible for collecting information and compiling into a report/presentation | A report of findings, along with recommended follow-up is presented by EOY 2020 or early 2021 (to Dean's Group? other?)                                       | Do we have actionable initiatives and strategies to be implemented from Spring 2021 onwards?   |
| <b>Parent Recommendation:</b> Defining the brand  |   |   |  |   |  |
| Faculty to participate in brand-building initiatives to address perception that Sloan is not a welcoming place, esp. for URM students, faculty, and staff | OC (to coordinate brand-building efforts between Admissions and Programs); faculty buy-in; consultation with URM faculty          | Faculty participation can follow on development of Admissions and Programs materials  | OC leadership, in coordination with faculty leadership   | Not sure how we would establish accountability for bringing faculty on board - is there a target we are aiming for, in terms of representation/participation? | Use QoL and other climate survey data to decide which particular perceptions we need to address and try to shift; measure change over time |
| <b>Parent Recommendation:</b> IDDEAS  |   |   |  |   |  |
| The Dean should endorse a Wharton-style, application-only PhD pipeline program; the Deputy Dean should establish concrete means                           | PhD office to create messaging that advertises this program; staff time to establish system of measuring (using Wharton's process | Communication to faculty by Fall 2020<br><br>Implementation and record-keeping on an ongoing basis  | PhD office<br><br>Faculty leadership to support reporting of faculty participation   | After 3? years, review current-state application only PhD pipeline against prior-state to see whether or not we have encouraged a substantive number of       | Degree of efficacy will depend on whether or not we are satisfied with the degree of change. Would we benchmark this against peer schools? |

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| to encourage and support faculty participation  | as a model?) faculty participation   | Annual review of pipeline growth/ change by the Dean and/ or Deputy Dean  |  | URM and female candidates to pursue a PhD relevant to a career in Management Academia  |  |
| <b>Parent Recommendations:</b> Unnamed Research Fellows Initiative  |  |   |  |  |  |
| <b>Recommendation</b>   | <b>Resources needed</b>  | <b>Timeline</b>   | <b>Oversees implementation</b>                                     | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>  |
| Research and develop a proposal to provide faculty with RAs who are interested in pursuing PhDs in Management   | Dedicated staff and budget; consultation with Admin Services (Finance, FRS Facilities, STS, HR)<br><br>Deans' Office-level control of pool of RAs offered to faculty (to avoid choice of pedigree over raw talent) | Fact-finding/ benchmarking and proposal development is ongoing (Gary in FRS is working on these and other questions with Colette); write proposal and present to Deans' Group by EOY 2020 | Director of FRS? to oversee proposal development                   | Was a proposal prepared according to the agreed-upon timeline?   | Was the proposal actionable?   |
| Identify 4? doctoral programs at which to host events in AY 20/21; track engagement with prospective students   | Party(ies) currently responsible for doctoral networking/ outreach; funding  | ID prospective events by end of Spring 2020, host during AY 20/21   | Party(ies) currently responsible for doctoral networking/ outreach | Host 4? events and have a clear idea of the number of prospective students with whom we engaged at these events  | Track prospective students who join admissions pipeline via these events |
| <b>Parent Recommendation:</b> PhD Project   |  |   |  |  |  |
| Identify a project manager who can oversee ongoing collaboration with the PhD project, including communication to the Sloan community about professional opportunities. | PhD Office   | Ongoing   | PhD Office   | Depends on scope of current collaboration, but we can assess job performance of the project manager if there are current-state parameters against which to compare | Depends on how we define the project manager's responsibilities          |

| <b>Parent Recommendation:</b> Undergraduate partnerships  |   |   |   |   |  |
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| <b>Recommendation</b>   | <b>Resources needed</b>   | <b>Timeline</b>   | <b>Oversees implementation</b>  | <b>Accountability measure (e.g., annual report)</b>   | <b>Assessment of efficacy</b>  |
| Identify a project manager to oversee ongoing collaboration with HBCUs, other undergraduate institutions/departments with a broad and deep pool of URM graduates  | Project manager, <b>with support from ?</b>   | <b>Deputy Dean?</b> to ID a project manager by Summer 2020  | <b>Deputy Dean</b>  | Depends on scope of current collaboration, but we can assess job performance of the project manager if there are current-state parameters against which to compare        | Depends on how we define the project manager's responsibilities  |
| <b>Parent Recommendation:</b> Post-doc/ Teaching program  |   |   |   |   |  |
| Direct resources towards a post-doctorate teaching program focused on diversifying the pipeline of URM candidates. Select 1-2 candidates annually   | appropriate funds/student<br><br>Program director; faculty/staff to support the teaching program; STS to establish tracking mechanisms for program participants | <b>FY22 budget cycle?</b>   | Program Director  | The selection of 1-2 candidates per year  | The readiness of these candidates to enter the market  |
| <b>Parent Recommendation:</b> Senior Lecturer outreach  |   |   |   |   |  |
| Work with MTC to establish a cadence of outreach to renowned practitioners of color, in the interest of building our pipeline of senior lecturers of color. Set a measurable target, at least in the first iteration, | MTC buy-in and support/ departmental knowledge<br><br>Coordination between Faculty leadership and Deputy Dean to determine candidates for outreach              | Meeting with MTC to discuss before end of Spring 2020 semester<br><br>Establish cadence and nature of communication prior to Fall 2020 semester | Faculty leadership, in coordination with MTC<br><br>STS partnership, as needed, to track outreach | Annual review between MTC and Faculty leadership/ Deputy Dean to assess how successful we have been at soliciting participation, where we need to build our network, etc. | If we met our target, the process is effective<br><br>Student feedback and/ or feedback from lecturers of color who join the Sloan community via this avenue |

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| for participation. Track outreach.   | STS to consult on system for tracking outreach (or to build one if this tool does not already exist) | Active outreach to begin in Fall 2020  |   |  |   |
| <b>Parent Recommendation:</b> Create new interview requirements  |  |  |   |  |   |
| Each department must set a goal to increase their percentage of URM faculty over the next 10 years   | Time from department members and Deputy Dean   | Goals are due to the Deputy Dean by the end of Spring 2020 semester<br><br>Implementation over the next 10 years | Department rep (with accountability oversight from the Deputy Dean) | Annual review and adjustment (as needed) of goals<br><br>Annual comprehensive review/ comparison of goals to ensure coordination and representation across departments | Did the department meet its goal? If not, does it have a valid reason for failing?                                    |
| At least one URM candidate must receive a pre-interview and be included in the slate of those whose candidacy receives serious consideration | Enforcement by Deputy Dean   | Applies to all searches from Jan 2020 onward   | Search committees, with oversight from Deputy Dean                  | Case-by-case review of searches to see if URM candidates continue to be represented only up to a certain point in the applications process                             | Year-over-year comparison of URM representation among seriously-considered candidates AND of offers to URM candidates |

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| <b>b) Staff DEI</b>  |   |   |                                |   |  |
| <i>Priority goals: Increase compositional diversity of staff at all levels. Increase staff awareness of DEI issues, establish accountability for, and support in pursuing, self-improvement with regard to DEI awareness and best practices.</i> |   |   |                                |   |  |
| <b>Parent Recommendation:</b> School leadership needs to publicly identify DEI as a key priority for the School, and provide staff with learning opportunities and tools that enfranchise them to support that priority                          |   |   |                                |   |  |
| <b>Recommendation</b>  | <b>Resources needed</b>                                       | <b>Timeline</b>   | <b>Oversees implementation</b> | <b>Accountability measure (e.g., annual report)</b>         | <b>Assessment of efficacy</b>                                  |
| Declare, publicly and repeatedly, DEI as a key priority for the School,  | Messaging from Dean and leadership team, visible “walking the | Immediate and ongoing messaging, visible “walking the talk” | Deans’ Group                   | Target set by Deans’ Group for quarterly commitment to seek | Inventory of the ways in which we currently hold the community |

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| and follow through on commitments to DEI   | talk,” and holding community accountable   |  |  | examples and share with the community, in consultation with HR<br><br>Attention paid to which departments are consistently represented in these communications                             | accountable, in order to compare current state to future state (e.g., after a year, 3 years, etc. of consistent messaging)  |
| Offer learning opportunities for building inclusive work practices for staff at all levels   | In-house L&D resource and/ or external facilitators; L&D “bundles” on LinkedIn learning; funding for facilitators, if needed | Spring 2021                                  | HR, in consultation with the Operating Committee? and assistance from the Staff Matters subcommittee | Inventory the learning opportunities we currently offer to staff AND individual staff reviews (staff set DEI goals as part of annual review process; managers responsible for checking in) | Can we track which staff members currently participate in, e.g., GlobeSmart, Atlas, etc. trainings and measure against the number who participate year-over-year to see if there is a net increase? |
| Complete 2020 QoL survey, develop action plan based on results   | Partnership between IR and Staff Matters subcommittee  | Spring-Summer 2020                           | Department heads   | Local action plans, public reports on implementation   | Pulse surveys and staff feedback  |
| <b>Parent Recommendation:</b> Increase objectivity in hiring process in order to increase compositional diversity of staff at all levels |  |  |  |  |   |
| <b>Recommendation</b>  | <b>Resources needed</b>  | <b>Timeline</b>                              | <b>Oversees implementation</b>   | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>   |
| Increase compositional diversity of staff at all levels; develop targeted searches for senior positions                                  | External headhunter resources to ensure diverse pipeline, esp. for senior positions  | Immediate                                    | HR and Hiring Managers   | Hiring managers complete “serious search” plan and follow guidelines before posting any jobs   | Increased diversity at all levels in organization   |
| Conduct a pipeline analysis of applicants to determine where in the application process candidates “fall out”                            | Expertise (in house IR, consulting resource, etc.) to conduct analysis   | Immediate, and thereafter on an annual basis | Executive Director, HR   | Report out to Deans, Diversity & Community Steering Committee, and Staff Matters subcommittee  | Annually reassess pipeline based on changes made to hiring practices  |

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|   | Staff/resources to build out an online system to track progress   |                             |  |   |   |
| Increase objectivity in hiring process (based on learnings from pipeline analysis); adjust hiring processes accordingly | Pipeline analysis; potential external audit of hiring process; STS to consult on systems to blind resumes | Following pipeline analysis | HR in partnership with Staff Matters subcommittee (some work already underway) | Report out to Deans, Diversity & Community Steering Committee, and Staff Matters subcommittee | Based on pipeline analysis, do we have more URM, vets, people with disabilities, etc. getting to offer stage; better decision making re candidates as noted by turnover (“quick quits”) |
| Commit to annual or biannual internal review of hiring manager best-practices   | Time commitment to consultation between Deans’ Group, Operating Committee HR Talent Development expert    | First review in Fall 2021   | HR Talent Development team, with support/ buy-in from area directors           | Internal, comprehensive review comparing real-state hiring practices against goals            | Do our hiring practices match the goals that we set?  |

**c) Student DEI (Admissions)**

*Priority goals: Increase diversity of Master’s students at Sloan. Sloan needs to: signal its commitment to DEI to prospective students (and faculty and staff); create and live up to a reputation as a warm and welcoming place; make substantive, measurable strides in terms of URM recruitment, conversion, support, and alumni engagement; ensure that our Admissions team reflects our commitment to representation and inclusion.*

**Parent Recommendation:** Recruiting – increase pipeline of qualified URM applications; double in the next 5 years

| Recommendation  | Resources needed | Timeline   | Oversees implementation | Accountability measure (e.g., annual report)   | Assessment of efficacy   |
|---|------------------|--|-------------------------|--|--|
| Recruit students earlier in their education by engaging with Universities with strong URM numbers (e.g., Brown) | Admissions team  | Ongoing; commit to a benchmarking/ fact-finding project to be completed by end of Spring 2020 semester | Admissions team         | Tracking/ data-gathering of how engagement with partner Universities translates to higher URM recruitment; can | Year-over-year analysis: can we draw a line between engagement with partner Universities and increased |

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|   |  | Have a clear plan of how to “engage” with Brown, etc. by Fall 2020  |  | be included in annual report to the Dean   | representation of underrepresented groups?   |
| <b>Recommendation</b>   | <b>Resources needed</b>  | <b>Timeline</b>   | <b>Oversees implementation</b>   | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>  |
| Connect with well-established and well-regarded programs on the college-level that serve URMs. This will allow Sloan to broaden its network of potential candidates                 | Admissions team (with support from Alumni and OER resources?)  | Ongoing   | Admissions team (with support as they request)   | Annual check-in with the Dean, presenting a comprehensive inventory of the programs with which we’ve connected; after 3 years, inventory includes an overview of the impact each connection is having on our recruitment numbers | Year-over-year analysis of the increase in recruits with whom we connect through each external program with which we engage                |
| Build relationship with the <a href="#">SEO</a> , which seeks to recruit high-achieving Black, Hispanic, and Native American college students for summer internships on Wall Street | Admissions team  | Ongoing   | Project manager on the Admissions team   | Tracking/ data-gathering of how our relationship with SEO translates to higher URM recruitment; can be included in annual report to the Dean   | Year-over-year analysis: can we draw a line between the relationship with the SEO and increased representation of underrepresented groups? |
| Reassess participation in the <a href="#">Consortium</a> , who requires participating schools to commit to offering merit-based, full-tuition fellowships to URMs                   | Admissions team, in consultation with the Finance team and OER to assess logistics of increased fellowship offerings | Develop action plan for “reassessment” of participation; discuss with Dean (incl. Finance team) by end of Spring 2020 semester? | Project manager on Admissions team, purview includes relationship management with peer schools that participate (e.g., Haas School of Business, Yale School of Management, and Tuck School of Business, all of which have been | Tracking/ data-gathering of how our relationship with the Consortium translates to higher URM recruitment; can be included in annual report to the Dean  | Year-over-year analysis: can we draw a line between the relationship with the SEO and increased representation of underrepresented groups? |

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|   |   |  | members for over 9 years)  |  |   |
| <b>Parent Recommendation:</b> Marketing - Build successful branding mechanisms to demonstrate Sloan's commitment to DEI                               |   |  |  |  |   |
| <b>Recommendation</b>   | <b>Resources needed</b>   | <b>Timeline</b>  | <b>Oversees implementation</b>   | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>   |
| The Sloan website and marketing collateral should reflect that Sloan is serious about DEI   | Admissions team, in consultation and partnership with OC  | Meeting/ discussion with OC, within first months of Spring 2020, to set a strategy for reviewing current website and marketing collateral through a DEI lens | OC, in partnership with Admissions team                                      | Did the meeting happen and do we have an inventory of materials that need changing to reflect DEI values?              | Is it feasible to look at the website and marketing collateral to determine whether the people we see/read about represent US demographics?         |
| Feature current Sloan women of color in marketing materials and events  | Project manager, in coordination with Admissions team, OC, Program directors                      | Aim to update Admissions materials by Fall 2021  | Project manager, in coordination with Admissions team, OC, Program directors | Annual check-in: can we see a substantive difference between representation in current materials vs. future materials? | If this responsibility can be handed to a specific person, then it's a part of their annual performance review                                      |
| Conduct an audit to determine the areas that lack in URM representation (panels, pamphlets, website, etc.)  | Admissions team, in partnership with OC? SLO?   | Conduct audit within a 60-day window after final Task Force report is submitted to Dean, build a road map of areas that need improvement                     | Admissions team, in partnership with OC? SLO?                                | Present results of audit to the Dean (or Deans' Group?)  | After building roadmap, commit to a timeline during which materials can be edited to reflect commitment to DEI; compare edited state to audit state |
| <b>Parent Recommendation:</b> Conversion – increase yield of URM candidates   |   |  |  |  |   |
| Host an (academic year kickoff) event with the MIT-wide Affinity Groups (in BGSA lounge or similar space that is designated as an open space for URM) | Event manager on Admissions team, working in partnership with Affinity Groups to set event agenda | Fall 2020 and annually thereafter  | Event manager on the Admissions team   | Did we host the event? Did actual attendance match projected attendance?   | Feedback from Affinity Group leaders and attendees  |
| Mentor Program: deliberate effort to pair   | Project manager (or maybe 2) on   | Meet with Affinity Groups during Spring  | Project manager(s) on Admissions team  | For a given AY, did every URM admit  | Feedback from mentors and mentees   |



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| 1 URM Sloan Student or Alum with a URM Admit with similar interests. Involve the Affinity Groups in the pairing process | Admissions team, working in partnership with appropriate Affinity Group(s) and student groups like SWIM and Male Allies | 2020 to understand what efforts are currently underway; determine how Admissions can be helpful with supplemental efforts; begin pairing URM admits with mentors during Summer/ Fall of 2020 |                                      | receive a mentor (or the option of a mentor)?  |   |
| <b>Recommendation</b>   | <b>Resources needed</b>   | <b>Timeline</b>  | <b>Oversees implementation</b>       | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>                                     |
| Host annual reception in partnership with Sloan Women in Business Club catered to female admits                         | Event manager on Admissions team, working in partnership with SWBC to set event agenda                                  | Fall 2020 and annually thereafter  | Event manager on the Admissions team | Did we host the event?<br><br>Did actual attendance match projected attendance?  | Feedback from SWBC leaders and attendees                          |
| Highlight the strength of the community by marketing "First Fridays" hosted by the BGSA and BBSA                        | Project manager on Admissions team, working in partnership with BGSA and BBSA   | With permission of BGSA and BBSA, begin marketing partnership in Spring 2020   | Project manager on Admissions team   | Use trackable means of marketing to measure how many people are learning about and/ or signing up to attend these events as a result of enhanced marketing efforts                               | Comparison of year-over-year average attendance at First Fridays  |
| Market monthly events hosted by HBC and the MIT-side Hispanic Student Club  | Project manager on Admissions team, working in partnership with HBC and Hispanic Student Club                           | With permission of HBC and Hispanic Student Club, begin marketing partnership in Spring 2020   | Project manager on Admissions team   | Use trackable means of marketing so that we can measure (e.g., in clicks) how many people are learning about and/ or signing up to attend these events as a result of enhanced marketing efforts | Comparison of year-over-year average attendance at monthly events |

| Recommendation  | Resources needed   | Timeline  | Oversees implementation    | Accountability measure (e.g., annual report)  | Assessment of efficacy  |
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| Increase fellowship funding and effectiveness of fellowship distribution; strive to ensure that fellowship is not why someone declines offer  | Admissions leadership, in partnership with Sloan Finance and Deans' Group  | Spring 2020 meetings with Finance and/ or Deans to establish options for fellowship distribution    | Admissions leadership      | Annual tracking of students who turn down offer due to lack of fellowship money   | Year-over-year, do we see a substantive change in the number of students who choose NOT to come to Sloan based on lack of fellowship funding?   |
| <b>Parent Recommendation:</b> Alumni engagement - targeted outreach that communicates multiple ways to engage with prospective students (including hosting events for students interested in Sloan). Support the message that Sloan Alumni are close-knit and active group, and leverage relationships with OER, the Alumni Board, and individual alumni to foster a strong sense of community. |  |   |                            |   |   |
| Support the participation of URM alumni during AdMIT Weekend (as a first step, ask URM alumni to be featured in a talk)   | Admissions office, AdMIT weekend coordinators, and Alumni Relations  | Begin soliciting participants in spring of 2020   | AdMIT weekend coordinators | Year-over-year tracking of the increase in speaker participation and representation, and participation of different alumni demographics in AdMIT weekend events | Feedback from alumni and AdMITs   |
| <b>Parent Recommendation:</b> Targeted and measurable efforts to improve pipeline/ recruiting marketing engagement with URM candidates  |  |   |                            |   |   |
| Sell the Sloan MBA to groups of high-potential candidates that are not traditionally recruited by business schools  | Recruiting team  | Internal audit of recruiting practices during Spring of 2020; by Fall 2020, develop action road map | Recruiting team            | Year-over-year tracking of increase in applications from candidates in fields from which we do not typically recruit  | After 3 years, assess demographics of students who were the focus of this aspect of targeted recruiting   |
| Commit to two years of funding for a Black Entrepreneur's conference. Follow the Martin Trust Center's lead in terms of conference design and execution.  | 2 year (at least) financial commitment<br><br>Finance team, Deans' Office approval; MTC buy-in; logistical support for MTC as requested/needed | Work funding into FY21 or FY22 budget?  | MTC                        | Did we run the conference? Was it executed according to the established budget?   | Establish KPIs to track the efficacy of the conference, including external perceptions of Sloan, participation of Sloan community, new partnerships between MTC and entrepreneurs who |

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|   |   |  |   |  | participate in the conference...etc.?  |
| <b>Parent Recommendation:</b> Internal processes - Admissions team demographics need to reflect the DEI goals that we set for the School.   |   |  |   |  |  |
| <b>Recommendation</b>   | <b>Resources needed</b>   | <b>Timeline</b>  | <b>Oversees implementation</b>            | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>  |
| Admissions should strive to have a steady-state level of staff diversity, with a particular focus on hiring URM staff, within the next 5 years. Admissions shall commit to interviewing at least one URM for every open position moving forward | HR in coordination with Admissions office to ensure internal tracking and     | Ongoing, as positions become available?                                      | HR in coordination with Admissions office | Do we see a change in the demographics of the Admissions team in 5 years? At that time, reassess whether current targets are still appropriate<br><br>For interview process, internal tracking and commitment to interview targets<br><br>After 5 years, reassess whether or not current interview targets are still appropriate | Do we see a change in the demographics of the Admissions team in 5 years? Have we met interview targets? |
| Highlight the strength of the community by marketing “First Fridays” hosted by the BGSA and BBSA  | Project manager on Admissions team, working in partnership with BGSA and BBSA | With permission of BGSA and BBSA, begin marketing partnership in Spring 2020 | Project manager on Admissions team        | Use trackable means of marketing so that we can measure (e.g., in clicks) how many people are learning about and/ or signing up to attend these events as a result of enhanced marketing efforts   | Comparison of year-over-year average attendance at First Fridays   |
| Market monthly events hosted by HBC and the   | Project manager on Admissions team,   | With permission of HBC and Hispanic Student                                  | Project manager on Admissions team        | Use trackable means of marketing so that we  | Comparison of year-over-year average   |

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| MIT-side Hispanic Student Club | working in partnership with HBC and Hispanic Student Club | Club, begin marketing partnership in Spring 2020 |  | can measure (e.g., in clicks) how many people are learning about and/ or signing up to attend these events as a result of enhanced marketing efforts | attendance at monthly events |
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**d) Inclusion and climate inside the classroom (short term)**

*Priority goal: Increase faculty awareness and readiness to address DEI topics in class, e.g., increase accountability/ incentive for faculty to follow through on equitable treatment*

**Parent Recommendation:** Prepare and empower faculty to address DEI topics in class

| <b>Recommendation</b>  | <b>Resources needed</b>                                      | <b>Timeline</b>   | <b>Oversees implementation</b>   | <b>Accountability measure (e.g., annual report)</b>                    | <b>Assessment of efficacy</b>   |
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| Develop a coordinated plan to deliver on the below   | Sr. Assoc. Dean of DEI or Faculty Gender Equity subcommittee | Spring 2021   | Sr. Assoc. Dean of DEI or Faculty affairs in coordination with Area/ Group Heads | Review with faculty (after 2 AY cycles) – did you get what you needed? | Course evaluation responses; follow-up communication to faculty to ask whether needs were met |
| Add at least one item to current course evaluations, inquiring about faculty engagement with DEI in the classroom, with respect to a specific aspect of DEI (e.g., Does the professor make a demonstrated effort to represent diverse viewpoints in course materials?) | SES, in consultation with Deputy Dean                        | Pilot in at least 25 courses in Spring 2020; full rollout Fall 2020 | SES  | Area/Group heads and Deputy Dean review of course evaluations          | Year-over-year data per professor and/or per course   |

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| Provide training for faculty to learn about creating an inclusive classroom, handling difficult conversations.   | Coaches equipped to discuss DEI issues with faculty; Faculty Gender Equity Subcommittee to build a toolkit for groups to use | Offer first trainings in Fall 2020; evaluate and adjust for Spring 2021; add course evaluation item in Fall 2021               | Deputy Dean, Area/ Group heads   | Area/Group heads and Deputy Dean review of course evaluations  | Year-over-year data per professor and/or per course  |
| <b>Recommendation</b>  | <b>Resources needed</b>  | <b>Timeline</b>  | <b>Oversees implementation</b>   | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>  |
| Create a “toolkit” with tactical materials re: student experience in the classroom; creating psychologically-safe environments; and suggestions (words, sentences) for responding to DEI questions in the classroom.<br><br>Share with all faculty and OAS.    | MIT Central HR Teaching coach equipped to advise on DEI toolkit  | Build toolkit and make available by Fall 2020; review at a regular interval  | Area/group heads deliver to current faculty; Manager, Faculty Affairs shares with incoming faculty and OAS | Manager, Faculty Affairs, ensures that new faculty and OAS have access to toolkit during Fall 2020 Orientation; same person reviews materials on an annual basis and refreshes in consultation with teaching coach | If these resources are offered online, we can track clicks to see how many faculty are using the resources and how often (and determine whether or not the toolkit needs to be more robust/which materials faculty consult most frequently, etc.)                                      |
| Require current faculty to take the orientation course/training offered to incoming faculty & OAS (e.g., offer a few times over the course of an academic year)<br><br>Require that current faculty complete the course within 5 semesters of initial offering | Materials and course instructor available Faculty and Gender Equity Subcommittee Dean and Deputy Dean follow-up              | Begin offering course to current faculty in Spring 2022, after adjustments have been made to new faculty & OAS course/training | Manager, faculty affairs   | Completion of course is tracked (e.g., in appointments details spreadsheet)  | (Faculty Gender Equity Subcommittee) collect and evaluate feedback from faculty about how the course can be improved (Dean and Deputy Dean) Discuss with faculty during evaluations or check-ins (e.g., fireside chats) to see if/how learnings have been implemented in the classroom |

| Recommendation  | Resources needed   | Timeline   | Oversees implementation   | Accountability measure (e.g., annual report)   | Assessment of efficacy  |
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| Send individual email to each faculty member stating MIT Sloan's goals on improving classroom environment, and ask them what would help them feel more confident/ comfortable in the classroom. In email, communicate commitment to evaluate responses and report back. | Deputy Dean and/or Dean  | Prior to Fall 2020 start   | Deputy Dean and/or Dean   | Report back  | Faculty response  |
| Have incoming (new) faculty and OAS take a required course on DEI (course work, research, etc.) as part of their orientation to MIT Sloan.  | Materials and course instructor available  | Add to Fall 2021 orientation program for incoming faculty & OAS  | Manager, faculty affairs  | Not sure how it's currently evaluated whether or not an incoming faculty member/OAS has "completed" orientation in a satisfactory manner | Not sure how it's currently evaluated whether or not an incoming faculty member/OAS has "completed" orientation in a satisfactory manner  |
| Create a community of practice that supports faculty-to-faculty communication and exchange of best practices when it comes to handling hot topics in the classroom  | Facilitators to solicit faculty participation, organize group conversations, and keep records of what topics are covered<br><br>Party responsible for following up with faculty re: concerns raised during group discussions | Offer first group discussion during Fall 2020 semester; offer two sessions during Spring 2021 semester | Manager, Faculty Affairs in coordination with Area/ Group heads | Area/ group heads confirm with Deputy Dean and/or Dean during check-in   | Record-keeping (e.g., what topics came up, what solutions were offered, what resources are needed to address issues that faculty are not sure how to address during discussion?); records should be reviewed prior to check-ins |

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| Provide peer support to faculty for making changes to the curriculum   | What kind of mentorship programs exist for new faculty? For current faculty?  | Ongoing/ad hoc. Would faculty be assigned a peer by Area/Group heads? Would they have to ask, or would one be suggested to them?   | Depends on current structure of faculty mentorship. Should probably include Manager, Faculty Affairs (for purposes of tracking/ organization) | Can we have a way to reward faculty for serving as peer support? Or can it be built into their review process as an expectation?   | We'd have to track over multiple semesters to see if faculty report that peer support makes a difference to their ability to adapt curriculum   |
| <b>Parent Recommendation:</b> Enhance TA role to support DEI-readiness   |   |  |   |  |   |
| <b>Recommendation</b>  | <b>Resources needed</b>   | <b>Timeline</b>  | <b>Oversees implementation</b>  | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>   |
| Add a DEI module to TA training  | Not sure who oversees this training and the materials included therein; needs to be a regular pattern of updating materials | Source an appropriate module (perhaps one already exists) and pilot for Fall 2020; make adjustments as needed to Spring 2021 offering; implement full-time for Fall 2021 | Whoever currently oversees this training/materials included therein   | TAs do not start work until they have completed this module  | Whoever currently oversees this training and the materials included therein collects and reviews feedback on module.<br><br>How do we currently assess whether or not the materials that we provide to TAs are useful to them in the classroom? |
| Empower TA to solicit and share assessment of classroom environment in measurable ways (e.g., call counts, keeping track of representation in group leadership, keeping an eye open for equitable treatment) | TA (with support from STS if particular software or other tools are needed to record/assess metrics)                        | Implement after pilot of DEI module for TAs Spring 2021)   | TA (with support from faculty if needed)  | Based on which specific items of measurement the TA and faculty member choose, accountability will come from producing report of data either at regular intervals during the semester and/or at semester's end | Who keeps track of whether or not faculty member makes substantive changes to classroom practices in order to address, e.g., inequitable call counts? Do we need to develop targets and/or guidelines (perhaps as part of faculty "tool kit")?  |
| <b>Parent Recommendation:</b> Model inclusive classroom experience in Sloan orientation  |   |  |   |  |   |

| Recommendation   | Resources needed   | Timeline                                   | Oversees implementation  | Accountability measure (e.g., annual report) | Assessment of efficacy  |
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| During all Master's programs orientation sessions (i.e., not just MBAs), enlist faculty support for SLO-led presentation that includes explicit discussion of how to share responsibility for diversity and inclusion at Sloan, and that models constructive ways to discuss DEI-related goals and concerns. | SLO to lead the discussion, with support from faculty<br><br>Support from Program directors<br><br>Materials to distribute to students (e.g., sheet of best practices, expectations for respectful engagement, DEI-specific resources) | Prepare and run first version in Fall 2020 | Program directors ensure that this discussion is a part of their respective orientation sessions | Whether or not the session occurs            | <i>What is the current process for collecting, evaluating, and responding to student feedback about their experiences during their respective program orientations?</i> |

**e) Inclusion and climate outside the classroom**

*Priority goals: Achieve greater impact with programs, events, and services by: integrating DEI content into the curriculum and extra-curricular activities; making a clear effort to solicit feedback from URM groups in particular and to address concerns; and improving staff knowledge and self-awareness of DEI considerations (incl. culture, mindful leadership). Establish better guidelines for data collection and information sharing.*

**Parent Recommendation:** Do a better job with what we already know (applies to all recommendations)

| Recommendation  | Resources needed  | Timeline   | Oversees implementation  | Accountability measure (e.g., annual report) | Assessment of efficacy   |
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| Generate more clear organizational structures and processes by which student input (survey and ad hoc) is collected and assessed. | Strong senior leadership<br><br>Buy-in from data collection teams (IR, STS, central and Sloan HR) | Make changes in early 2020 to roll out during AY 20/21 | Senior leader<br><br>(must have purview to oversee efforts by all Degree Programs offices, Student Services offices, STS...et al.) | Strong senior leader champion                | Less confusion, duplication of effort, things "falling between the cracks" |



| Recommendation  | Resources needed   | Timeline   | Oversees implementation  | Accountability measure (e.g., annual report)                        | Assessment of efficacy  |
|---|--|--|--|---|---|
| Generate more clear organizational structures and processes by which student input (survey and ad hoc) is distributed/ elevated   | Strong senior leadership<br><br>Buy-in from data collection teams (IR, STS, central and Sloan HR)                              | Following on AY20/21 rollout of improved data collection practices | Senior leader<br><br>(must have purview to oversee efforts by all Degree Programs offices, Student Services offices, STS...et al?) | Strong senior leader champion                                       | Feedback (via regular solicitation of feedback) to/from senior leadership, membership of D&I Steering Committee & subcommittees |
| Generate more clear organizational structures and processes by which student input (survey and ad hoc) is reported out to student population  | Deans' Office, with support from D&I Steering Committee  | Regular communication following on data collection                 | Senior leader who can coordinate communication (as opposed to piecemeal communication from different functional groups)            | Strong senior leader champion                                       | Student reception and feedback  |
| <b>Parent Recommendation:</b> Achieve more impact with existing programs, events, and services  |  |  |  |   |   |
| Create a campaign to raise awareness of DEI events & student support resources (e.g., upgrade diversity roadmap brochure, follow up on Sloan4inclusion idea for DEI coordinating committee) | Staff and student leader time<br><br><b>** Sloan Senate plans to follow up on Sloan4inclusion idea starting Spring 2020 **</b> | Phase one: Spring 2020<br>Phase two: AY20/21 (beginning in July)   | SLO? Student Matters subcommittee?   | Need an owner/project manager<br><br>Coordination with Sloan Senate | Higher attendance at existing events<br><br>Participant feedback  |
| <b>Parent Recommendation:</b> Extend the impact of extra-curricular programs, events; integrate DEI content into the curriculum   |  |  |  |   |   |
| Create a principled leadership (or similar) track or certificate, ideally to include extra-curricular activity options. Focus would be broad, with content                                  | Senior leadership champion<br><br>Departmental ownership (in Leadership Center?)   | Beginning of AY20/21?  | Leadership Center and SLO?   | Need a project manager  | Student enrollment and feedback   |

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| to include org culture and community stewardship, DEI, mindful leadership.   |   |  |   |  |                                 |
| Create an elective with a requirement to attend events such as Ask Me Anything   | Faculty, staff, and student leadership time   | Roll out as experimental course in Spring 2021?                    | Faculty member and SLO rep                            | Need a project manager   | Student enrollment and feedback |
| <b>Parent Recommendation:</b> Improve staff awareness of and sensitivity to issues of culture, DEI, mindful leadership; Increase student leaders' DEI comfort and competence   |   |  |   |  |                                 |
| <b>Recommendation</b>  | <b>Resources needed</b>   | <b>Timeline</b>  | <b>Oversees implementation</b>                        | <b>Accountability measure (e.g., annual report)</b>                          | <b>Assessment of efficacy</b>   |
| Invite (require?) student-facing departments (and individuals?) to generate goals re: stewardship of community and culture, DEI leadership, and/or mindful leadership  | Senior leadership champion  | Next performance review cycle (Spring)                             | Deans' Office & HR<br><br>Staff Matters subcommittee? | Senior leader champion is critical<br><br>Managers (roll out), HR (tracking) | Staff and student feedback      |
| Require DEI training for all student leaders (to include Core Fellows, club leaders, Senate); reinstate DEI plan requirement for all student clubs   | Staff time to design and deliver and/ or budget to engage outside consultants/ trainers | Start planning now to roll out AY 20/21                            | SLO?<br>Student Matters subcommittee?                 | Need a project manager   | Student and staff feedback      |
| <b>Parent Recommendation:</b> Do a better job of supporting URM students. Collect both quantitative (survey) and qualitative data to learn more about the individual and shared experiences of members of historically underrepresented or marginalized groups |   |  |   |  |                                 |
| Pilot a URM alumni/student mixer event (series?)   | Operating funds for the event, staff time, alumni availability                          | Fall 2020<br><b>**SLO is already planning this for fall 2020**</b> | SLO and Alumni Relations (and Admissions?)            | Need an owner/project manager  | Student and staff feedback      |

| Recommendation   | Resources needed   | Timeline   | Oversees implementation                   | Accountability measure (e.g., annual report)                | Assessment of efficacy                |
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| Codify efforts to support URMs, beginning with centrally-organized interviews or focus groups with students from various identity groups (esp. URM, female, segmented categories of Int'l students, LGBTQIA+ students) | Budget to engage outside consultants<br><br>Project manager and staff time to create a plan and coordinate across groups | Spring 2020 ("quick and dirty") or Fall 2020-21 (more comprehensive) | SLO?<br><br>Student Matters subcommittee? | Senior leader champion is key<br><br>Need a project manager | Review output for actionable findings |

**f) Curriculum: diversity in curricular materials/case protagonists (short term)**

*Priority goal: Ask academic groups to set specific, measurable goals; establish ownership, incentives, and accountability for improvements*

**Parent Recommendation:** Set tone regarding importance of DEI curriculum throughout the faculty lifecycle

| Recommendation   | Resources needed  | Timeline   | Oversees implementation   | Accountability measure (e.g., annual report)  | Assessment of efficacy   |
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| Ensure teaching coaches ask open-ended questions about approach to DEI in classroom and/ or employ a teaching coach who can speak directly to best-practices re: equity and inclusion in the classroom | Teaching coach(es) comfortable and prepared to discuss approach to DEI with faculty | As soon as possible in 2020                          | Teaching coach(es) and person(s) to whom they report (faculty dean) | Not sure what the "reporting" process is. Do coaches keep their own records of what they discuss with each faculty member, and with whom, if anyone, do they share these records? | Accountability at the Area/Group head level (?) in terms of checking in with individual faculty about their approach to DEI in the classroom/specific examples of engagement with DEI topics |
| When conducting search for faculty/OAS, include at least one   | Current owner(s) of drafting application language                                   | Add question to all application materials/interviews | Faculty/OAS hiring committee (per search)                           | A "commitment to DEI" question is asked of every applicant at   | Keep track of whether or not a satisfactory answer to this question  |

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| question in the application materials and/or in candidate interviews that ascertains commitment to DEI   | Review by Deputy Dean   | for searches that are authorized after <b>June 1, 2020 (or whatever date makes sense based on upcoming searches)</b> | with support from Deputy Dean   | least once during the interview process ( <b>confirmed via recordkeeping currently in place for interview process?</b> )  | <b>is a factor in a candidate moving forward or not. Ensure that faculty/OAS hiring committee members are prepared to assess what is/is not a satisfactory answer to the question(s) asked of candidates re: DEI commitment.</b> |
| <b>Recommendation</b>  | <b>Resources needed</b>   | <b>Timeline</b>  | <b>Oversees implementation</b>  | <b>Accountability measure (e.g., annual report)</b>   | <b>Assessment of efficacy</b>  |
| Leverage existing Academic Group structure and have each group set annual goals and strategy for attaining goals related to DEI, with appropriate follow-up, recognition, and accountability.  | Review from Dean and Deputy Dean  | Goals submitted on an annual basis, beginning with AY20/21   | Dean, Deputy Dean, and Area/Group heads   | Goals are published for community review and visible to students as well as staff and other faculty   | Community feedback on goals; review by Dean and Deputy Dean of goals vs. strategies that were implemented; recognition among community, communicated by Dean and/or Deputy Dean, for groups that meet and/or exceed their goals  |
| Provide curriculum support on a first-come, first-served basis to faculty who take the initiative and seek assistance to update their curriculum with a view towards greater gender and racial diversity (in cases, assigned readings, etc.) | Secure curriculum support beyond current offering<br><br>Track who asks for assistance and to what degree | <b>Depends on hiring/funding needs - work into budget for FY22 and implement thereafter?</b>                         | <b>Not sure who currently oversees distribution/ assignment of curriculum support</b> | If we track who asks for assistance and to what degree, we can measure the value of implementing updated curriculum against teaching evaluations (esp. if we include questions about DEI commitment) & against faculty testimonials | Faculty testimonials; keeping track of whether or not faculty take advantage of increase in curriculum support capacity  |

| Parent Recommendation: Leverage existing programs and networks to spotlight diversity of Sloanie success   |   |                              |   |  |   |
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| Recommendation   | Resources needed  | Timeline                     | Oversees implementation   | Accountability measure (e.g., annual report)   | Assessment of efficacy  |
| Develop case studies with diverse protagonists and use in classroom sessions.  | <p>Consultation with program teams (e.g., G-Lab team); consultation with alums working globally</p> <p>Funding for case writing; incentives for faculty who develop cases featuring diverse protagonists and/ or DEI topics</p> | Ongoing, beginning Fall 2020 | Party(ies) currently responsible for vetting and/or overseeing implementation of case studies | Use catalogue of cases to review current protagonists and track correction of imbalances in representation; <b>needs to be a review process built-in; who is responsible for suggesting action if protagonists of particular demographic are consistently under-represented?</b> | Party(ies) currently responsible for reviewing efficacy of case studies; student feedback   |
| <p>Highlight MIT Sloan entrepreneurs from around the world</p> <p><b>What is our current process for vetting the entrepreneurs we feature in, e.g., program materials, website articles? Where else do we currently see these featured individuals and how can we assess visibility?</b></p> | OC; consultation with alumni and OER; project manager from each Program office whose purview includes reviewing materials with a view to DEI and global representation  | Ongoing                      | OC and Program directors (and their teams)  | <b>Accountability depends on understanding of what the target is. How do we track who is highlighted and when?</b>   | <b>Not sure what drives this content. Would we have targets, based on demographics of alum population, which we could communicate to parties responsible for creating, e.g., promotional materials, website articles, pamphlets and other paper advertisements?</b> |
| Consult with faculty members by group/unit to determine specific courses/ pedagogy targets that could use  | Team responsible for organizing discussions with faculty and consolidation of results; faculty time   | During Spring 2020 semester  | Team responsible for organizing discussions with faculty and consolidation of results         | Team responsible for organizing discussions should catalogue cases currently in use, with an eye to demographic  | Team responsible for organizing discussions is able to get a clear view of current-state practices and deliver a  |

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| case studies, which have been updated with a view to increasing (e.g., racial, ethnic, gender) diversity of protagonists                       |   |                     |   | groups represented; present results to Deputy Dean (and any other party responsible for case study development)  | report that will inform the development of new case studies   |
| Provide encouragement and (financial) support for faculty to invite guest speakers who represent a broad variety of industries and identities. | Staff/faculty time to build and track networks of new speakers, maintain existing networks<br><br>Budget to pay certain portion of speaker expenses | Beginning Fall 2020 | Party(ies) currently responsible for organizing speaker series and maintaining contacts with guest speakers | Overview of speaker roster to be presented to Deputy Dean? Dean? Faculty Leadership? on an annual basis; reviewed with an eye to demographic (esp. domestic v. international) representation | Student feedback; evaluation of future state against current-state (e.g., if an imbalance between domestic v. international speakers exists, then a correction of that imbalance would demonstrate efficacy of invitations) |

**g) Inclusion and climate inside the classroom & curriculum (long term)**

*Priority goals: Offer financial support and incentives for faculty to develop DEI materials and engage with DEI topics in their research; prioritize DEI as a subject for course offerings and as a guideline for the development of classroom materials*

**Parent Recommendation:** We have an updated curriculum that educates a diverse student body about their role in leading diverse organizations and equips students of all identities (URM, LGBTIA+, International, and others) to discuss topics related to diversity, equity, and inclusion with both confidence and humility

| Recommendation   | Resources needed  | Timeline                       | Oversees implementation  | Accountability measure (e.g., annual report)   | Assessment of efficacy                            |
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| Faculty regularly review the curriculum to consider how DEI is addressed and the diversity of protagonists, visitors, and authors in their | Groups collect information on these questions at least every 3 years, to share with the relevant program committees | Ongoing, beginning Spring 2020 | Faculty group/area heads | Groups are asked by Deputy Dean and Dean (if not Sr. Assoc. Dean of DEI) to discuss what they have learned from that review and what | Comparison of current state to measurable targets |

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| courses. Upon review, faculty set measurable targets/ goals to address areas that need attention, and compile a report that describes these targets/ goals.  |   |  |  | their goals are at least every 3 years  |   |
| <b>Recommendation</b>  | <b>Resources needed</b>   | <b>Timeline</b>  | <b>Oversees implementation</b>   | <b>Accountability measure (e.g., annual report)</b>                             | <b>Assessment of efficacy</b>   |
| Every group sets a goal to develop and offer at least one class that explicitly discusses DEI topics (or modify an existing class)<br><br>Each group sets a realistic deadline for course implementation, based on faculty load and focus of the course (i.e., is DEI the main topic, or is it an addition to a pre-existing curriculum plan?) | Faculty members responsible for course development; support from Manager, Faculty Affairs and Deputy Dean; funding and staff resources associated with course development<br><br>Party responsible for research/ benchmarking re: peer institutions | Identify faculty members responsible for course development in Spring 2020<br><br>Is there a typical/guiding timeline for course development once a responsible party is identified? | Party typically responsible for introduction of new course to curriculum | Did the group implement the course according to the deadline it originally set? | Student course evaluations<br><br>Do we have a regular peer review process (in terms of observing each other's classes) among faculty at Sloan? |
| Dean, in consultation with faculty leadership and Deputy Dean, to meet annually and evaluate: progress of ongoing curriculum updates; utility of implemented updates   | Time commitment from Dean, Deputy Dean, and faculty leadership  | Beginning AY 20/21   | Dean, Deputy Dean, and faculty leadership                                | Did the meeting happen or not?  | Self-assessment of whether or not the meeting was productive and the meeting agenda was addressed   |

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| Faculty and staff program directors establish a pattern of regular 1:1s/ group meetings to ensure cross-program coordination  | Time commitment from faculty and staff program directors   | Quarterly, starting Spring 2020  | Faculty and staff program directors       | Periodic check-in from Deputy Dean and Dean of Degree Programs to ensure that meetings are happening   | Feedback between faculty and staff program directors re: eliminating reduplicated efforts and the benefits of sharing best practices in a deliberate way on a regular basis   |
| <b>Recommendation</b>   | <b>Resources needed</b>  | <b>Timeline</b>                  | <b>Oversees implementation</b>            | <b>Accountability measure (e.g., annual report)</b>  | <b>Assessment of efficacy</b>   |
| The school collects and publishes (for faculty access) contact and background information on new* visitors who come to speak in Sloan classes<br><br><i>*may need to focus on "new" b/c some faculty may be resistant to sharing their contacts</i> | Representative from the Deans' Office to maintain a roster of new (and previous?) guest speakers and other visitors; faculty buy-in and communication<br><br>Assistance from STS to set up appropriate program (NOT an Excel sheet!) | Begin compiling AY19/20 or 20/21 | Deans' Office rep, STS rep                | Roster is accessible starting AY20/21 at latest.<br><br><i>Not sure how to organize roster so that it stays up-to-date. Perhaps OER can advise with respect to how they compile and maintain prospect/donor records?</i> | Faculty feedback<br><br>Annual review by Deans' Office rep, with view to DEI, of which speakers from the contact roster visited campus; assessment by STS of faculty clicks, to see which speaker's pages were viewed and how often |
| Dean, in consultation with faculty leadership and Deputy Dean, to develop a clear process for sunseting and/ or reconfiguring implementation of updates that are not having a positive effect   | Time commitment from Dean, Deputy Dean, and faculty leadership   | Beginning AY 20/21               | Dean, Deputy Dean, and faculty leadership | Record-keeping by Deans' Office re: curriculum updates in the past AY, which are successful and will continue, which are not successful and need to be adjusted  | Self-regulation of record and accountability, on the Dean's (or Deputy Dean's?) part, w/ respect to effective evaluation of which updates prove useful and which do not   |
| <b>Parent Recommendation:</b> Faculty, graduate student instructors, and students feel prepared for and open to discussions of diversity, equity, and inclusion in the classroom  |  |                                  |   |  |   |



| Recommendation  | Resources needed   | Timeline                                 | Oversees implementation                                   | Accountability measure (e.g., annual report)  | Assessment of efficacy  |
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| Dean and Deputy Dean regularly articulate (to ALL Sloan) a commitment to having our classrooms be spaces for open dialogue, including respectful and informed discussions of DEI topics               | <p>Time commitment from Dean, Deputy Dean</p> <p>Support and education for Dean and Deputy Dean on how to develop effective messaging</p>  | Beginning AY20/21, at least once per AY  | Dean, Deputy Dean   | Was the email sent?   | Provide email address/ other mechanism for feedback from community members who want to communicate about their experiences with open/ respectful dialogue   |
| Deans' Office rep, in consultation with faculty leadership, HR, and SLO, creates a baseline document, shared with all faculty, communicating Sloan's expectations for creating an inclusive classroom | Deans' Office rep, faculty leadership, SLO, HR (advising on values language), STS and OC assistance with publishing  | Draft, review, and post by April 2020    | Deans' Office   | Commitment by Deans' Office rep to review statement annually and consult with faculty leadership and SLO about any changes, as needed,  | Can track clicks if posted online; feedback from community  |
| Faculty are incentivized to participate in DEI training and related discussions   | <p>Support/ buy-in from Dean, Deputy Dean, Manager, Faculty Affairs, faculty leadership</p> <p>Not sure if financial resources will be needed; depends on what is considered an appropriate way of rewarding participation</p> | Follows on introduction of DEI trainings | Deputy Dean, Manager, faculty affairs, faculty leadership | <p>For new &amp; junior faculty/ OAS: informal expectation to participate, introduced during Orientation and repeated during check-ins with faculty leadership</p> <p>Harder for senior faculty b/c we do not currently tie points to other valued things, e.g., service responsibilities</p> | Efficacy would be determined by piloting the trainings for a full AY, measuring participation, and determining if faculty members trust the value of the training and opt-in, or if carrots/ sticks are needed to encourage participation |

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| Offer and advertise PD conversations (optional but encouraged) for faculty who would like to gain skills and confidence to update course materials and/ or engage in classroom conversations about DEI topics  | Consultation between HR, Faculty leadership, and current teaching coaches<br><br>Individual(s) to lead conversations<br><br>Funding and/ or resources for hosting conversations on a regular basis | Beginning in Fall 2020, offer at least two group sessions annually, supplemented by opportunities for 1:1 engagement with a conversation leader | Faculty leadership, with support from HR   | Do Area/ Group heads make a deliberate effort to advertise the resource?<br><br>Track attendance to see which areas/ groups are represented and which area/ groups consistently choose not to engage with this type of training | Feedback from faculty participants, solicited by Area/ Group heads<br><br>Feedback, solicited by Area/ Group heads, from faculty who routinely avoid participation AND whose student evaluations suggest a need for this sort of training |
| <b>Recommendation</b>  | <b>Resources needed</b>  | <b>Timeline</b>   | <b>Oversees implementation</b>   | <b>Accountability measure (e.g., annual report)</b>   | <b>Assessment of efficacy</b>   |
| Freedom to experiment, adjust, and (sometimes) fail. Dean and Deputy Dean set the tone among faculty that good-faith efforts to engage with DEI topics are encouraged, and that student evaluations are *a* factor, but not *the* factor, when assessing faculty members' (esp. tenure-line, lecturers) individual commitment to engage with DEI topics. | Time commitment from Dean, Deputy Dean, and Area/ Group heads? to review evaluations with individual faculty members and offer guidance/ resources   | Communication in Spring 2020 to current faculty and OAS; part of Orientation commentary starting in Fall 2020                                   | Dean, Deputy Dean, and any other parties responsible for reviewing student evaluations of individual faculty members | Dean, Deputy Dean, and/ or Area/ Group heads make the effort (perhaps during annual goal-setting process) to solicit and address feedback from faculty  | Tracking improvement, year-over-year, of faculty who receive unfavorable feedback re: their handling of DEI topics  |

## Appendix F: Bike Rack Items

*This section is a record of ideas, questions, and concerns that task force members raised in the course of regular task force meetings. Some items are recorded because they were not immediately addressed (whether for lack of time or because task force members did not have the necessary data or resources to determine an answer). Other items are recorded in order to represent and retain the thread of conversation regarding the topics and themes that were repeatedly discussed during meetings.*

| D&I Task Force - Bike Rack  |
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| <b>RE: What would it take for you to consider the task force a success?</b>   |
| We need an actionable plan that is sustainable, reasonable, and enforceable (and responds to letter from students)  |
| Stop the fragmentation of diversity efforts and build a support system (including budget and personnel) that can facilitate changes across the School   |
| Holistic, actionable recommendations in which everyone on the task force has a say  |
| Measurable process for increasing URM enrollment and clear signs of a more welcoming, comfortable environment for URM students (including faculty awareness, classroom materials, URM faculty population) |
| “Success” would be a the ability to demonstrate a clear correlation between progress in the future and recommendations that we make now   |
| Improve URM pipeline and prioritize increasing yield among URM prospects  |
| Develop both aspirational and actionable recommendations  |
| Ability to identify someone or some office at Sloan that is responsible for coordinating and supporting DEI efforts   |
| Explicit and ambitious goals  |
| Ensure that we address D,E,&I, not just one or two of the three   |
| Respond to student letter   |
| Clear/concrete timeline for goal implementation   |
| Develop solid understanding of priorities/changes that need to happen sooner rather than later to lay the groundwork for continuous changes   |
| Recognize what is already happening and build on it, rather than starting from scratch and/or overlooking current learnings and best practices  |
| <b>RE: Faculty DEI</b>  |
| How can we facilitate and track more regular discussions among faculty about DEI?   |
| Create opportunities/secure space <b>outside</b> of the classroom for DEI conversations to start and/or continue  |
| We should request that goals are being set on the unit level; the call for goal-setting needs to come from the top  |
| Support the establishment of cross-functional goals and opportunities to engage across teams  |
| Schedule regular reminders to be distributed RE: best practices (and reminders can serve as a reminder to update the list)  |
| Create and distribute a working list of “faculty best practices” aimed at individual-level efforts (and/or at unit-level efforts)   |
| Make D&I parameters clear and set expectations; provide incentives for participation and reward proactivity   |
| Create guidelines and support for faculty who try something new and fail  |

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| Create method of systematic benchmarking with other universities RE: cases and other teaching materials  |
| Make implicit/unconscious bias training available to faculty more explicitly/provide incentives for completing it  |
| Provide a fund specifically for faculty who enhance diversity in the curriculum  |
| Hire additional teaching coach/coaches needed for new faculty, esp. coaches who can develop DEI awareness and comfort/sense of responsibility when it comes to making DEI a regular part of in-class experience  |
| DEI training is not specifically a part of New Faculty orientation. Do Sloan faculty take advantage of central campus Orientation (which includes DEI topics) or TLL and, if not, how can we encourage/support their attendance?   |
| Design a specific course/tool for Sloan faculty based on central campus courses/resources (b/c those resources are aimed at teaching science and engineering undergrads, and not tailored to our faculty member's likely experiences/needs)  |
| It is not enough to suggest these resources – there needs to be a requirement for new and existing faculty alike. We need to set the tone that awareness is an expectation/baked into the job, not a suggestion.   |
| How can we revise the TA training process to make sure that TAs actually go? They could be great resources in terms of tracking DEI issues (e.g., call-counts, helping faculty comb through cases for opportunities to incorporate DEI elements)   |
| How do we communicate the need for an ongoing commitment to learning and development in terms of pedagogy and reward faculty for their efforts? What consequences exist for faculty who have no interest in this type of training?   |
| Female faculty need continued support to address views expressed by students with limited sensitivity/understanding of this aspect of DEI. How do you confront biases that are not constructive/aligned with our DEI goals? This is an issue that comes up due to cultural differences (e.g., among international students who have a different view on equity and inclusion on the basis of gender) |
| Advertise responsibility of faculty and students in creating a safe and supportive environment for each other, in and out of the classroom   |
| Faculty need case support  |
| We are continually (though only relatively recently) addressing bias issues in the hiring process; how can we continue what works and identify/account for areas that need attention (e.g., short lists with no URM candidates)?   |
| RE: recruiting – what kind of record keeping and information sharing exists?   |
| Efforts to address pipeline depth do not seem systematic or adequately-documented; they are based on individual effort and accountability  |
| We need to be clear about how we are acting and why. What are the expectations?  |
| Emphasis on measureable and authoritative goals  |
| Require DEI statement as part of prospective faculty application process   |
| Build incentives for hiring diverse Pre-docs   |
| Support a Pre-doc program for UG students who are considering a PhD  |
| Set informal attendance targets for summer conferences and workshops that include URM and female participants  |
| What programs can we create/participate in RE: building a diverse pipeline starting with early childhood/childhood education?  |
| Create and share with faculty an explicit list of competencies that we believe to be integral for training students to enact Sloan's mission   |
| Increase diversity of Action Learning mentors  |

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| Offer regular TED talks and other free events on DEI   |
| Offer customized/tailored courses on leadership & diversity for various interest groups (URM, women, industry focus, etc.)   |
| <b>RE: Staff DEI</b>   |
| Ask hiring managers to participate in unconscious bias training  |
| Ongoing obligation within departments to set and reach goals; reporting structure that makes efforts clear to everyone with Sloan ID   |
| Focus in on and adjust habit of passive recruiting vs. relationship building with particular groups; make use of professional networks beyond the ones we typically turn to  |
| Pipeline analysis to see where diverse candidates exit the process   |
| President and Provost need to be responsive to our plans; we have to show that we are serious about changes and that there is true buy-in from the top   |
| Focus on pre- and post-doc programs and summer learning opportunities; make sure they're open to children of staff   |
| DEI efforts cannot just be based on Affirmative Action recommendations (and are not, currently); we need good data and processes that come from clear goal setting and expectations  |
| Address (perception of) lack of opportunities for growth   |
| Climate/culture shift in terms of "meritocracy" at Sloan and broadening the definition of "excellence" while fighting the false idea that we have to sacrifice on quality of staff, students, and faculty in order to do so  |
| Designated staff member whose purview is URM pipeline and increasing yield   |
| Build DEI goals into JDs for individual staff members (i.e., all people at all levels know that they have some responsibility for learning and development)  |
| <b>RE: Admissions</b>  |
| Tracking of where URMs enter pipeline and how we engage/do not engage with individual candidates (e.g., via social media, campus visit, etc.); do correlations exist between types of engagement and matriculation?  |
| How are we tracking the efforts of current students RE: recruiting, and how are we supporting URM students in particular, who are disproportionately called on as representatives of their demographic?  |
| How do we measure MLT engagement and the yield/traction gained with students via MLT events?   |
| "Diversity days" – what other names can we consider that do not create a normative group and an "other" group?   |
| We need a more robust process of inviting alums to participate in recruiting events; the call for participation often does not communicate the need. It is also the case that alums who would be willing to participate do not simply because they do not know about events in time.   |
| Use of Slack and/or WhatsApp as means of informal communication between current and prospective students. How are we tracking this and can we demonstrate that it has a positive influence on yield?   |
| GMAT scores – why is 650 the floor? What information do we have that demonstrates the correlation between GMAT score and success in and MIT classroom? Are our highest performers consistently those students who came in with the highest scores? Is there a correlation between students who are highly engaged in community service/leadership positions and students with a high GMAT score? |

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| What kind of bias training exists for application readers and does this training need to be augmented? Do we need a larger force of readers?  |
| How much of URM yield (or lack thereof) is about fellowships/funding and what can we do to address this?  |
| <b>RE: Masters' Program Climate</b>   |
| Strategy for increasing URM yield, support for URMs at all stages of recruitment, and program/tailored support for URMs who matriculate   |
| Women consistently experience Sloan as a less inclusive and equitable place; this is also potentially true for LGBTQIA+ students, but survey sample sizes are consistently too small to tell if information is statistically significant  |
| Assistance for International students RE: possible need for additional cultural and social on-ramping, as well as special visa needs  |
| Low-SES/1st gen American students (including non-URMs) face special challenges when it comes to co-curricular and extra-curricular activities that assume that the students have significant financial resources (this is a widespread issue in MBA programs)   |
| How can we address the perception of Sloan that it is a difficult and/or unwelcoming place for URMs?  |
| Make sure that all students (not just new students) have clear paths to offices where they are supported/safe spaces on campus; advertise these spaces regularly and openly   |
| Feature DEI commitment and work in marketing materials; develop a set of talking points for outreach, ambassadors, etc.   |
| What can we do to foster informal connections between students and alums, students and faculty, and/or prospective and current students; what support can we offer to URM students who feel that they are carrying a disproportionate amount of the responsibility for recruiting prospective URM students? |
| Create more informal/non-recruiting-based opportunities (and provide/ensure space and funding) for URMs to meet and mingle throughout the year (e.g., coffee hours, dinners with alumni)  |
| Set DEI-related learning objectives for students; require faculty to create at least one opportunity for a productive class discussion on DEI per course  |
| Sponsor a competition (e.g., Hack for Inclusion) where students generate ideas for DEI programming; support winning ideas up to \$X   |
| Institute call counts in classes (if only for a limited time per instructor to form the habit) & develop system of reporting (information gathering, not punitive)  |
| Can we establish guidelines/best practices for coordination across groups when it comes to communication and program offerings RE: DEI?   |
| Addressing DEI issues that arise in activities not directly controlled by the School, e.g., curriculum (controlled by academic groups, in varying degrees of partnership with the various Master's programs) or student clubs (which operate with significant autonomy vs. being controlled by SLO)         |
| Partnerships with HBCUs and MIT offices (e.g., Office of Minority Education)  |
| Expand Good Jobs road map or develop a new road map for students who express an interest in DEI work  |
| Orientation (and pre-Orientation) programming – what can we introduce/reinforce to communicate cultural expectations to students?   |
| Students need support and guidance RE: handling DEI conversations and having respectful engagement with faculty   |