

Dean for Graduate Education

The [Office of the Dean for Graduate Education](#) (ODGE) is an Institute-wide support and referral office for the graduate community at MIT that advocates broadly for graduate education. MIT maintains a decentralized graduate educational structure. Hence ODGE works collaboratively across the Institute with numerous administrative offices, schools and academic departments, individual faculty and students, and various committees. ODGE works with other units in the areas of diversity, personal support, community building, collating and disseminating best practices, Institute-wide data collection and analysis, endowed and external fellowships, graduate admissions administration, immigration and international student advising, professional development, policies and procedures, and academic performance. ODGE comprises the Office of the Dean for Graduate Education Headquarters, the [International Students Office](#) (ISO), and the [Graduate Student Council](#) (GSC).

The mission of ODGE is to support and serve individual graduate students, programs, and schools in order to make graduate education at MIT empowering, exciting, holistic, and transformative. We envision a graduate community of scholars whose members are intellectually and socially engaged, valued, interactive, and connected to resources, information, each other, the Institute, the nation, and the world. The strategic plan of ODGE is organized around five key themes: supporting educational innovation and excellence, competitiveness in graduate funding, administration and policy, diversity and climate, and the holistic graduate student experience.

Office of the Dean for Graduate Education Headquarters

Leveraging the efforts of a small office with a headcount of 12, ODGE Headquarters accomplishes its goals by working collaboratively with other units. This entails key partnerships with the Office of the Dean for Undergraduate Education (DUE) and the Division of Student Life (DSL), the Office of the Vice President for Resource Development, the Alumni Association, the Office of the Provost, the MIT Ombuds Office, MIT Medical, the Office of Institutional Research, as well as MIT's academic departments and schools.

The dean for graduate education leads ODGE in its mission and areas of responsibility, providing a voice on behalf of the graduate community to the senior administration. In addition, the office provides centralized services to the student body with regard to personal support and advising, diversity recruitment and retention, policy administration, student status changes, financial support, recruitment efforts, professional development, and various programs to support the graduate community.

International Students Office

The mission of the International Students Office is to assist international students at MIT in fulfilling their academic goals by providing services and support programs that help them adjust to a new academic and cultural environment, maintain their legal status in the US, and promote their (and their dependents) interaction with and integration into

the MIT community at large. In addition, the staff of nine interfaces with all MIT offices, advocating for awareness in the community of issues relevant to MIT's international student population.

Graduate Student Council

The Graduate Student Council works to enhance the graduate experience by promoting the general welfare and concerns of the graduate student body, creating new programs and initiatives to provide opportunities for growth and interaction, and communicating with the MIT administration and faculty on behalf of graduate students. These goals are accomplished through a structure of elected student representatives, standing committees, and officers. The Graduate Student Council is supported by two ODGE support staff employees.

Theme One: Supporting Educational Innovation and Excellence

As the central administrative office for MIT's decentralized graduate enterprise, ODGE strives to support innovation and excellence in graduate education through working on various committees, fostering information exchange and best practices among graduate programs, supporting new programmatic initiatives, and highlighting graduate student accomplishments. We maintain membership on Institute committees such as the Committee on Graduate Programs (CGP) and the MIT Council on Educational Technology; we also sponsor a variety of ad hoc committees. ODGE sponsors monthly roundtables of the graduate administrators from each department and program, and supports CGP (for example, by maintaining Graduate Policies and Procedures) and the Graduate Academic Performance Group, which is chaired by the dean.

The Graduate Student Council's Academics, Research, and Careers Committee (ARC) provides substantial programming for MIT graduate students in the area of educational excellence; these efforts are described fully under Theme Five: Holistic Graduate Student Experience, below.

Support for Online and Technology-enabled Education

In spring 2013, dean for graduate education Christine Ortiz chaired the Task Force on the Future of Graduate Education and MITx (MIT's online learning initiative), one of several task forces that feed into the Institute-wide Task Force on the Future of MIT Education, chaired by executive vice president Israel Ruiz and Sanjay Sarma, director of the Office of Digital Learning and professor of mechanical engineering. Residential graduate education—which is intimately entwined with the university research enterprise and the mission of MIT—is evolving to include increasingly deeper and diverse collaborations between individuals, laboratories, universities, and countries. It is also becoming ever more intellectually and socially engaged, interactive, and rapidly connected to resources, information, the Institute, the nation, and the world. Technology has already enhanced graduate education significantly in many ways, for example literature organization software, instrument training webinars, scientific social media platforms, online disciplinary discussion groups, remote experimentation and simulation, virtual scholarly conferences, and open e-print archives. MITx, and more

generally online learning, holds many possibilities to enhance the quality of graduate education: for recruitment competitiveness; for reducing the cost of education; for building intellectual, collaborative, and cross-disciplinary networks; for professional development and engaging with alumni; for innovations in teaching and research; and for educating society at massive scales to advanced levels.

The task force had the following six charges:

1. Formulate a strategic vision for the deployment and development of MITx to enhance MIT residential graduate education, for both professional master's and doctoral programs, based on extensive outreach to the MIT community, current literature, and best practices in the field of technology-enabled education
2. Identify and prioritize key areas of opportunity for the use of MITx to improve the quality of graduate education in the areas of graduate administration, finances, resources and personal support, coursework (i.e., recommendations for classes to include on MITx, the development of new classes, collaboration across the schools, etc.), research (including supervision of undergraduates), and professional development
3. Develop a product roadmap and recommended technical functionalities for the edX platform for the priorities identified in items 2 and 3
4. Create rigorous pilots and assessment plans for the priorities identified in items 2 and 3
5. Formulate a set of principles, guidelines, training, expectations, certification, and opportunities for MITx graduate student teaching assistants (TAs) and consider implications of MITx on the TA funding model
6. Consider and recommend steps to plan for future challenges with assessment of online certification in graduate admissions

The task force intends to report in September 2013.

Dean Ortiz also gave a presentation and facilitated a dialogue at the summer 2013 annual meeting of the Council for Graduate Schools in San Juan, PR, titled "The Role of MOOCs [massive open online courses] in Graduate Education."

Support for Interdisciplinary Initiatives

MIT students are eager to learn about their peers' research and to have interdisciplinary interactions. Dean Ortiz addressed this in a November 2012 letter to all MIT students in the Student Life and Learning Digest, "[Evolving Interdisciplinarity at MIT](#)." Through the Graduate Student Life Grants program and other funding for community programming, ODGE has been pleased to fund initiatives that foster connections and the exchange of ideas across departments. ODGE-sponsored activities include:

- The student-led Science Policy Initiative's science policy bootcamp, which introduces graduate students in science and engineering to the nuts and bolts of science policy
- Congressional Visits Day, during which graduate students discuss with their representatives the importance of the nation's investment in science, engineering, and technology to promoting long-term innovation and prosperity, as well as the local and national impact of these programs and their significance to students and researchers working on federally-funded research projects
- MIT-China Innovation and Entrepreneurship Forum (MIT-CHIEF), a conference and high-profile platform for intellectual exchange to foster deeper and broader collaboration between China and the US in technology, innovation, and entrepreneurship
- MIT TechLink, a networking organization that fosters cross-disciplinary collaboration among MIT's graduate student communities
- The Public Service Center-led MIT IDEAS (Innovation, Development, Enterprise, Action, and Service) Global Challenge, an annual invention and entrepreneurship competition that awards up to \$10,000 per team for innovative service projects that positively impact underserved communities
- The seminar series China Urban Development, which brought in leading experts on urban development in China from across the country to discuss broad topics of interest

New projects this year included the Invertebrate Social Hour (a cross-disciplinary social hour for those who study various aspects of invertebrates), the Festival of Learning, the post-proposal peer-to-peer thesis support workshops (for PhD students to work on their theses), and Brainstorm8 (a brainstorming dinner for small groups of students).

Academic Integrity and Responsible Conduct of Research

This year, ODGE has continued to promote the critical need for academic integrity and the Responsible Conduct of Research (RCR) among the graduate population. The online RCR course, which is offered to all members of the community through the Office of Sponsored Programs, has been made more visible on various websites. Also, informative messages have been sent to students and faculty throughout the year. ODGE participated in a working group led by DUE that is undertaking a major revision to the MIT Academic Integrity Handbook, transforming it from a simple online document to a site that is more engaging, informative, and interactive for students.

Scholarly Writing

GSC continued to team up with the Writing and Communication Center and Community Wellness at MIT Medical to offer the popular Dissertation Boot Camp three times per year, which provides a focused environment and additional support for graduate students to work on their theses and build healthy writing habits. The Boot Camp includes exercise breaks and writing tips. As in the past five years, ODGE provided support for the Writing and Communication Center to keep the center open

during the summer. The center's summer hours are a cost-effective way to provide needed help, such as professional advice about any writing or oral presentation, to postdocs and undergraduate and graduate students.

Committee on Student Entrepreneurship

The dean for graduate education, together with the dean for undergraduate education and the vice president for research and associate provost, charged a new committee, the Committee on Student Entrepreneurship (CSE), which began its work in April 2012. The CSE was co-chaired by Anantha Chandrakasan, head of the Department of Electrical Engineering and Computer Science (EECS) and Keithley professor of electrical engineering, and Yoel Fink, director of the Research Laboratory of Electronics and professor of materials sciences and electrical engineering and computer science. The committee's charge was to examine the different factors, guidelines, and issues as they relate to the overall environment of student entrepreneurship at MIT. It was first asked to analyze the current literature on MIT's policies and procedures, specifically looking at information related to student involvement, commercialization activities, and conflict of interest and conflict of commitment. Secondly, keeping fairness and protection of students and faculty as a foremost concern, the committee was asked to draft changes in and propose recommendations for MIT's current policies and procedures. Lastly, the CSE was asked to summarize its findings and recommendations and create a frequently asked questions document clarifying MIT's current guidelines and role responsibilities for pursuing student entrepreneurship while at the Institute. The committee (composed of several faculty members, two students, and one staff member) examined the charge in eight meetings. The committee is expected to submit its final report in September 2013.

Highlighting Graduate Student Accomplishments

In its online news feature, ODGE continues to report about recent graduate student publications, fellowships and awards, and other notable items. In addition, it has added four new profiles to the section on Student Snapshots. Each profile introduces a graduate student who has recently published or achieved a similar level of accomplishment, and includes a video interview with the student and the advisor, a news story elucidating some particulars of the student's work, an audio file with the student sharing more of his/her own background, and relevant links. Profiles are tagged with keywords that are visible in a tag cloud.

Graduate Program Assessment: Graduate Student Outcomes

During fall semester 2012, ODGE sponsored a survey of graduate student alumni whose degrees were awarded approximately 5, 10, 15, 20, and 25 years prior. The purpose of the survey, implemented by the Office of Institutional Research, was to interpret postgraduate trends in employment and career trajectories, entrepreneurship activities, professional activities and accomplishments, and the necessary knowledge and skillsets for various career paths. We expect that this information will be useful in developing graduate curricula and co-curricular professional development activities, and in strengthening engagement with graduate alumni. The survey found that 94% of graduate alumni respondents were "generally satisfied" or "very satisfied" with their time at MIT and 93% were employed, with just 2% currently seeking employment

(others were engaged in such activities as travel and caring for family). The average annual salary of graduate alumni was reported as \$156,793, with a median income of \$137,500. Graduate alumni were working in a private for-profit organization (54%), in a US four-year college or university (13%), or were self-employed (9%). Institute-wide, 28% of graduate alumni have started a company, 25% have invested in a start-up, and 15% indicate they are currently working on a start-up. Survey respondents were asked to rate the importance of a variety of professional skills to their current work on a scale from Not Important to Essential. The most highly ranked skill for all three groups (doctoral, master of business administration [MBA], and other master's) was communicating effectively one-on-one. All three groups also ranked prioritization very highly. Doctoral alumni valued critical thinking, time management, and taking initiative; MBA alumni preferred being flexible and adaptable/responsive to change, taking initiative, and resourcefulness; and other master's alumni emphasized being flexible and adaptable/responsive to change, resourcefulness, and critical thinking.

Dean Ortiz participated in organizing the Graduate Program Goals and Learning Assessment in preparation for MIT's next Institute accreditation report, partnering with Robert Sauer, professor of biology and chair of CGP; Lori Breslow, director of the Teaching and Learning Laboratory and senior lecturer at the MIT Sloan School of Management; and Lydia Snover, director of the Office of Institutional Research, in the Office of the Provost. Each graduate program has been requested to prepare and submit a one- to two-page learning assessment plan. First drafts of assessment plans will be due at the end of September 2013.

Support for Sharing Best Practices

ODGE supports a monthly Graduate Administrators Roundtable luncheon, which covered a wide variety of topics in 2012–2013:

- Pavitra Krishnaswamy from the Academics, Research, and Careers Committee of the Graduate Student Council discussed department-specific policies, mechanics, resources, and trends relating to advising and professional development.
- Elizabeth Hicks, executive director of Student Financial Services, talked about the Satisfactory Academic Progress regulations for students receiving federal financial aid.
- Sergeant Cheryl Vossmer shared MIT Police news and information.
- Naomi Carton, associate dean of Residential Life and Dining, talked about graduate housing tours during Admissions visit weekends.
- Heather Konar (ODGE) and Stephanie Hansen (DSL) presented a briefing on the new website/initiative [MIT Together](#). Afterwards, there was a discussion about admissions.
- Danielle Guichard-Ashbrook, director and associate dean of the International Students Office, gave an annual update on international students and the status of the paperless ISO.
- Dana Bresee Keeth, project manager in the Office of the Provost, spoke on resources for postdoctorates at MIT.

- Brian Canavan, an associate registrar, gave updates on the latest Education Systems initiatives.
- Dean Ortiz spoke about the learning assessment plans that will be part of MIT's next accreditation process.
- Nilam Kotadia and Naomi Carton, from Residential Life and Dining, talked about the new electronic housing system.
- Shared best practices were discussed with Undergraduate Administrators.
- Dr. Alan Siegel, chief of Mental Health Services, along with members of his staff, spoke on medical/mental health resources to support student success.

Theme Two: Competitiveness in Graduate Funding

ODGE has responsibility for administering external, endowed, diversity, and MIT presidential fellowships (the latter in collaboration with the Office of the Provost). Fellowships are attractive because they allow students to concentrate on their research and education, and to select the research areas they are most passionate about. This intellectual freedom and support is a critical component to recruiting the brightest, most diverse students from around the world. ODGE also participates in reviewing the graduate student cost-of-living survey and setting graduate stipend guidelines. This year, ODGE also held two tax workshops: one for international students by H&R Block and one for domestic students by PricewaterhouseCoopers.

Fellowships

ODGE was pleased to hire its first manager of graduate fellowships, who has begun organizing fellowship communications and creating an efficient flow of fellowship announcements to students, as well as providing support for Institute resource development. The manager has also taken charge of ODGE internal and external fellowship and award competitions and nominations.

In FY2013, ODGE administered 721 internal and external graduate fellowships, for a total of \$35.6 million. This number increased from FY2012 by 41 students, corresponding to an increase of \$3.6 million.

International

This year among ODGE internal fellowships, there are six endowed fellowships of the Arab Republic of Egypt. Externally, Howard Hughes Medical Institute Fellows increased from two to six, resulting from a faculty review and support process for nominees followed by ODGE nominations. The Chinese Scholarship Council has awarded fellowships to three students for the 2013–2014 year. They include a PhD student from the Department of Nuclear Science and Engineering and two master's degree students, one from the Comparative Media Studies program and one from the Department of Architecture.

Internal

In an effort to increase visibility of the Hugh Hampton Young Memorial Fund internal competitive fellowship, ODGE ran an extensive search on previous Hugh Hampton Young Fellowship recipients and added 22 links to stories on many of these alumni to our news queue. In addition, ODGE wrote two original pieces: one on the 2012–2013 recipients and one on alumna Sarah Stewart Johnson. ODGE is committed to a total of five Hugh Hampton Young Fellows for the 2013–2014 year.

As led by the Office of the Provost, MIT Presidential Fellowship awards were given to 121 fellows, with a total disbursement of \$7.7 million. ODGE competitive fellowships provided \$2.0 million in support to a total of 38 students, which was an increase of five students from FY2012, as a result of additional Ida M. Green Fellowships awarded for summer 2013.

In FY2013, ODGE provided fellowship support totaling \$2.3 million to 50 students from 20 departments and programs with the goal of enhancing diversity. This is a significant increase from FY2011 (68% in terms of total support and 47% in terms of number of students receiving awards).

External

During FY2013, ODGE processed a total of 470 external competitive fellowships for a total of \$22 million. The number of external competitive fellowships increased by 19 from FY2012, primarily due to the increased number of National Science Foundation fellows on tenure, going from 323 in FY2012 to 335 fellows in FY2013. Hertz Fellowship awardees included 17 this past year and National Defense Science and Engineering Graduate Fellowships included 71 students.

Fellowships earned by ODGE nomination include the Materials Research Society/ Minerals, Metals, and Materials Society Congressional Science and Engineering Fellowship, the Intel Corporation PhD Fellowship, and the \$50,000 Regeneron Prize for Outstanding Research, which also came with a \$5,000 prize given to EECS to use for a seminar series.

Cost of Living

This year, GSC's Housing and Community Affairs Committee (HCA) analyzed additional data sets and performed error analyses before concluding that the cost of living for graduate students was rising at 4.78%, driven mostly by continued increases in off-campus rental rates (7.93%). A stipend recommendation of 4.78% was proposed by HCA to the Dean's Group, and the final stipend for the next academic year was set at 3.5%. Though this is a larger deviation than typical, the GSC appreciated the larger context of financial uncertainties posed to higher education by the impending sequestration.

Theme Three: Administration and Policy

This year, ODGE carried out significant portions of the strategic priorities that were defined for 2012–2013 and reached out to key collaborators to share information and

discuss plans. Among our collaborators were the ODGE Faculty Advisory Board, the dean for student life, the dean for undergraduate education, graduate students, graduate officers, administrators, and departmental faculty members.

Strategic Work

The ODGE strategic planning process and goals were laid out in a September/October 2012 MIT Faculty Newsletter article, [“From Imagination to Impact: Empowering Graduate Students to Create the Future: A Five-year Strategic Plan.”](#) Internal administrative work included enhancing staff meetings. The ODGE management team worked extensively on creating agendas for all-staff meetings that were engaging, relevant, useful, informative, and inspiring. Topics from the past year have included a benefits presentation from Human Resources, an emergency preparedness presentation from the Security and Emergency Management Office, an exercise on setting personal goals that reflect ODGE’s strategic themes, strategic theme implementation updates, inspirational exercises, “Zoom-in/Zoom-out” communication exercises, a graduate student career development presentation by Global Education and Career Development, a presentation by Architecture graduate student and ODGE Egypt fellow Dina El Zanfaly on her research, a presentation by professor Alex Slocum on his research and experience with students, a presentation of a staff professional development program, ODGE’s new rewards and recognition program, and a presentation by the MIT Work-Life Center.

ODGE met twice in 2012–2013 with its Faculty Advisory Board, gaining valuable feedback on ongoing initiatives. In January 2013, we sent the Advisory Board and the MIT community an update from the Office of the Dean for Graduate Education and an Infographic of our strategic achievements in the 2012 calendar year.

Staffing Changes

The manager of graduate fellowships position approved for FY2013 was filled by Scott Tirrell in January 2013. He brought with him four years of experience at MIT: three years in MIT Sloan International Programs, followed by one year in the MIT–Singapore University of Technology and Design program. His primary responsibilities are graduate fellowship acquisition and long-term strategic planning. He is also involved in communications, administration, and management, and is responsible for federal regulatory requirements of graduate fellowships in ODGE.

The budget request for an additional full-time equivalent for an international student advisor was approved for FY2014. Sylvia Hiestand will fill this position commencing FY2014. She brings to MIT over 30 years of experience in the field of international student advising.

In March 2013, Christopher Jones departed as assistant dean for graduate education to pursue another professional opportunity. ODGE is currently in the process of recruiting his replacement.

Staff Professional Development

As part of our strategic plan, ODGE continued to focus on the professional development of the staff. We took advantage of professional development programs offered on campus, such as MIT administrative officer fundamentals, as well as online programs. In addition, we provided opportunities for staff members to present at the monthly all-staff meetings to share work experience and information that would be beneficial to all colleagues, as well as to enhance their presentation skills.

In October 2012, ODGE invited two speakers from the University of Pennsylvania and organized a talk, “Promoting Academic Wellness Among International Graduate Students.” The presentation offered examples of practices employed in supporting international graduate and professional students. The event was open to all graduate administrators, graduate officers, and other administrators who work with international students.

In January 2013, ODGE conducted an all-staff retreat that focused on staff communication and diversity, facilitated by Ronni Schwartz and Alyce Johnson of Human Resources. The goals of the half-day retreat were:

- To recognize and celebrate the work of ODGE’s diverse team
- To discuss individual diversity and its relationship to organizational diversity, in particular ODGE subunits
- To get to know one another better, our differences and synergies, by exploring the relationship between diversity, communication styles, collegiality and our work
- To talk about how we can use our new understanding to advance ODGE’s strategic themes

Our facilitators shared team building exercises and a communications tool that we could apply to our work. The agenda included exercises on high-performing diverse teams, individual and organizational diversity, communication styles in the workplace, communicating across differences, and creating an environment that advances our strategic themes.

Conferences attended by staff members this year included the SUNAPSIS Users Conference (October 2012), the Association of International Educators Student Affairs Administrators in Higher Education Conference (November 2012), the Massachusetts Conference for Women (December 2012), the Ivy Plus Conference for International Offices (February 2013), the American College Personnel Association Conference (a gathering of student affairs professionals and others who work directly with students), and the Ivy Plus Conference for International Offices at the University of Chicago (March 2013). One staff member participated in a special immigration tour and meeting with border control officials at Logan Airport (January 2013) and another served on the Government Regulatory Advisory Committee.

This year, a support staff member is participating in the yearlong Partnership Associates Program. The program is designed to help early-stage professionals of color build and sharpen their leadership skills, and support them in applying those skills in both corporate and community settings. To accomplish this, participants meet monthly in the Boston office for leadership forums and coaching. Two support staff members have undergone training for intervention procedures for the responsible service, sale, and consumption of alcohol.

Finally, as ongoing professional development, the dean and staff members serve throughout the year on the following committees:

- Advisory Board to the Office of Multicultural Programs, in the Division of Student Life
- Commencement Committee
- Committee on Discipline
- Committee on Graduate Programs
- Committee on Race and Diversity
- Committee on Student Life
- Department of Athletics, Physical Education, and Recreation Advisory Board
- Faculty Advisory Committee, for the Office of Minority Education
- Graduate Academic Performance Group
- Graduate Student Housing Working Group (ad hoc)
- International Advisory Committee
- Risk Management Council

Space

ODGE space needs and priorities were assessed and a space renovation proposal submitted and approved by the Committee for the Review of Space Planning, which included renovation of the ODGE HQ 3-138 front office, the senior associate dean's office, the reception area of the International Students Office and the GSC staff offices; the installation of cubicles, new furniture, and cabinets in the 3-138 front office, as well as new cabinets in the copier area and in the senior associate dean's office; new furniture for the assistant dean and dean's assistant offices; and the installation of a permanent wall between the assistant dean and dean's offices to ensure soundproofing. These renovations took place during summer 2013.

Rewards and Recognition

ODGE started the Spot Award Program in July 2012. Staff members were encouraged to nominate person(s) who were particularly helpful. Recipients receive a thank you card and gift certificate, and his or her manager is notified. Awards are announced and recipients recognized at the monthly all-staff meetings. This year, a total of 21 people and a team of eight received the award. We will continue the program with the goal of building a culture of spontaneous help and mutual appreciation.

This year Jessica Landry, assistant to the dean, received the Infinite Mile award for consistently going above and beyond the scope of her responsibilities in service to the graduate student community.

The ISO team, comprising 10 staff members, was also awarded the Infinite Mile award for its dedication, expertise, commitment, effort, and excellence in its support and service to MIT international students.

Government Compliance

ISO is responsible for and ensures the Institute's compliance with the Department of Homeland Security's and the Department of State's strict regulations governing foreign national students at MIT.

ISO has been involved in document verification in the Deferred Action for Childhood Arrivals program, which allows for temporary work permission and permission to stay in the US for these enrolled students.

US Customs and Border Protection automated the Form I-94 Arrival/Departure Card in March 2013 for incoming international students entering the US. This is the first phase of the government's eventual goal of paperless entry of non-immigrant students to the US. However, students still currently need physical documents and careful instruction by ISO staff on how to procure paper documents for entry.

New and more stringent international student entry procedures were implemented by the Department of Homeland Security subsequent to the Boston Marathon bombings in April 2013. ISO staff communicated proactively with students and administrators and provided them with additional documentation as needed.

There was a significant increase in the number of administrative review security checks for MIT student visa applicants in "sensitive fields" throughout AY2013. The Department of Homeland Security and the Department of State are increasingly concerned about technology transfer as a matter of national security. ISO staff members were able to provide advice and support to students and faculty as they progressed through these sensitive and often lengthy procedures.

Developing New Digital Systems

SUNAPSIS

ISO's database of record, SUNAPSIS, continues to function relatively smoothly as it interfaces with SEVIS (the US Immigration and Customs Enforcement database) and MIT's information technology systems. SUNAPSIS 3.0 will be deployed in October 2013.

ISO began transitioning current students' paper files to e-files in March 2013 (building on the process for incoming student files), with over 5,000 international student files now handled through this system and approximately 500 remaining. The complete transition to digital student files is expected by fall 2013, with staff refining their business processes.

Improving Graduate Admissions

In February 2012, the Committee on Graduate Admissions (CGA) was assembled to serve as the primary Institute body for review and oversight of the graduate admissions transition to the opt-in, centralized, all-electronic admissions system recommended by the Graduate Admissions Task Force in 2011. This body carried out its work during AY2013 and is pleased to report that the number of graduate programs utilizing the GradApply software platform rose to 30 from 14 the preceding year, therefore transitioning a greater number of programs than previously projected. Applications received totaled 15,004 and letters of recommendation totaled 50,443. As anticipated from the favorable review of the 2012 admissions season, users overwhelmingly found the new admissions platform to be beneficial to their admissions process by enabling remote access of applications for reviewers, thus reducing the time necessary to administer the applications, providing significant savings in costs and improving the overall robustness of the various admissions processes. The GradApply developers—professors Frans Kaashoek and Robert Morris, and Computer Science and Artificial Intelligence Laboratory research scientist Dorothy Curtis—continue to be extremely responsive to individual requests by departments and programs to tailor GradApply for flexibility to particular needs. GradApply continues to collect standard data required for admissions decisions and exports the submitted application to Grade 20. Support for additional staffing was provided via Dr. Curtis to Information Services and Technology for improvements to Grade 20. CGA suggests three major recommendations going forward: expanded documentation for new users, enhanced visual aesthetics, and extended integration capabilities between GradApply and Grade 20. ODGE has worked with Institutional Research on an improved comprehensive graduate admissions data briefing, including yield, selectivity, demographics, etc., disaggregated by program and school.

Risk Council

Over the past year, the senior associate dean represented ODGE on the newly formed Risk Council, convened jointly by MIT's Executive Vice President and the Office of the General Counsel. The Risk Council comprises representatives from many areas of the Institute and was formed to increase the Institute's awareness and understanding of current practices in managing and mitigating risks, as well as to identify areas or categories of risk that merit more immediate attention.

It has rapidly become clear that ODGE intersects with and shares interests with many other units and segments of MIT where risk is a consideration. As a result of the work of the Risk Council, ODGE is in the preliminary stage of identifying risks in the context of the mission of the organization and articulating types of risk, potential impact, frequency, and risk mitigation.

Graduate Student Council Advocacy for Graduate Students

One of GSC's main constitutional duties is "to represent the graduate students on all matters pertaining to their general welfare as graduate students." To this end, GSC meets and collaborates with dozens of offices at MIT to advocate on behalf of the

best interests of graduate students. GSC does this in two ways: through committee memberships and through direct advocacy.

The GSC nominations board serves as the official and transparent body accountable for nominating graduate students to 27 Institute committees, ad hoc committees, task forces, and relevant student membership on search committees. This year, the board reviewed over 125 applications, conducted approximately 75 interviews, and placed 60 graduate students in positions to represent the larger graduate student body in specific areas of expertise. New this year was the creation of the Presidential Transition Advisory Cabinet (PTAC), which was spearheaded by GSC and the Undergraduate Association and was charged with “providing advice and student perspective to MIT’s 17th president, L. Rafael Reif, as he developed a vision for the Institute’s future.” As a result of PTAC’s success, President Reif decided to maintain a group of student advisors, renamed the Presidential Advisory Cabinet. Also new this year was the expansion of board membership to include non-officers in order to increase transparency throughout the community. Though only one non-officer slot was opened, this was a trial move meant to inform future GSC leadership on the expansion of the board.

Institute representatives were responsible for an impressive degree of advocacy over the last year, including the major advance made via the Transportation and Parking Subcommittee relating to the pending creation of a new bus line to serve the 2,400 graduate students who live off campus in Cambridge and currently have no transportation options after 7 pm. Similarly, graduate student representatives worked with faculty leadership and advocated through the Faculty Policy Committee to permanently create a student holiday that coincides with Fall Career Fair, to allow students to attend without compromising their academic commitments. Another example of successful advocacy was through the Reserve Officers’ Training Corps Oversight Committee, in which the GSC representative took ownership of the push to rename Lobby 10 as a memorial to MIT’s student and faculty war dead.

GSC maintained an active advocacy portfolio through its Housing and Community Affairs Committee as well as its executive officers. Major advances were made in transportation with the institutionalization of the Grocery Shuttle, a line previously financed by the UA/Dormcon/GSC but now picked up by MIT. GSC also instituted a Costco-Target shuttle to allow students without cars to purchase furniture and home supplies, as well as a new Zipcar program that incentivizes students who want to grocery shop at cheaper or more diverse locations outside of Cambridge to carpool with rented Zipcars and submit reimbursements through GSC. The Costco-Target shuttle, as well as the aforementioned off-campus shuttle line to Inman Square, will be tested over the next year to collect data on usage and usefulness.

HCA also took the lead on following up on a three-year project of increasing both the actual and the perception of safety in the northwest corridor of campus. The committee organized meetings between MIT Police and the four related graduate dormitories to discuss, interview, and orient a new police officer position dedicated to the four northwest dormitories. What resulted is a new full-time officer stationed in Sidney Pacific dedicated to protecting the northwest campus.

GSC was in a prime position this year to drive discussions both internally as well as at the Cambridge City Council, thanks to the Community Engagement Plan created and started under the 2009–2010 GSC team. Beginning in 2009, GSC flagged signs of uncontrolled rental rates due to inflation and began a strategic thrust into the city and its neighborhoods to build useful connections among city councilors and neighborhood groups. By 2012–2013, GSC had accrued enough influence within the city to begin driving a discussion that had otherwise remained dormant throughout the development of Kendall Square. In late spring 2012, GSC authored a strategic piece in the May/June 2012 MIT Faculty Newsletter (Brian Spatocco, “Concerns Over the Lack of Graduate Student Housing in the MIT 2030 Plan”) to bring the issue to the community. GSC then began a grassroots faculty outreach campaign pushing for the creation of a widely inclusive stakeholder task force to review and make recommendations for the development of on- or near-campus lands. By the end of summer 2012, a faculty task force had been formed that met with GSC representatives prior to the release of its report (Thomas Kochan, et al., “Report of the Task Force on Community Engagement in 2030 Planning on Development of MIT-owned Property in Kendall Square,” A Report to the Provost’s Office, October 12, 2012). Throughout the fall and spring, GSC representatives spoke repeatedly with city councilors at planning board meetings and at city council meetings to ensure the graduate student voice was heard at the decision-making level. Subsequently, a graduate housing working group was established at MIT, a student position was created on the provost’s steering committee, and hundreds of MIT graduate students were educated on the project at a faculty forum held in early February.

Thanks to the dedication of preceding leaders, the leadership of 15 executive committee members, the guidance of 60 GSC General Council representatives, and selfless contributions of hundreds of graduate student volunteers, the graduate student body has experienced a year of service unrivalled in recent history. As a result of this sustained effort, GSC was awarded the MIT Compton Prize—the highest prize for service at the Institute—for its outstanding contributions to student life over the last five years. This was the first time in GSC’s 59-year history that it received such an award as an organization.

Graduate Student Council Resourcing and Information

GSC manages the GradRat, the official MIT ring for graduate students, as well as the Muddy Charles Pub through its Muddy Charles board of governors. Over the last year, GradRat sales grew by 16%, adding to a five-year growth of 41% since 2008. This year’s ring sales, topping out at approximately 790, were the largest in the history of the Institute and are set to overtake undergraduate class ring sales by 2015. Due to the explosion in growth of the graduate ring, GSC has begun a strategic expansion of ring sales to graduate alumni, approximately 30,000 of whom have never had an opportunity to purchase or own an MIT ring. This expansion is meant not only to grow the graduate alumni’s pride in MIT but also to generate further revenues that can then be cycled back into GSC programming aimed at increasing interactions between alumni and current graduate students. With modest effort, it is expected this program can yield 50–100% growth on current ring sales in a single year and therefore support twice the number of graduate-alumni interactions.

The Muddy Charles Pub similarly had an excellent year, with several months showing record-breaking sales. After weathering lower patronage following concerns regarding a future renovation of Walker Memorial, the pub has maintained its low prices while simultaneously making several capital investments in the space. The dining room windows were upgraded with safety rails to allow them to be opened in the summer to benefit from the river breeze. Many of the wooden chairs were replaced and the walls repainted. Many of these improvements were fueled by record sales this year from the Muddy Charles' and Thirsty Ear's alcohol catering service, which expanded to new levels and served nearly every department and alumni group at the Institute over the last academic year. Because the Muddy Charles Pub's success in serving students, faculty, and staff is predicated on its historic location and atmosphere, the pub remains keenly sensitive to and interested in any future discussions regarding the repurposing of Walker Memorial.

One of the Graduate Student Council's constitutional roles is to provide a means of communication to and between graduate students at MIT. This year's group overhauled the principal communication channel with graduate students by revising and streamlining the Anno, a weekly news email to all graduate students. Fifty issues of the Anno were sent out, along with two special communications. GSC's flagship publication, *The Graduate*, was published six times, with themes as diverse as financial management, stress and wellness, and orientation. Though *The Graduate's* return to print two years ago spurred much debate, recent growth has been seen in distribution and readership, with issues disappearing as quickly as *The Tech* in newspaper distribution stalls. Over the last year, GSC leaders authored 10 articles in *The Tech*, one piece in the MIT Faculty Newsletter, created one MIT Video, and were covered in a piece on *Nature* magazine's Boston blog. These external publications represent a 550% growth in external communications.

Graduate Student Council Internal Structure and Operations

Over the last year, GSC deployed a number of new internal structures to improve the organization's function as well as develop external partnerships to grow its relevance and publicity beyond its immediate constituency.

A Graduate Student Council board of advisors was established in fall 2012 to create an advisory link between the existing executive officer team and former GSC leaders from the past decade. The board of advisors met twice with GSC and includes GSC representation from a diversity of former leaders. The board also includes current MIT Corporation members, and covers operations dating back to 2002. This body serves the dual purpose of providing feedback to current leaders and providing historical knowledge and context not captured in GSC's 16-year archives. As a result of consultation with the board, a number of programs and structures were reevaluated, including GSC finance, India pre-orientation, and the advantages/disadvantages of autonomous committees and subcommittees.

GSC also created a forum called "Awakening Creativity Talks, which empowered small groups of General Council representatives from across the Institute to identify an issue important to them, research it, and present it with no moderation or interference from

GSC executive officers. These unmoderated contributions during General Council meetings got representatives more involved in taking ownership and also helped GSC identify new arising from its constituency. Over the past year, six Awakening Creativity Talks were presented on topics ranging from late night food to graduate student individual retirement accounts and investment plans. In addition to creating new venues for council participation, GSC also brought back service awards to publicly recognize those graduate student volunteers, outside of GSC's leadership, who serve the general student body in a meaningful way. Over the last 12 months, nine graduate students have been recognized as service award recipients.

In addition, a number of new connections were created during the last year that underpinned much of GSC's advocacy and programmatic success. First and foremost, GSC forged a strong relationship with the Undergraduate Association and met weekly with its leadership to coordinate on advocacy topics as well as student stances. This partnership crystallized as early as May 15 with the release of the Institute's first-ever joint vision statement from the Undergraduate Association and Graduate Student Council leadership, and grew over the summer with the joint establishment of the Presidential Transition Advisory Cabinet and a joint health and wellness task force. GSC also strengthened relations with a number of other important offices at the Institute, specifically the Office of the President (through PTAC engagement), the Alumni Association (through ARC programming and ring sales), and the MIT Work-Life Center (through collaboration on the back-up childcare initiative).

Graduate Student Council Regional, National, and International Efforts

GSC grew significantly in its external and global presence with its hugely successful India pre-orientation program; its hosting of South Korean and Hong Kong delegations for multiday campus visits; its connections with the Cambridge City Council as a result of its housing advocacy efforts; its presence in Washington, DC, as a result of the Legislative Action Subcommittee's Legislative Action Days (in which MIT students pushed for open access, H-1B visas, and tax exemption); and its influential membership in the Ivy Plus Summit and the National Association of Graduate-Professional Students. As a result of GSC's work in the public and national sector, the National Association of Graduate-Professional Students named GSC as the 2012–2013 national northeast chapter of the year.

Theme Four: Diversity and Climate

In announcing the creation of an Institute community and equity officer, President Reif stated, "One of my goals as president is to cultivate a caring community focused on MIT's shared values of excellence, meritocracy, openness, integrity, and mutual respect. I also want to help the entire MIT community to draw strength and energy from our extraordinary diversity of experiences and backgrounds." The Institute as a whole had the opportunity to engage in conversation during the January 2013 Institute Diversity Summit, after which Dean Ortiz commented on "What Constitutes Merit?" in a February 2013 letter to all MIT students in the [Student Life and Learning Digest](#).

MIT's graduate students come from a wide variety of backgrounds and countries. In AY2013, 3,518 international students from 118 countries enrolled at MIT, an increase of 213 international students over AY2012. More than 700 spouses and children accompanied the international students, nearly all of them entering the US under MIT's legal sponsorship. Graduate students come from every state in the nation, from a range of economic and ethnic backgrounds, and some are the first generation in their family to attain higher education. An article from the MIT Faculty Newsletter ("[The Millennials@MIT: Discussions on the Generational Changes in the Graduate Student Population](#)") co-written by Dean Ortiz and Ellan Spero—a doctoral student in the Program in Science, Technology, and Society—explores the extent to which some current graduate students embody the characteristics of their generation. MIT continually strives to advance a culture of diversity and inclusion, and to ensure that MIT's graduate student population reflects the diverse talent of our nation.

ODGE serves as a catalyst for attracting a more diverse domestic graduate student body and provides students with various forms of support to help them be academically successful. ODGE's recruitment and retention efforts focus on underrepresented minority students (i.e., African American, Native American, and Hispanic students). There are also programs to support women, first-generation college students, and students from small colleges. Through ISO, ODGE also implements programming to support a positive climate for MIT's international students.

Underrepresented Minority Efforts

ODGE is guided in its vision by the 2004 faculty resolution that called for MIT to increase the percentage of underrepresented minority graduate students by a factor of three within a decade. Since 2004, we have made a number of strides towards reaching that goal. The number of applications to graduate school from underrepresented minority students has increased steadily, totaling 1,118 applications in 2013. These increases in applications have led to a corresponding rise in the total number of underrepresented minority graduate students enrolled in MIT's graduate programs. In 2013, 256 underrepresented students were admitted across the Institute and 166 chose to attend MIT (a 65% yield).

Our continuing strategy consists of two parts: partnering with academic departments to improve the quality of recruiting and mentoring, and developing programs operated by ODGE to support diversity at MIT.

A key mechanism for recruiting applicants from underserved and/or underrepresented groups is the MIT Summer Research Program (MSRP). ODGE has worked with departments to develop and support new initiatives, such as the Biology and Biotechnology Bridge Program for minority students and the Physics post-baccalaureate program. ODGE plays a critical role in organizing MIT's presence at national recruiting conferences, such as the Annual Biomedical Research Conference for Minority Students; the National Society of Black Engineers; the Society for the Advancement of Chicanos and Native Americans in Science; the American Indian Science and Engineering Society; the Emerging Researchers National Conference in Science, Technology, Engineering,

and Mathematics; and the Society of Hispanic Professional Engineers. In preparation for these conferences, students and staff are trained to represent the Institute as a whole, as well as representing specific academic departments.

CONVERGE

CONVERGE is a graduate student preview weekend that aims to increase the presence of underrepresented and underserved students in MIT's graduate programs. CONVERGE seeks not only to encourage the highest caliber students to apply, but also to shift the perception (held by some potential students) that MIT is a cold and unwelcoming place in which they cannot flourish. Since 2004, CONVERGE has brought nearly 200 students to campus.

Participants in the 2012 program were chosen via a nomination process. ODGE reached out to its partners at minority-serving institutions, including the participants of the 2011 Deeper Engagement Working Group, and asked them to nominate their strongest juniors and seniors. Through this process, greater insight was garnered about each student's specific interests, skills, potential, and strengths. As a result, 16 competitive participants were brought to campus to meet with faculty in their departments of interest and to learn more about life as a graduate student at MIT. Of these 16 students, three were then accepted to the 2013 MIT Summer Research Program.

MIT Summer Research Program

The MIT Summer Research Program continues to be MIT's largest summer research program. It serves as a recruitment tool for underrepresented minority students to MIT, affording the hosting research labs the benefit of increased diversity during the summer, while increasing awareness of and access to graduate education for participating students and serving as a national pipeline for talent.

MSRP's mission is to promote the value of graduate education, to improve the research enterprise through increased diversity, and to prepare and recruit the best and brightest for graduate education at MIT. Since its inception, MSRP has seen more than 90% of program participants go on to pursue advanced degrees at institutions of higher learning. For AY2013, MIT departments admitted eight former MSRP interns, three of whom accepted the offer and will begin their program in September 2013.

In 2013, 43 interns conducted research in 12 departments. Sixteen labs hosted MSRP students, joining the over 260 faculty members who have been key to the program's success since it began. In addition to serving as research mentors, these professors participate in intern selection, match interns with projects, and counsel students on their academic opportunities.

MSRP is committed to fortifying and growing its collaborations with academic departments throughout the Institute. It continues to work closely with the Department of Mathematics, which fully funds one to two interns each year. Additionally, this year MSRP partnered with the Department of Mechanical Engineering. In agreeing to cost-share student participation, this partnership led to doubling the number of interns that MRSP was able to accept and place in the Mechanical Engineering department. To

further support the students working in their department, Mechanical Engineering set up biweekly lunches for the interns, where they discuss the specifics of applying to and succeeding in their department. These sessions have been very valuable for interns, who have spent additional time with Mechanical Engineering faculty and graduate students, and been able to garner critical insights and feedback through these interactions.

Grad Catalyst

Over the past year, ODGE rebranded the Graduate School Clinic in order to better represent its purpose and mission. The project's new name, Grad Catalyst (the Catalyst), speaks to the spark the workshop provides for undergraduates, giving students the knowledge and resources they need to effectively plan their academic trajectory in order to be strong graduate school candidates.

The Catalyst's interactive format allows session participants to engage with MIT graduate students. Session topics include tools for applying to graduate school, tips on obtaining funding, advice on selecting a school and advisor, and a host of other key information. In addition to helping students individually, the Catalyst develops and strengthens relationships with minority-serving institutions, thereby increasing MIT's underrepresented minority applicant pool. In fall 2012, one of the first students to attend a Catalyst session enrolled in the Department of Biology. She has credited the Catalyst with giving her the information she needed to navigate the application process and choose the best graduate program for her.

During the past academic year, ODGE conducted a total of 15 sessions for the following institutions:

- Bennett College
- North Carolina State University
- California State University, Fullerton
- Harvard University
- Tufts University
- Hampton University
- Howard University
- Georgia Institute of Technology
- Spelman College
- Morgan State University
- Florida A&M University

Additionally, ODGE worked with the Laureates and Leaders program in the Office of Minority Education to tailor the Catalyst for MIT undergraduates. This version of the workshop includes tips on how to make the most of students' time at MIT, leveraging the wealth of resources available to them. Using this MIT-focused model, the Catalyst was also presented to the residents of Chocolate City, a living group of students who identify with urban culture.

The Catalyst is an effective method for community building among the underrepresented minority graduate students at MIT. Each year, the Graduate Community Fellows, who coordinate the program, lead a training that prepares graduate students to host Catalyst sessions. The Catalyst follows an apprentice model in which trained graduate students help novice presenters learn how to host a session. This structure helps develop material through the lens of various student perspectives.

ODGE is continuing work on an online tool to accompany Catalyst sessions. This tool will provide additional information about the types of students who use our service. It will also provide users with the ability to track their progress and goals. We expect to launch this online tool during the fall 2013 recruitment season.

Get Ready for Advanced Degrees Lab

The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM) Get Ready for Advanced Degrees (GRAD) Lab is a one-day event that provides underrepresented students with detailed information about the benefits of the research enterprise and how to apply to graduate programs and fellowships. In October 2012, ODGE cosponsored GRAD Lab with Harvard University and the Broad Institute. During the first two years of this event, it was hosted by Boston University; its third year was hosted by Northeastern University. Participants were able to hear from a range of speakers, including current graduate students, faculty, senior industry managers, and senior academic administrators. Dean Ortiz welcomed the 2012 group of 60 attendees. Sessions included presentations on topics that ranged from being successful in graduate school to understanding the fellowship application process.

Best Practices for Recruitment

ODGE has found that forming long-term personal relationships with staff and faculty at minority-serving institutions has been exceedingly effective for diversity recruitment. In support of developing more of these relationships, ODGE distributed baccalaureate pool data for US universities graduating the top numbers of underrepresented minority and female bachelor's degree recipients by discipline—compiled by Institutional Research in the Office of the Provost—from the national Integrated Post-Secondary Education Data System database. These data were cross-referenced with peer universities the departments had previously self-identified, along with the offer to facilitate connections to universities and departments with whom ODGE has already established ties. It is hoped that these data will assist departments in targeting diversity recruitment efforts and resources for the next academic year.

International Efforts

International Orientation

The International Students Office is solely responsible for International Freshman Orientation (IFO). While only 10% of AY2013 MIT undergraduates were international, they required ISO advice and services at a disproportionate rate compared with their graduate counterparts. IFO activities were enhanced in AY2013 to ensure extra support for incoming international undergraduate students. The overlap between International

Undergraduate Orientation and regular freshman orientation was eliminated, with a high international student attendance. In addition, for the first time US citizens and permanent residents living abroad were allowed to attend.

Critical information was shared in the MIT Medical presentation, the banking loans and financial aid session, as well as the immigration session. Student coordinators and mentors gave presentations on cultural adjustment and life at MIT, and gave the freshmen the opportunity to learn from and connect with upperclassmen. The mentors and student coordinators also organized a new presentation on student Greek life, living groups, and , sports.

For the first time, an Academic Integrity presentation was offered by Jane Dunphy, director of English Language Studies, and Christy Anthony, director of the Office of Student Citizenship. Also new this year were two other events: the scavenger hunt, and the dinner and movie night. The scavenger hunt was a great success, a fun and riddle-driven creative event that gave students ample opportunity to explore the campus, meet people, and get to know each other (complete with a photo slide presentation of the winning team). On movie night, freshmen and mentors went to Boston Lowe’s Theater and in the process learned about the T (Massachusetts Bay Transportation Authority, or MBTA) and CharlieCards (MBTA’s reusable ticket system), enjoying their first experience of Boston.

Student mentors also organized airport pickups starting the week before IFO and were present to meet every international freshman who had asked to be picked up. Overall, IFO offered international students a very warm welcome to campus.

Jeanty International Teas

In AY2013, the ISO, with the continued funding sponsorship from Roger Jeanty ’72, were able to offer two teas—celebrating Halloween, in October 2012, and Chinese New Year, in February 2013. Over 200 students and staff attended each of these popular events, which promote conviviality and community across the many cultures represented at the Institute.

Kailath International Student Fund

The Kailath International Student Fund, established in 2002 by a generous endowment from professor George Verghese and Dr. Ann Kailath, provides support for specialized ISO programming which would not otherwise be possible. In AY2013, Kailath monies supported an election 2012 open house (that provided a priceless educational experience for international students about the US electoral process), an inauguration day celebration with live video feed of presidential inauguration events, and a special Valentine’s Day open house, fostering lively discussion of relationships, dating, and marriage traditions from around the world.

Participating in the National Conversation

Dean Ortiz contributed efforts to dialogue with external thought partners at the following events:

- March 2013: European University Association Council for Doctoral Education Global Strategic Forum on Doctoral Education, “Globalization and Doctoral Education at MIT” (Dublin, Ireland)
- March 2013: National Science Foundation, Invited Distinguished Lecturer, Mathematical and Physical Sciences Directorate, “Diversity, Technology, and the Modern Research University” (Arlington, VA)

Theme Five: Holistic Graduate Student Experience

Personal support, access to resources, work-life balance, and community are increasingly important to the academic, professional, and personal success of our graduate students. Furthermore, in addition to creating original knowledge at the frontiers of the field, today’s graduate students also need the ability to recognize what this new knowledge means in a broader context, and they must possess a more extensive skill set to act on it for the benefit of humanity. Therefore, professional and personal development is needed to prepare graduate students for a range of career paths.

Orientation and Mentorship

Over the last five years, the Graduate Student Council has grown its student-run, Institute-wide orientation program to be the largest in the US, both in terms of scope and scale. This year, the 2012 orientation lasted 18 days and provided new students with 41 events to choose from. In addition to being planned and executed by graduate student volunteers, the three-week-long production by the Orientation Committee required over six months of planning, involving collaborating with more than 20 offices, as well as the coordination and financing of the seven graduate dormitories and the dedication of nearly 75 upperclass graduate volunteers.

Noteworthy for the 2012 orientation was the focus on traditionally underserved segments of the graduate population. The Families Carnival hosted over 500 graduates and their children for food, games, and resource information distribution. This marks the largest family-oriented event in GSC’s history and the largest graduate family event at MIT over the last academic year. Similarly, Graduate Women at MIT (GWAMIT), GSC’s women’s advocacy subcommittee, hosted the largest-ever women’s lunch, with almost 400 incoming graduate women in attendance. This luncheon represented the largest women-specific gathering of the MIT graduate community in 2012. A third new support-based event was the international student mixer—an event that pairs new international students with international alumni in the Boston area who came from a similar country/region. This event, in partnership with the Alumni Association, hosted nearly 200 international graduate students and alumni.

MIT is legally mandated to provide immigration information to all new students and to verify that they are in appropriate legal status. Required orientation programming for all incoming foreign national students ensures that this important regulatory responsibility is fulfilled on behalf of the Institute. In collaboration with the Registrar’s Office and the MIT Card Office, incoming students are only permitted to register and receive an MIT ID after they have attended ISO orientation. To accommodate international graduate students who arrive at the Institute throughout the summer, ISO held daily immigration

sessions in August 2012 so that students could more quickly participate in MIT community life. After participating in international orientation, graduate internationals join their domestic colleagues in the robust graduate orientation activities sponsored by GSC.

Both ISO and GSC orientation are important opportunities to establish a welcoming, supportive climate for our international graduate students from the moment they arrive at the Institute.

Personal Support and Advising

ODGE continues to expand the support that it offers to students. In its second year, the addition of the assistant dean for graduate student support and advising allowed for a greater effort in the support of underrepresented groups, and specifically the support of lesbian, bisexual, gay, and transgender graduate students. ODGE was involved with a number of programs coordinated by the Division of Student Life. One such program was MC², a multicultural conference created to engage students in difficult conversations around cultural issues. The assistant dean presented on the intersections of identity. Another program was the annual Provincetown Retreat for LBGT@MIT. Each year, roughly 50 students, undergraduate and graduate, are taken on a retreat to build community and engage in conversation around a variety of topics ranging from sexuality to oppression to campus climate. The assistant dean assisted in logistics and facilitation.

ODGE also assisted in the facilitation of mediation training offered to faculty and staff through DSL's Office of Conflict Resolution, and the Resources for Easing Friction and Stress program offered to graduate students. The training enables participants to mediate conflict as well as assist individuals in navigating difficult conversations through conflict coaching. Those that complete the program often assist in supporting students as well as triaging potential issues.

International student advising is at the core of ISO's responsibility to MIT's international students and their accompanying dependents. ISO is the only office on campus with immigration expertise in student regulations. The International Student Office has legal responsibility and immigration advising responsibility for most MIT international students and their dependents for as long as three years after graduation. In AY2013, ISO staff supported students in over 5,000 one-on-one appointments. Students come to ISO seeking advice about personal issues such as cultural adjustment, academic concerns, and worries about family issues and political tensions in their home countries. ISO provides a safe, comforting, and culturally sensitive resource. Because interaction with ISO begins long before actual arrival in the US and at MIT, ISO is well known to international students and very often one of the first offices they come to with personal concerns. ISO remains well poised in this regard to refer students to the many other advising and counseling resources across campus.

Support Processes and Tools

A number of efforts have been made to enhance the infrastructure regarding student support. One such effort is ODGE's partnership with DSL and the Office of the General Counsel to assess and execute Title IX reporting processes. The initiative included assisting with the selection of a Title IX investigator and participating in the working group that is reviewing current procedures.

In partnership with Information Services and Technology, ODGE completed the creation of a student tracking database that will assist in tracking student interactions with ODGE and will enhance communication among staff supporting students. The database will allow for a gradual transition to predominantly electronic files for students obtaining a medical leave, filing petitions, etc., thus reducing the office carbon footprint and cost of materials. Transition to the new database began in spring 2013 and will continue through the summer. The database will reach its full potential once it is linked with the anticipated Institute-wide petitions database.

Needs Assessment

A needs assessment of graduate students was conducted over the course of the academic year, utilizing preexisting data collected from focus groups with the dean and Institute surveys conducted from fall 2009 to fall 2012, specifically the Graduate Student Advising Survey, the 2011 Enrolled Graduate Student Survey, and the 2011 Doctoral Exit Survey. A graduate intern was hired to analyze the data under the supervision of Institutional Research and the assistant dean. The analysis was conducted to determine the needs of overall graduate students as well as the needs of subpopulations, such as women, international students, and underrepresented groups.

ODGE partnered with Institutional Research, DUE, and DSL to fulfill the charge of the chancellor to conduct a quality of life survey among students. The survey was conducted in spring 2013 and will be incorporated into other efforts within ODGE. Also in spring 2013, ODGE partnered with Institutional Research and the Graduate Student Council to collect information from academic departments regarding infrastructure for advising and professional development. The data is being compiled over the summer.

Resource Awareness

ODGE worked to increase awareness of its resources through both direct and indirect contact with students. Indirect efforts included two presentations to faculty and staff that support students. One presentation was delivered to the faculty of 13 academic departments regarding how to assist a student in distress. The presentations were done in conjunction with Student Support Services and informed faculty of the pathways to support for both undergraduate and graduate students. The second presentation was to roughly 30 graduate officers, graduate administrators, and other staff regarding methods of support for the international graduate student population. Colleagues from the University of Pennsylvania (Meeta Kumar, associate director of counseling and psychological services, and Chia-Ying Pan, director of the Office of Learning Resources) conducted the presentation, which provided an outside perspective that generated a number of new ideas.

Direct efforts included two new initiatives in partnership with the Division of Student Life. In fall 2012, ODGE took part in the planning and execution of a campus-wide resource fair. In spring 2013, ODGE formalized a combined effort to raise awareness of resources among students through ODGE participation on the DSL Strategic Implementation Team responsible for awareness efforts.

Graduate Student Life Grants

The Graduate Student Life Grants program is a request-for-proposal process that invites graduate students and others in the MIT community to submit creative ideas for funding. The key criterion is that each proposal offer concrete ideas for enhancing the community life of graduate students. These grants are one of the only sources on campus that fund an individual's proposal, rather than requiring affiliation with a student group or department. While most projects run one to two years, seven prior proposals have earned some level of ongoing funding, and eight others have become an ongoing part of the Institute through other funding sources.

Of the 19 proposals submitted in AY2013, 16 initiatives were funded. Projects were developed to help students find unique commonalities via a software platform, to collaboratively contribute expertise to local businesses, and to lure students out of their labs and away from their computers for social time, addressing the perennial issue of socialization within and across departments. Since the program's inception in 2002, 184 unique projects have been supported. The [Graduate Student Life Grants website](#) offers more detail on the funding process, as well as on project descriptions.

Graduate Community Fellows

Graduate Community Fellows work on projects and assignments that enhance the graduate community in unique ways. Each fellow reports to a staff member in ODGE or in a partner organization and focuses on a specific project. The typical appointment period is the nine-month academic year; fellows work an average of 10 hours each week in return for a monthly stipend. This year the program added one new position to support graduate public service while three other positions were on hiatus due to leadership transitions, bringing the total to 16 fellows.

Fellows continued to conduct vital work for ODGE in the area of programs for women, including the Path of Professorship workshop and assembling a guide for healthful eating; diversity initiatives, such as the Graduate School Clinic (now renamed Grad Catalyst); building stronger connections with MSRP and CONVERGE alumni; the Graduate Student Life Grants program; programs for international students; highlighting graduate student accomplishments; and graduate student orientation. Find more details at the [Graduate Community Fellows program website](#).

Support for Graduate Women

Path of Professorship

The 7th annual Path of Professorship workshop for graduate and postdoctoral women who aspire to careers in the professoriate was held on October 26–27, 2012, at the

MIT Faculty Club. Participating were 39 PhD and 25 postdoc women from primarily science, technology, engineering, and mathematics (STEM) fields. Electrical Engineering and Computer Sciences had the largest number of participants (7), followed by the Department of Civil and Environmental Engineering (4); the Departments of Biology, Physics, and Urban Studies and Planning had equal numbers (3); and 12 additional departments and programs were represented by one to two participants.

Over the course of the workshop, 30 presenters from a range of institutions and organizations covered topics such as What Type of Institution is Right for You, Finding the Time to Do It All, Applying and Interviewing for Faculty Positions, How to Be a Quick Start Professor, The Tenure Process, and Presenting Technical Information. Of the total speakers, 14 were MIT female faculty, with professor Karen Gleason of the Department of Chemical Engineering as the featured speaker for the evening reception; 14 more were on the faculty of other institutions and the remaining two were non-faculty women in academia. The attendees were delighted to see that two faculty presenters had previously participated in the workshop as graduate students and that one had been selected the Martin Luther King, Jr. Visiting Professor at MIT for fall 2013.

Based on feedback from the workshop, the opportunity to interact informally, to meet other women at the Institute (whether faculty, students or postdoctoral fellows), and the candor of and sharing of personal stories was most valued. The sessions that were overwhelmingly noted as most useful and most highly valued were Negotiating the Offer and Finding the Time to Do it All. Finally, the diversity of field experience and lifestyle among the speakers was noted as an important element to continue in the future.

Programming for Women

ODGE sponsored a lunch event in February 2013 for approximately 35 women from different departments to meet with women leaders from Intel Corporation. Planned by the Graduate Community Fellows, the lunch gathering provided a forum for students to ask questions and listen to advice about strategic career management and advancement, business etiquette, and balancing work and family life as an industry executive. The featured speaker was Intel's vice president of the technology and manufacturing group and Fab/Sort manufacturing general manager, who also spoke about the importance of following one's passion for a healthy and fulfilling life.

In February 2013 four distinguished women leaders in science education shared their stories about a broad range of opportunities available to science and engineering scholars who want to share the love of their discipline through teaching via less visible or publicized career paths. The panelists were Dr. Connie Chow, executive director of Science Club for Girls and founder of the Boston Area Girls STEM Collaborative, formerly a professor of biology at Simmons College; Dr. Brindha Muniappan, director of education and public programs at the MIT Museum, who has worked at two other science museums including one at the National Academy of Sciences; Dr. Susan Freeman, an academic specialist who teaches, develops curricula, and coordinates freshman engineering courses at Northeastern University; and Dr. Dneha Veeragoudar Harrell, an educational technology specialist who leads projects to support STEM

learning for students who have experienced difficulties in traditional classroom settings. The audience of more than 50 graduate women was riveted, and the dialogue and engagement during the question and answer session was spirited and thoughtful.

Reading Group for Graduate Women

For more than 10 years, graduate women have been gathering to build friendships and community, practice English language skills and improve fluency, and share experiences and advice while reviewing the book of the month. ODGE has sponsored the group, which was inspired by a casual conversation in the Cheney Room (an oasis in Building 3 for all women students) between the senior associate dean and a few community-minded Chemistry graduate students. The size of the group has remained between 15 and 20 women, ensuring that the quality of the engagement is not diminished. One graduate woman, who after only a year of involvement recently volunteered to lead the group, described her experience in these words:

I was delighted to discover the graduate women's reading group a year ago. I instantly felt at home with this diverse community of women, and it has been one of the only opportunities I've had at MIT to meet and get to know students from departments other than my own. I've been especially impressed at the group's willingness to take on books that span such a wide range of topics and genres; whether the month's selection is science fiction or a non-fiction account of life in North Korea, the discussions are always lively and enhanced by unique perspectives of students coming from very different backgrounds.

Graduate Women of Excellence

The Graduate Women of Excellence event seeks to recognize female graduate students who have made significant contributions to the MIT community and the world at large. Students must be nominated by someone in the MIT community. Nominations are evaluated by a panel of graduate women and final 2013 selections were made by the current Graduate Community Fellows, Shannon Morey and Alexandra German. A reception was held on April 23, 2013, to recognize the honorees and celebrate their accomplishments.

Selection Process

Over the course of three weeks in late February and early March, nominations were gathered from all levels of the MIT community. Undergraduates (often in an Undergraduate Research Opportunities Program capacity), graduate students, administrators, and professors all nominated students. A large portion of the nominations came from the nominees' peers, with a significant number coming from faculty. Graduate students often nominated someone in their research group, program, or student organization.

There were a total of 145 nominations for 68 graduate women and two graduate women's groups. The nominees came from 20 departments/programs. The 47 selected honorees came from 17 departments/programs.

Nominations were evaluated based on the following criteria:

- The nominee demonstrates leadership through diverse activities
- She demonstrates leadership through interactions with colleagues/professors
- She is dedicated to serving the MIT community to improve the graduate student experience
- She provides thoughtful and constructive advice
- She is a catalyst for change when challenges arise

All nine of the women's groups on campus that focus on enhancing the MIT experience for graduate women were honored:

- Course 6 Graduate Women
- Graduate Women at MIT
- Graduate Women in Physics
- Harvard-MIT Health Sciences and Technology Women's Group
- Mechanical Engineering Graduate Association of Women
- MIT Sloan Women in Management
- Women in Chemistry
- Women's Graduate Association of Aeronautics and Astronautics
- Women in System Design and Management

Honoring the Selected Women

The honorees were informed of their selection via email and invited to the reception. Also invited were the nominators and the panel of scorers; the president, the provost, and the chancellor; representatives from ISO, including the associate dean for graduate students and the director and assistant director of ISO; the deans for student life and for undergraduate education; the deans of science and of engineering; the dean and the assistant dean for graduate education; the vice president for research; the assistant director of diversity initiatives; the communications officer; representatives from the Career Center; and ODGE staff.

The honorees were required to submit a poster describing their journey to MIT, their current work, how they have overcome challenges, their future plans, and advice they have for other students. These posters were printed and displayed at the reception. The graduate women's groups were also required to submit a poster about their group's history, mission, current work, and future plans.

The reception was held on April 23 at the Microsoft New England Research and Development Center in Kendall Square. Senior associate dean for graduate students Blanche Staton and Dean Ortiz were featured speakers. Only three of the 47 honorees were unable to attend the reception, and all of the graduate women's groups sent at least two representatives. There were a total of 154 attendees. In addition to the numerous

administrative units represented at the event, many faculty, department heads, and department administrators came out to support their students who were honored. Family members and friends traveled from near and far to share in the event. During the evening, quotations from nominators of the honorees along with honoree headshots were displayed on monitors throughout the venue.

Summary of Honoree Posters

Although many attendees did not mention specific career plans, six honorees noted plans to go into academia. Another six attendees said they wanted to continue teaching, but did not clearly note an intention to go into academia. Many women noted their desire to continue to mentor other women in their fields.

When remarking on the challenges they faced, many women noted how difficult it was to manage their time and choose activities that they both enjoyed and that were beneficial to them professionally. Honorees also mentioned the difficulties in obtaining funding or publicizing their work and how this has helped them become better advocates for themselves and their science.

When offering advice to others, many honorees recommended getting involved in activities outside of research while at MIT. They felt that such opportunities helped them grow both professionally and personally by allowing them to gain new skills and meet new people. Additionally, they stressed the importance of finding the right advisor, laboratory, and project. They felt the environment they worked in was a fundamental contributing factor to their success. Honorees also illuminated the value of self-awareness and introspection and the need to be directed by one's inner compass when choosing one's path. They also recommended trying new things and not turning down opportunities. Finally, most honorees noted the importance of experiencing joy as part of graduate student life.

The Graduate Women of Excellence event, first held in 2010, is the only known event that specifically highlights and honors the multidimensional contributions of MIT's community of graduate women.

Task Force on Graduate Student Professional Development

Today's graduates are in need of an increasingly sophisticated skillset, including oral and written communication; cross-disciplinary collaboration and the ability to work in diverse teams; global and cultural awareness; knowledge filtering and assessment; teaching and critical thinking; open-ended problem solving; leadership and project management; and contextual appreciation. MIT offers a range of outstanding professional development opportunities that are distributed across the Institute and sponsored by various student support offices, student groups and clubs, and the schools and departments. These events and activities are highly popular and effective, and often the demand greatly exceeds the capacity; the 2011 Enrolled Graduate Student Survey indicated that there is room for growth in many areas of professional development. In response, the dean for graduate education assembled the Task Force on Graduate Student Professional Development, in March 2012, to review desirable skillsets for MIT master's and doctoral graduates in various disciplines and employment sectors, and to

identify core competency areas as well as map current MIT professional development offerings to those areas. The task force submitted its report in May 2013, proposing a framework for professional development entailing six domains, each with a limited set of goals or aspirations for MIT graduate students. This framework was also used to assess MIT's current offerings and to identify needs for additional efforts or emphases. The framework, assessment, and task force recommendations will be shared with the MIT community in September 2013 for comment before final implementation decisions are made.

Support for Individual Students

ODGE has proactively sought to provide high quality professional development activities for graduate students. This includes targeted support for local events such as the GWAMIT leadership conference and the MIT-China Innovation and Entrepreneurship Forum conference, as well as prestigious international conferences and workshops. Examples of workshops include the 61st Annual Lindau Nobel Laureate Meeting in Germany, the MIT-Imperial Global Fellows Program Transferable Skills conference at MIT and in London, and the National Research Foundation of Singapore "Global Young Scientists Summit@One-North: An International Meeting of Bright Young Researchers, Nobel Laureates, and Eminent Scientific Leaders," in Singapore.

Graduate Student Council Programs

Following orientation, the activities Committee worked to provide continued graduate students with Institute-wide programming. Of note are the MIT Graduate Arts Gala and Soiree, which attracted over 700 graduate students to view and discuss art made by fellow students. GSC also hosted its annual MIT Grad Gala, the largest gala event at MIT that brings nearly 600 graduate students out for a three-course meal and dancing. At an even more impressive scale, GSC hosted the largest off-site trip in AY2013 with the successful execution of the MIT/Snowriders Ski Trip. Nearly 800 graduate students were transported and supported for three days of skiing at Jay Peak, VT.

In addition to the above large-scale events, GSC also organized a range of smaller-scale events to encourage more personal interactions among students. Noteworthy were the new GSC coffee hours, meant to provide graduate students a late night venue to refuel and meet up after other food options and restaurants close in the area. Also new this year was the Friendside Frenzy series of events, which invited 20–30 students to spend two hours together learning about each other and making diverse connections across campus. Another example of human-scale programming was the GSC off-campus subcommittee's work in planning and executing 25 small dinner discussions for the two-thirds of MIT graduates who live off-campus and do not have access to graduate dormitory resources or programming. The 2013 off-campus subcommittee was the most active in GSC's history.

The ARC committee doubled its programming this year with 20 large-scale events aimed at providing graduate students with useful tools for navigating graduate school and careers. Included in their offerings were a financial planning seminar; two alumni networking events; two GWAMIT conferences attracting over 500 graduate men and women, three dissertation bootcamps aimed at giving students advice and quiet space

to write their theses, six career path series covering fields as diverse as academia, consulting, public policy, and big data, and six graduate skills series providing training and resources for skills such as grant writing, publication submission, and negotiations with supervisors and advisors..

A final point of pride for GSC's programming efforts this year was the 2012 Fall Career Fair. GSC is the largest of three student organizational partners and oversees the Fall Career Fair directors, whose job it is to plan, finance, and execute the largest career fair at MIT each academic year. This year's career fair was the largest in MIT's 151-year history and brought to campus over 300 employers for several days of informational sessions, panels, interviews, and the main career fair event. In addition to drawing significant student crowds, the Fall Career Fair is also open to postdoctoral researchers as well as MIT alumni. The proceeds from Career Fair sponsorships are split among the three partners to redistribute directly to the student population. From GSC's end, the excess profits were distributed in their entirety to increases to the GSC Funding Board to grow support of graduate student clubs on campus; to augment the GSC travel grant for students to present at conferences; and to create an historic fund that, in partnership with several other offices at MIT, provides backup childcare for graduate students with children.

Professional Development Video Portal

This year, dozens of new videos were added to the Professional Development Video Portal, giving students 24/7 access to the comprehensive video library of professional and personal development content. The Task Force on Professional Development has concluded its work.

Global Fellows Summer Program

ODGE and the Dean for Undergraduate Education cosponsored a third MIT-Imperial Global Fellows Program in June 2013, an intensive four-day workshop focused on the importance and development of transferable skills, organized by the Global Education and Career Development Office and the Imperial College of London. It consists of three major programmatic elements:

1. A curriculum, through a series of interdispersed practical lectures, that gives a framework for transferable skills, including relevant research in cognitive learning and context for how skillsets relate to each student's particular field and work
2. Small group collaborative exercises and experiential activities, which take the concepts learned in the lecture component, reinforce skills, and add experience and coherence. Students form groups of three to five to develop interdisciplinary research proposals and posters, which draw on one another's expertise and interests
3. Feedback and reflection through providing a period of time each day for students to process and discuss what they learned. Students give each other feedback on their communication and leadership styles, allowing for a better understanding of how each student fits into the group, relates to peers, and communicates

The program accepted 20 PhD students from Imperial College London and 17 from MIT; the workshop was hosted in Sharon, MA. Participants developed the professional skills required to launch and manage a successful research career, with an emphasis on creating and sustaining successful international research collaborations.

National Conversation on Graduate Education

Dean Ortiz contributed efforts to dialogue with external thought partners at the following events:

- December 2012: Invited speaker, University-wide invited seminar, Tel Aviv University, “Graduate Education at the Massachusetts Institute of Technology: Towards a Networked Apprentice Model” (Tel Aviv, Israel)
- November 2012: Keynote speaker, Association of Chinese Graduate Schools, Second International Forum, “Graduate Education Quality Assurance System” and “Vocational Need and Professional Degree Graduate Education in Global Context” (Hangzhou, China)
- November 2012: Invited speaker, MIT-China Innovation and Entrepreneurship Forum, “Innovation and Entrepreneurship and the Value of the Modern Research University” (Cambridge MA)
- October 2012: Opening remarks and chair, MIT Symposium for the Inauguration of President L. Rafael Reif, “Future of Education” (Cambridge, MA)
- October 2012: Series of three invited plenary presentations—“Current Trends in Graduate Education,” “From Knowledge Generation to Knowledge Utilization: Professional Development in Graduate Education,” and “Graduate Program Metrics, Assessment, and Value”—in the workshop Higher Education in the 21st Century, Ministry of Education (Kingdom of Bahrain)
- September 2012: Invited speaker, Association of American Universities Association of Graduate Schools 64th Annual Meeting, “The Value of the Modern Research University: MIT as a Case Study,” in the session “Tsunami After the Earthquake: Economic Recovery, Demands Accountability, Showing Value” (New Orleans, Louisiana)
- September 2012: Invited plenary speaker, in the workshop From Knowledge Generation to Knowledge Utilization: Professional Development in Graduate Education, Vitae Researcher Development International Conference on personal, professional, and career development of researchers and the successful implementation of the Concordat to Support the Career Development of Researchers in the UK (Manchester, UK)
- September 2012: Speaker and panel moderator, MIT Alumni Leadership Conference and Corporation Development Committee Annual Meeting, “MIT Graduate Education: Past, Present, and Future” (Cambridge, MA)
- July 2012: Opening remarks and chair, plenary session Council of Graduate Schools Summer Workshop, Social Networking and Technology: Opportunities and Risks (Boston, MA)

International Programs

International Freshman Mentor Program

The International Freshman Mentor Program, currently in its 15th year, is a mainstay of freshman international orientation. The program matches incoming international freshman with international upperclassman long before their arrival in the US. Strong bonds develop between student and mentor, beginning with email correspondence while the student is still at home, to airport pick-up, to many yearlong mentor-organized activities. The mentor program is staffed and organized entirely by volunteer students, who bring tremendous enthusiasm and creativity to the program.

Host to International Students Program

The Host to International Students Program has remained vital in providing new students with supportive emotional and social ties to MIT community members and their families. Over 200 students and MIT community members participated in AY2013. With limited resources in both funding and staff time, this program is currently available only to international undergraduate students.

Childcare for Graduate Students

In 2009, childcare scholarships for graduate students for use at on-campus centers were phased out. Following this, informational centers and advising were established at the MIT Work-Life Center, though no new service programs were created to ease graduate students' need for childcare services. As a result of the growing unmet need of students with children, several graduate parents stepped up and were empowered by the Housing and Community Affairs Committee to drive the issue on behalf of their colleagues. The GSC Families Subcommittee was shortly thereafter convened by HCA and began work on peer comparisons and benchmarking. Within two months, a new childcare facility, to be built at 219 Vassar, was announced and GSC brought together a coalition of postdoctoral researchers and research associates to author a proposal that requested egalitarian placement practices along with an ability-to-pay fee structure. Both of these recommendations were not accepted and as a result the GSC Families Subcommittee doubled its efforts in coordination with ODGE and the MIT Work-Life Center to build a case for backup childcare. The GSC executive team and general council, determined to make impact in this area, made the first contribution of funds using Career Fair proceeds to seed a backup childcare fund at the level of \$38,000. Several administrative partners soon joined and/or matched and the Institute's first backup childcare program for graduate students came into existence.

Support for Student Group Activities

ODGE contributes financial support for many student group activities. Substantial annual funding is provided to the Assisting Recurring Cultural and Diversity Events fund, which in turn funds many individual events, and to the Sidney-Pacific/Ashdown Brunch series. Other annual funding supports the GSC Grad School 101 Orientation, the Multicultural Winterfest, and the Minority Student Graduate Luncheon. Additional support this year went to the family group at Eastgate, and the 2012 MIT-CHIEF conference. ODGE also provided funding support for student groups to attend

conferences, including the US Agency for International Development kickoff event; the Science Policy Initiative Congressional Visits Day, in Washington, DC; and the Global Young Scientists Summit, in Singapore.

GSC is the main financial support tool of graduate student programmatic life at MIT through its constitutionally mandated funding board operation, which is charged with distributing student fees to student groups in a fair, democratic, and transparent manner. This year, the GSC fundingboard dispersed \$120,000 through standard student group allocations, \$6,500 through public service fellowships, \$30,000 through medium-sized events funds, \$15,000 through council representative funding to departments, \$12,000 through athletic and performance grant funding, \$2,000 through group start-up funds, and \$3,000 through a grant that awards and supports collaboration between groups. The total represents a 12% increase in student financing due to the higher than expected GSC profits from Career Fair. In addition, the Academics, Research, and Careers Committee provided \$19,000 in travel grants for graduate students to attend conferences around the world. This amount represents an 18% increase in support of graduate student travel.

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