

Chancellor

The Chancellor's Office was reinstated by President Charles M. Vest on August 1, 1998. In recreating the office, the president assigned a number of responsibilities to the Office of the Chancellor, including oversight of undergraduate education, graduate students, student life, and international initiatives. The chancellor participates with the provost and other senior officers in resource, capital, and strategic planning, enrollment management, budgeting, and management of selected Institute large-scale initiatives.

The chancellor is committed to advancing the goals outlined in the 1998 Report of the Task Force on Student Life and Learning, which in broad terms commits MIT to enhancing campus life, student services, and the infrastructure to support it. In 2007, the Task Force on the Undergraduate Educational Commons framed a vision for the undergraduate experience. In the simplest terms, the report states our goal of advancing the environment for learning, research, and community.

The past year marked the 10th anniversary of work on an agenda to strengthen student life and learning. In the last decade significant progress has been made in a number of areas:

- Strong support for faculty teaching innovation, with many pilots and initiatives—technology-enhanced active learning (TEAL), project-based learning, and the like—to address the variety of learning styles and intellectual traditions
- Enhanced use of educational technology, including OpenCourseWare and course management systems such as Stellar
- Stronger recognition of quality teaching, and new support for improving graduate student teaching
- A more diverse student body, including women and underrepresented minorities
- Significant increase in undergraduate participation in the Undergraduate Research Opportunities Program (UROP) and a closing of the gap between levels of participation for underrepresented minority (URM) and other students—both now have rates of better than 80 percent
- More active recognition programs for faculty and students, and more recognition in the form of foreign scholarships (e.g., Rhodes Scholarships, Marshall Scholarships, and the like)
- Successful pilots in residence-based academic initiatives, including residence-based advising and International House
- Successful transition of all freshmen to campus residence
- Support for increasing global interests among students with courses, programs, internships, and other programs
- Enhanced support for community life for graduate students
- New programming and infrastructure support for Fraternities, Sororities, and Independent Living Groups (FSILGs)

- New emphasis on student leadership development in connection with curricular areas and student life
- Stronger support for student well-being, and mental health and counseling services
- Stronger support for development and renovation of community spaces
- Renovation of existing facilities and construction of new facilities

Despite significant progress on a number of fronts, over the last decade and the last year, there are areas where serious work continues and where we are far from achieving our goals. These areas include the need for additional resources for undergraduate financial aid that will advance our commitment to MIT's policy of need-blind admissions and need-based aid. There is a similar need for fellowship support for graduate students. We, and most of our peers, still do not meet students' advising and mentoring needs. While we have made great strides in undergraduate diversity, we have not made significant progress in minority graduate enrollment. We lack a high-quality and sustainable dining system. We have a number of facilities that are in need of renovation. These are all part of a continuing agenda.

This report summarizes some high points of our work in the past year. The reader will also want to read the detailed reports from the dean for student life, the dean for undergraduate education, and the dean for graduate education, as well as the reports submitted by other major initiatives cited in this report.

The great challenge we face in this office is to obtain adequate resources to maintain the momentum in advancing our agenda. The chancellor worked with Resource Development to frame and do the preliminary work on a campaign to raise student support. During the past year, there was a broad consultation with stakeholders, development of campaign case material, cultivation events around the country, and other activities in advance of the launch of the Campaign for Students that would occur in October 2008.

The aim of the campaign is to highlight the talents and accomplishments of our students, "the Human Factor." They are the assets we enhance through education that is rigorous and effective in preparing them for leadership. MIT students' achievements result from all we do to enhance the academic and co-curricular experience. There are four elements to the planned campaign that aim to raise at least \$500 million by 2011. The Campaign for Students seeks:

1. Scholarship support, which enables us to continue our commitment to need-blind admissions and need-based aid
2. Graduate fellowships, which will provide similar support for first-year graduate students, ensure that our graduate students receive the best preparation for research opportunities, which typically start after the first year
3. Funds for the development of a broader educational experience that emphasize curricular enhancements, hands-on and project-based learning, international study programs, and support faculty and education initiatives

4. Resources to support student programming in living/learning communities; leadership development; athletics; FSILGs; campus activities; and upgrades to campus facilities

Task Force on Student Engagement

The Task Force on Student Engagement was established in spring 2008. The goal was to strengthen the framework for students' input in decision making on matters that affect student life, exploring channels for information-sharing, maximizing transparency, and promoting the interface between students and administrators at the Institute.

Members included the chancellor, dean for student life, dean for undergraduate education, dean for graduate education, vice president for Institute affairs and secretary of the Corporation, chair of the Faculty, and chair of the Committee on Student Life. Students were represented by four undergraduates (presidents of the students' governance organizations: the Undergraduate Association, Dormitory Council, Interfraternity Council, and Panhellenic Association), and four graduate students (officers of the Graduate Student Council).

The group operated under the principle that consultation with students on matters that relate to them should be the default position whenever practicable. The task force uses preexisting committee structures and aims to preserve and enhance the long-standing tradition of shared decision making at MIT.

Student Life

Dean for student life Larry G. Benedict retired at the end of the 2007–2008 academic year. Costantino “Chris” Colombo from Columbia University was appointed to replace Dean Benedict. Not only did Dean Benedict do an outstanding job over the eight years he was in the position, he created the office as we know it today. When he arrived in 2000, the Office of the Dean of Students and Undergraduate Education (ODSUE) had just split into two parts, administered by the dean for student life (DSL) and dean for undergraduate education (DUE). The various units related to student life in the former ODSUE had to be recreated as new units in the Division of Student Life. They had to frame a mission, reorganize staff, and create relationships with various offices across campus that support students and manage infrastructure—from Facilities to Medical. Some of the units had significant operational challenges that would be part of the dean's challenges.

The new division also had to develop new programs to advance the goals of the Task Force on Student Life referred to above. The DSL's report to the president summarizes principal activities in the past year. The list below outlines some of the major achievements that we celebrated during Dean Benedict's tenure and that defined a transformation.

- Dean Benedict's shared services model for human resources, budget and finance, communication, Environmental Health and Safety (EHS), and Information Services and Technology (IS&T) has been very effective and serves as a model for improved efficiency and effectiveness.

- The dean started the still unfinished task of developing a campus dining program.
- Dean Benedict oversaw the change to all freshmen on campus and supported the strengthening and transformation of the FSILG. In partnership with alumni, most fraternities emerged from the change stronger.
- He strengthened the housemaster system with new housemaster programs added in graduate residences, including recently Edgerton House, as well as the appointment of many new housemasters who have brought new energy to residential programs.
- Dean Benedict oversaw the development of two residence halls (Simmons and W35), the reorganization of MIT athletics, and the establishment of the Zesiger Center. Several other facilities were overhauled.
- Dean Benedict worked toward an intentional student leadership development program that would include the participation of Student Activities, Residential Life, FSILG, the Public Service Center, Athletics, and others from around the Institute.

Undergraduate Education

The Office of the Dean for Undergraduate Education (DUE) has as its central focus assuring the quality of the educational experience for our students. The mission is *to enroll, educate, and inspire some of the world's brightest students with a passion for learning and sense of self so they become the next generation of creative thinkers and leaders in a global society.*

As part of its strategic planning in 2006–2007, DUE established six priorities (strategic themes) as foci. The reader will note that DUE has several large operational units—Admissions, Registrar, Financial Aid, Career Services, among others. As part of enhancing our mission's critical services, we aim to continuously improve these areas so that they support our strategic goals. In the DUE's report, the work of the office is outlined in some detail.

The six priorities described in the strategic plan are *catalyzing the undergraduate educational commons, providing global educational opportunities, championing information technology, advancing from teaching to learning, increasing pipeline diversity, and developing the holistic student.* My comments focus on the two that have been more prominent recently.

Catalyzing the Undergraduate Educational Commons

The Task Force on the Undergraduate Educational Commons released its report in October 2006 with recommendations to increase the relevance and cohesion of undergraduate education at MIT. DUE has led the refinement and implementation of the recommendations, including enabling a move from double degrees to double majors and putting in place the infrastructure for online evaluation of all subjects. In the 2007 spring semester, a faculty-led Educational Commons Subcommittee (ECS) proposed changes to the General Institute Requirements (GIRs) that build on the faculty and student responses to the task force report. The ECS recommendations focus on the

Science, Math and Engineering Requirement; the Humanities, Arts and Social Sciences (HAAS) Requirement; and faculty governance issues related to the GIRs. DUE plays a key role in supporting the curricular innovation necessary to enable these faculty recommendations and to implement them when they are approved. The DUE, working with faculty committees, initiated several pilot courses and tested new course evaluation ideas and mechanisms to track the allocation of teaching resources. Resources to support faculty curriculum development will be central to the Campaign for Students.

Providing Global Educational Opportunities

The Task Force on the Undergraduate Educational Commons also identified a goal of ensuring that “within five years, any MIT student who wishes to undertake meaningful study, work, or internships abroad may be able to do so without financial or academic penalty.” The task force called for DUE to play a significant role in making global experience an essential part of a MIT education. In the past year, the dean created an office and staff to help advance this agenda.

Currently, about 25 percent of MIT undergraduates engage in a “significant global experience” before leaving MIT. Efforts are underway to ensure that more students are able to have such opportunities, and to establish a system for tracking student and faculty participation.

DUE responded to the task force’s call to provide leadership in global education at MIT by creating a Global Education Office. It expanded several premier global education programs that are part of DUE, including Study Abroad, D-Lab, and the International Research Opportunities Program. DUE worked closely with MIT International Science and Technology Initiatives—MIT’s largest and most established international program—to support its activities. There is also a sharing of best practices among departments that have small programs. Significant progress has been made but more needs to be done to establish international experience as a core component of the MIT undergraduate experience. Support for these efforts will be part of the Campaign for Students.

The dean, the faculty committee, and the Financial Aid Office have worked to formulate enhancements in MIT’s financial aid policy that meet the needs of our students and support admissions goals. Our peers made some aggressive moves to channel increased support to students from higher income families. The changes in MIT’s approach for the 2008–2009 academic year involved providing full scholarships to all students whose family income is less than \$75,000. We have also eliminated these students’ requirement to borrow. For all aid recipients, we reduced the role of home equity in loan calculation. As a result of these shifts, we maintained our overall position relative to our peers as measured by admissions yield.

Graduate Education

In his first full year as dean for graduate education, Professor Steven R. Lerman undertook a number of initiatives that reframed key roles for the office. Dean Lerman created a Recruitment Council to support and supplement efforts of departments to recruit underrepresented minorities and women graduate students. The council includes representatives from each school and from the dean’s office. The enhanced recruitment

and associated increase in fellowship support we are able to provide resulted in a significant increase in enrollment of new URM graduate students, offering the promise that best practices can diffuse and create the basis for future increases in minority enrollment.

Dean Lerman piloted Graduate Community Fellows. Under this program, graduate students working with a MIT faculty or staff member undertake projects that improve MIT's graduate community. The community efforts include experiments with dining options, reorganization for the Thirsty Ear, and options to address family and personal issues graduate students face.

Dean Lerman created a new administrative officer position and undertook to enhance support for fellowship administration and program operations. The dean also led an effort to support the Student Information System Visioning Process—together with Jerrold M. Grochow, vice president for information services and technology, and Deans Hastings and Benedict—that will lead to a new student information system.

The faculty voted to change the title of the office from Office of Graduate Students to the Office of Graduate Education to emphasize the holistic consideration of graduate education. While many of the functions of the dean for student life include graduate students (e.g., housing and athletics), the Office of the Dean for Graduate Education's central concern is with the entire graduate student experience.

Legatum Center

The Legatum Center for Development and Entrepreneurship was launched in September 2007. The center is committed to supporting graduate education for students across MIT who are interested in using the promise and power of entrepreneurship as a foundation of their career and their contributions to development in the emerging countries of the world. Fellows receive financial support and the opportunity to participate in a program to enhance their knowledge of entrepreneurship. They prepare business plans and engage other parts of the entrepreneurship ecosystem.

The center was launched with a structured gift of \$50 million from Legatum, a global investment firm. The donor believes that economic progress and good governance in low-income countries emerge when the leadership ranks are filled with talented young people in all fields who embrace integrity, entrepreneurship, and innovation. The executive director of the center is Iqbal Z. Quadir, founder of GrameenPhone and Emergence BioEnergy.

The center draws inspiration from three broadly shared MIT principles. First, there is a focus on deep knowledge in one's field. Second, the approach of the center reflects a deep commitment to entrepreneurship, which in this case means framing and taking action to solve problems. Third, there is a commitment to service based on sharing knowledge and working across cultures. Through the Legatum Center and other activities, MIT is becoming known as the place where students and faculty combine a commitment to seeking knowledge about development with taking action to eliminate poverty and advance opportunity. In its first year, the Legatum Center had 12 fellows. That number will more than double in the years to come.

Cambridge-MIT Institute

In 2000, MIT and the University of Cambridge entered into a collaboration forming the Cambridge-MIT Institute (CMI). CMI, at the behest of the UK Government, worked with UK institutions in a collaborative effort to enhance the competitiveness, productivity, and entrepreneurship of the UK economy by stimulating innovation. The UK government wanted the University of Cambridge to increase its ability to engage industry and to embrace a more entrepreneurial focus. In addition, Cambridge wanted to develop education programs (MPhils) that linked management education to industry sectors and operational processes much like some of the graduate programs created by MIT's School of Engineering and Sloan School of Management. The following points capture the range and depth of CMI's activities and contributions:

- Faculty from each school were involved in 110 mutual research projects.
- Various scholarly venues published 1,000 papers.
- Faculty from all MIT schools participated.
- Engagement occurred among more than 9,900 UK or global companies and with more than 30 governmental agencies throughout London and its regions.
- More than 400 MIT students and a similar number from Cambridge participated in the Cambridge-MIT Exchange (CME), which became a separate entity that continues to enroll students.
- MIT faculty worked with Cambridge colleagues and created several MPhil programs at the University of Cambridge such as Advanced Chemical Engineering, Computational Biology, and Bioscience Enterprise.

CMI's outcomes have not all been immediate but will emerge over the next several years. CMI was a partnership of two universities whose breadth of engagements extended well beyond Cambridge to all of the United Kingdom. While the initiative came to its contractual conclusion this past year, the student exchange continues, as do faculty relationships that may be a foundation for future work.

Phillip L. Clay
Chancellor

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