

Chancellor

The Office of the Chancellor made progress on a number of fronts to advance the mission of the office, which is to enhance and support student life and learning and to support a number of Institute-wide initiatives and projects. The details of our work in these areas are presented in the reports of the Office of the Dean for Graduate Students (GSO), the Office of the Dean for Student Life (DSL), and the Office of the Dean for Undergraduate Education (DUE). Only highlights are presented here. Several other programs and initiatives for which the chancellor has responsibility are discussed briefly and are included in detail in other parts of the *Reports to the President*.

Highlights

This past year has been marked by a number of significant accomplishments. We made a substantial increase in our undergraduate admissions yield. A record number of the high school seniors (65 percent) to whom we made offers of admissions accepted to come to MIT. This is a major accomplishment and speaks to the great strides we have made in getting the message out about the quality and value of an MIT education.

While this enrollment success puts some pressure on our housing system, we have been able to accommodate all of our students and maintain the quality of the residential environment that is central to the quality of the student experience at MIT. The experience underscores the urgency of planning for additional housing capacity and for utilizing more fully housing already in the system, including capacity in the fraternity, sorority, and independent housing sectors. During the year, we initiated studies to explore options for expanding capacity.

Our efforts to improve student life and learning continue to benefit from the strong leadership of our deans, outstanding staff, and from the active engagement with our various stakeholders—from students and faculty to alumni and parents. We are especially pleased with the working relationships with students. It is not hyperbole to say that in many of our initiatives to improve residential life and student programs, students are partners in every sense of the word—from problem framing to implementation and assessment.

The Chancellor's Office sponsored a number of leadership development activities designed both to broaden the skill base students bring to their activities and to their work with us and to help in their overall educational development. A fall 2003 "Chancellor's Summit" was a highlight of the year's work with students and produced fresh ideas for making further improvements in programming for student development. The summit was also a showcase of cooperation among the student leadership. Student enthusiasm for these activities leads us to plan for strengthening leadership development efforts in the coming years. Leadership development is an investment both in education and in enhancing our ability to design and manage our student life agenda.

While much of the attention to student development focuses on undergraduates, this is not an exclusive focus. There is similar and successful engagement with the graduate student leadership—both with student leaders on their agendas (e.g., housing, health insurance, etc.) and more broadly on student life and social support. Undergraduate and graduate student leaders played a constructive advisory role to the presidential search process.

We have also enjoyed outstanding engagement with faculty. Faculty provide critical leadership on committees, task forces, and projects that define our student life and learning efforts. Their initiative and leadership in educational innovations, advising and mentoring, service learning, and residence life are critical to continuous improvement. The examination of the education commons initiated during the year and scheduled to conclude in 2005 will provide a critical assessment of the quality and mission of undergraduate education and provide a roadmap for the future. A number of departments have a parallel review of their major and minor offerings. There is a queue of proposals for new programs and for curricula changes.

MIT has made a successful transition to SEVIS—the new federally mandated infrastructure that supports the registration and tracking of international students. This was a difficult bureaucratic effort that our staff handled very well, even as they continued to support international students in a variety of ways. We redoubled our efforts to encourage community support of international graduate students. Many of us were anxious about the impact of federal regulatory procedures related to security and the national environment that to these students seemed increasingly less welcoming. Some international graduate students were also concerned that we might treat them differently in the wake of heightened security concerns. We made many efforts to allay these concerns.

In collaboration with the Medical Department and our student deans, we continue to refine our approach to strengthen support for mental health. Extra efforts this past year focused on assessment and early intervention, strengthening support and health education, enhancing mental health staffing, and related services. Our model features both medical and community support elements.

The chancellor and other faculty and officers made presentations to the May 2004 MIT Faculty meeting on our progress in diversifying the faculty and student body. While substantial progress has been made and sustained in diversifying the undergraduate student body, much less progress has been made in efforts to diversify the graduate student body or with the faculty.

The Faculty voted to request that the administration, in consultation with faculty and departments, develop approaches to increase diversity and report back to the Faculty in spring of 2005 on progress. The discussion also included a number of suggestions for how to improve faculty diversity. The Faculty meeting and subsequent discussions at the Diversity Council and consultation with the deans led to new approaches to be tested or implemented in FY2005.

The chancellor participates with other senior officers in the Campaign for the Future. MIT will close a successful capital campaign at the end of 2004. While we will exceed our \$2 billion goal of the campaign and be able to point to many new resources to enhance campus life (e.g., the Zesiger Sports and Fitness Center and new residence halls), we have not achieved our goals in elements of the campaign targeting student financial aid, fellowships, and student life. In the coming year we will refine our message and redouble our efforts to achieve these goals so that we will have the resources to support our programs and plan, as well as to maintain our ability to provide access for needy students.

The Task Force on Fraternities, Sororities, and Independent Living Groups (FSILGs) completed its work during the year. Their work focused on the following areas:

- Understanding the attitudes and interests of current and prospective students, as well as alumni, about the FSILGs and their value and role in undergraduate life
- Understanding changes in the operating environment facing fraternities
- Improving communications among stakeholders about how to address issues facing off-campus housing
- Addressing financial problems and assessing how to address structural issues
- Enabling successful marketing and recruitment
- Managing the transition to a more sustainable future

The task force's report accomplished three things. First, it included data and analysis and offered insight into how to address each of the areas above. Second, the task force identified roles and responsibilities of the various stakeholders—students, alumni, and administration—in addressing the long-term needs of this sector and of the campus housing overall. Finally, the task report recommended process changes that might be helpful in the task of building confidence that we can in fact succeed in our goals for the system.

During the year, the administration took the following preliminary steps to respond to the report:

- Task force cochair Steve Immerman has been assigned overall responsibility for implementation of the report's recommendations and for overseeing the FSILG staff.
- The Independent Residence Development Fund was explored as a fundraising mechanism and as a source of support of the house educational programs and potentially effective in reducing financial pressure.
- A reenergized Association of Independent Living Groups started to explore a number of priority items for this sector. (The task force paid much less attention to independent living groups than to fraternities and sororities.)
- The FSILG Cooperative, Inc. was established.
- Work started on an alumni-led chapter accreditation process.
- Students have taken the leadership roles in improving recruiting and risk-management processes.

- Steve Immerman and Bob Ferrara '67, director of FSILG alumni relations, initiated fundraising for FSILG initiatives, including those that support leadership and training.
- Further plans to implement the recommendations of the task force will be a priority for the coming years.

The geopolitical situation and post 9/11 immigration regulations forced us to review our efforts to support international students who face enhanced regulatory requirements. MIT, like other institutions, experienced a significant decline in the number of applications from international students last year—a reduction of 17 percent at MIT versus a more than 25 percent reduction nationally. While the overall quality of our applications did not decline, we are concerned that the trend will be adverse for the competitiveness of American institutions of higher education and the US economy. It is imperative that our outreach efforts signal that we are open to the best students from anywhere in the world and that students who come here to study will be welcomed and well supported.

In this past year, offices that report to the chancellor made significant improvements in many of the administrative systems that support student life and learning. In the area of student housing, we improved operations by improving the housing lottery in ways that increased occupancy and provided more timely confirmation of placement. We commenced upgrading at East Campus, part of a long-range strategy to improve livability in the oldest residence halls. This comes after recent investment in older buildings aimed at making health and safety enhancements.

We have made major improvements in campus dining. Working with students' input, we opened a new facility in McCormick and in Stata. We closed the Walker Dining Hall. A stronger set of food vendors is in place and costs have been reigned in. The facilities in Next House and Simmons continue to receive great reviews. Dining (and not just eating) is increasingly part of student life. Surveys point to positive student assessments of these initiatives.

The Department of Athletics, Physical Education, and Recreation was busy with the implementation of its strategic plan and has enhanced its fundraising efforts. Programming, operations, and engagement (including fundraising) all showed major improvement. The Zesiger Sports and Fitness Center continues to be a powerful force in the community. Memberships exceed 10,000 and draw from the entire community. Satellite athletics operations at Stata came online in the form of a renovated Alumni Pool and new fitness space.

We continue to make progress on several items in our student life agenda. Orientation of new undergraduate students (done in a collaboration between DUE and DSL) continues to improve toward our goal of a more substantial and immediate connection between freshmen and the academic and student life experience. More than 40 percent of the new students participated in prefreshman orientation programs. Housemasters presented a richer set of house offerings, and student leaders in both residence halls and the FSILGs took a prominent role in introducing students to campus life. Orientation for new

graduate students has been greatly enhanced at the behest of graduate students who increasingly seek a connection with their peers across the campus and not just in their departments and laboratories.

We continued to support the Medical Department and deans' efforts to improve mental health services based on the plan presented by the Task Force on Student Mental Health in 2001. Medical and DSL staff took further steps in implementation: education, new protocols in dealing with students at risk, training, and so on. Further details are included in the sections of this report from the Medical Department and the Division of Student Life.

Other Areas

The Chancellor's Office is also responsible for overseeing several other activities in student life and learning.

The Cambridge-MIT Institute

The Cambridge-MIT Institute (CMI) is a strategic collaboration of MIT and Cambridge University in England. The past year demonstrated continued success of the initiative. The masters' programs at the interface of management and engineering that we assisted Cambridge in setting up got off to a great start. Research collaborations continued to grow and have a more sharply defined focus on topics related to productivity and entrepreneurship.

We improved our process for orienting students going from MIT to Cambridge. Additional departments had faculty work with colleagues at Cambridge University to prepare curricula offerings to support students who want to spend a year at the partner campus.

Program assessments and reviews with the British government on CMI's progress have gone well. Strong connections have been developed with corporations and regional agencies. An active Advisory Committee is in place and is the source of both feedback and connection to stakeholders. The overall progress was underscored by an invitation to CMI from the government to discuss a second phase for CMI. While prospects for some continuation in government funding are good, it is also clear that many aspects of a continuing relationship between the schools, including the student exchange and faculty research, will require private and foundation fundraising. Dr. Allison Richard joined the board as the new vice chancellor of Cambridge. The year ended with a search for a replacement for Sir Alex Trotman, who has served as chair of the board since the program began and who had indicated his intention to step down as soon as a replacement was found.

The MIT-Ford Alliance

The MIT-Ford Alliance is a strategic alliance between the Ford Motor Company and MIT. Under the very able leadership of faculty director Professor John Heywood, and

MIT Alliance staff director Dr. Joe Saleh, who joined during the past year, we made substantial progress in defining new areas (e.g., active safety) and sharpening others (e.g., environmental and energy research). MIT noted Ford Motor Company's 100th birthday and the numerous connections between the company and MIT over many years. At the end of the year, the company appointed Simon Pitts to be the Ford Alliance director at MIT. He replaces Stephen and Kristin Schondorf, who shared this role for the past two years.

Faculty Vote on Reserve Officers' Training Corps

The MIT Faculty voted in 1996 to have the administration report to the Faculty each year on progress in removing the barriers to participation in the Reserve Officers' Training Corps (ROTC) on the part of students who are gay or lesbian. US Department of Defense policy now prohibits participation of these students. Our report each year addresses the following:

- Our advocacy, initiatives, and collaboration with others to bring about change in Defense Department policy
- Reinsurance of students who lose financial aid
- Campus climate for gay and lesbian members of the community
- Campus programs in leadership development

We made progress in promoting a more welcoming environment for the lesbian, bisexual, gay, and transgendered community. We also advanced efforts to promote leadership development, including participation of ROTC faculty. We made no progress in changing national policy—not by legislation, executive action, or judicial advocacy. Our peers also were not active in this area.

Overall, the office made great gains in the student life and learning agenda—in the accomplishments of the constituent offices, the initiatives supervised by the chancellor, and by what has been put in place for the future.

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More information about the Office of the Chancellor can be found on the web at <http://web.mit.edu/chancellor/>.