

The Inside Scoop on

MIT
Massachusetts
Institute of
Technology

Ideas and Recommendations

By Elizabeth Reed, Senior Associate Dean, DUE sido@mit.edu

The **February** and **April** issues of this newsletter gave preliminary and midpoint views of three DUE Working Groups set up in January to explore ways to decrease our base budget. In June, each group submitted their final report with a set of recommendations to Daniel Hastings. There were 30 recommendations in all, mostly related to doing things differently, sharing work between and among individuals and offices, and using technology to enhance services, streamline operations and/or use fewer resources.

A small subset of the recommendations identified specific cost savings. An additional set identified efficiencies only. Most noted that some level of savings may be found but that deeper evaluation would be needed to determine the cost/benefits and in some cases the advisability of moving forward. A number of short-term opportunities were proposed that could serve as temporary bridges while permanent changes are phased in.

The Dean reviewed all of the recommendations with Jeanne Hillery, Sharon Bridburg and Elizabeth Reed, and placed each into one of the following categories:

- Category #1 - Recommendations that should be implemented as soon as feasible
- Category #2 - Recommendations with merit that need further data collection and analysis
- Category #3 - Recommendations with merit that need further discussion with others (who may or may not be in DUE)
- Category #4 - Recommendations that will not be implemented at this time

During the next week, he will meet with the Working Group Co-chairs to share feedback on and next steps for each of the ideas they put forward.

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Please send future stories, feedback or any other interesting tidbits to:

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Ideas and Recommendations

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At our July retreat, the Leadership Team explored several of the Category 3 ideas and provided input to the Dean. Among the things we considered were the response of faculty and other stakeholders, implications for DUE culture and impacts on students. While no final decisions about the recommendations were made at the retreat, our discussions provided food for thought.

The nine working groups of the Institute Task Force have been on a similar trajectory this summer. In June they presented initial findings to Academic Council. They spent the summer refining many of the ideas that had emerged via the MIT Idea Bank as well as developing new ideas. The Education Group which Daniel Hasting co-chaired had a particularly broad scope. This group looked at almost every aspect of MIT life with a connection to the academic experience of students, including UROP, class size, alternative freshman programs, Athena clusters and the physical education requirement.

The [Institute-wide Planning Task Force preliminary report](#) was released this week and contains many ideas that will impact and involve DUE. The ideas in the report were assigned to a particular organization, such as DUE, or to multi-organizational team that will be formed. The ideas in the report are now open to input/commentary by the MIT community. The feedback gathered during this time will be useful input as the ideas are further explored. After a period of community feedback, the final report will be released in the fall.

At the next DUE All-Staff meeting on Tuesday, September 22 at 3:30 in 10-250, Dean Hastings will discuss some of the ideas from DUE Working Groups and the Institute Task Force. We will solicit your questions in advance and look forward to seeing you there.

Institute-wide Planning Task Force Report

Review the report and provide your input at the

MIT Idea Bank

Treating Each Other with Respect, Concern and Care

By Daniel Hastings, Dean for Undergraduate Education
hastings@mit.edu



These are stressful times in the country and at MIT. We are all suffering from the impact of the recession even as we slowly recover. As the country tries to change, we have seen pictures of town hall meetings where many angry sentiments are expressed and people are not treated with respect. At MIT, our policies and procedures guide us to act with respect towards each other as we face hard decisions driven by our reduced budgets. In addition to this guidance, there is a well understood MIT culture of respect, care and concern for each individual who works here.

Within DUE, I want to emphasize this. We must treat each person with the respect they deserve and we must all help each other to pull together as part of the DUE team. As we head into harder times in the next few years, we want to continue to work hard, deliver on our mission and also make DUE a place where we want to be and others want to come. This will flow from the respect, concern and care we continue to show each other.

DUE All-Staff Meeting Tuesday, September 22 3:30pm to 5pm in 10-250

Topics to be covered by Dean Hastings include:

- Upcoming MIT and DUE Budget Processes
- [Institute-wide Planning Task Force Report](#)
- [DUE Working Group Recommendations](#)
- [NEASC Accreditation](#) Visit on Oct. 4-7 and DUE's role

We encourage you to send your questions in advance about these or any other topics you would like Dan Hastings to address.

Please send questions to Sharon Bridburg, Director of DUE Human Resource, via email: bridburg@mit.edu or interdepartmental mail to 7-139. All questions will be kept confidential. Dan Hastings will also answer any questions that are raised during the meeting.

Total Undergraduate Financial Aid Exceeds \$100 Million

By Kim Mann, Communications Officer, Student Financial Services kamann@mit.edu and Betsy Hicks, Executive Director, Student Financial Services emhicks@mit.edu

With the cost of attending MIT surpassing the \$50,000 mark in 2008-2009, it is no wonder that another marker was also topped. For the first time, the total financial aid undergraduates received from all sources went beyond \$100 million.

In 2008-2009, an undergraduate could expect to pay about \$50,100 for tuition, fees, room, board, books, supplies and personal expenses. Nine out of ten students received some form of need-based and/or merit-based aid, with almost two-thirds receiving strictly need-based aid. Of course, MIT only awards need-based aid, but many undergraduates receive merit-based aid from private sources.

It may come as no surprise that MIT is the largest provider of financial aid to its undergraduates with the federal government a distant second. Of the \$105 million in financial aid undergraduates received last year, more than \$73 million was scholarships awarded by MIT. The source of these scholarships is primarily endowed scholarship funds, but occasionally MIT also draws against the General Institute Budget to ensure access for undergraduates. With recent enhancements to the MIT undergraduate financial aid program, fewer undergraduates find it necessary to borrow. The good news is that last year only 30 percent of undergraduates borrowed. The bad news is that the annual average loan for those borrowing surged to \$7,700, up more than \$2,000 from the prior year with 36 percent of loans borrowed coming from private sources. Given the credit crunch, it is likely that undergraduates borrowed more because their parents found it difficult to borrow for part of their expected contributions.

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Term-time work has always been an important way for students to finance their education. Approximately two-thirds of our undergraduates work term-time each year and their average earnings are about \$2,850, which is comparable to two paid UROP's.

So what's in store for the future? The student expense budget – an estimate of the cost to attend MIT – will rise to \$52,000 next year. Families making less than \$75,000 a year and with standard assets can count on receiving scholarships from all sources equal to tuition and fees – which will be \$37,782. Students from these families will not be expected to borrow, but they will be expected to earn \$2,850. Students who receive Pell Grants from the federal government – about 15 percent of undergrads – will continue to have their Pell grants matched by MIT.

For folks who really want to dig into these financial aid statistics, check out the [Reports to the President](#) which are available on the web. While it is still too early for the latest report summing up the 2008-2009 year, reports from prior years provide interesting information about how undergraduates and their parents finance their educations.

Connecting with Future MIT Students across the Globe

By Bob Dolan, Career Development Counselor, Career Development Center dolanb@mit.edu

Before incoming students stepped foot on MIT's campus, students in the Masters of Engineering in Logistics program were introduced to the MIT [Career Development Center](#). On July 22, Bob Dolan, Career Development Counselor delivered the center's first global resume webinar to students in 10 different countries. In an effort to provide early preparation for these international students for the fall recruiting season, Bob worked with administrators in the program to develop content and then delivered the workshop to the global population of MLOG students.

The feedback was extremely positive as the students appreciated the opportunity to connect with MIT before their program began. The Career Development Center will use this forum as a launch into creating additional on-line workshops and webinars with hopes to convey career information to students regardless of location. This effort will be helpful as students explore global experiences throughout their time at MIT.

Preprofessional Advising Ventures into the World of Twitter

By Tamara R. Menghi, Assistant Director for Preprofessional Advising, Career Development Center trmenghi@mit.edu

This is the first of a series of articles on the use of social media by DUE offices...

In an effort to see what all the Twitter hype is about, Preprofessional Advising launched a MITprehealth Twitter in March 2009. Since its inception, 100+ individuals or “tweeples” have decided to “follow” MIT prehealth.

Learning the Lingo*

Twitter	A free social networking and micro-blogging service that enables its users to send and read messages known as tweets.
Tweets	Text-based posts of up to 140 characters displayed on the author’s profile page and delivered to the author’s subscribers who are known as followers.
Follower	Individuals who follows or subscribes to your twitter.
Tweeples	Twitter people, Twitter members, Twitter users

For those unfamiliar with its uses, you might be wondering why use Twitter if you can e-mail? For Prehealth Advising’s purposes, the use of Twitter has been to complement the many means of communication already in use with the prehealth community. E-mail and listservs still provide an important function for Preprofessional Advising when more content heavy information to the prehealth community is necessary.

The expected (and unexpected!) benefits of using Twitter for Preprofessional Advising have been:

- Quick & Efficient Announcements – For our followers, short bits of information on news articles, trends, and important deadlines can be received (without clogging up e-mail), no matter if they are on their personal computers, taking the T, or dining out for individuals using the Twitter application on their cell phones. Currently 40% of MITprehealth tweeples are MIT students. (The remaining 60% are admissions offices, career counseling and academic advising professionals and interested individuals.)
- Connecting to Admissions Offices - The medical schools at Duke, Harvard, University of Chicago, and Yale are just a few that are now on Twitter. These schools are using Twitter as a vehicle to give admissions updates, information about their programs and advertising recent podcasts of important events.

- Connecting to Peer Professionals – Twitter has served as an easy method of openly sharing information and resources with professionals at MIT and Prehealth Advisors and Career Counselors at other institutions.
- Professional Development - Staying current on prehealth advising and health career related topics has been made simple through Twitter. MITprehealth follows the NIH, New York Times Health, American Medical Association, Wall Street Journal Health, and much more.

In the 2009-10 academic year, Preprofessional Advising plans to more broadly advertise MITprehealth to grow its followers and will evaluate the effectiveness of its use for communicating with the prehealth community.

If you are interested in prehealth related announcements and updates, follow us at <http://twitter.com/MITprehealth>.

*Twitter Definitions were provided by Wikipedia <http://en.wikipedia.org/wiki/Twitter> and Mashable <http://mashable.com/2008/11/15/twitterspeak/>

Editor’s Postscript:

There many other MIT offices and departments using Twitter and there are plenty of student tweeples, both individuals as well as groups. Here are a few examples:

Alumni Association: http://twitter.com/MIT_alumni

MIT Libraries: <http://twitter.com/mitlibraries>

OCW: <http://twitter.com/MITOCW>

MIT News: <http://twitter.com/MITNews>

TechTV: http://twitter.com/MIT_TechTV

Media Lab: <http://twitter.com/medialab>

MIT Sloan: <http://twitter.com/mitsloan>

MIT Medical: <http://twitter.com/MITmedical>

Undergraduate Association Senate: http://twitter.com/ua_senate

DUE Desktop Support Corner

By Steven Burke, Director of Administrative Computing,
DUE Desktop Support sburke@mit.edu

Topic: DUE Migration to MS Exchange for Email and Calendaring

Many staff have heard about the new email and calendaring service being offered by IS&T called Microsoft Exchange. DUE will be migrating to Exchange over the coming months, with the goal of completion by December 2009.

IS&T is planning for the retirement of TechTime in the near future and the MS Exchange environment will fill that need and others.

Benefits of Microsoft Exchange:

- An integrated email and calendar experience within the desktop application (Outlook 2007 for PC users; Entourage 2008 for Mac users)
- A robust web-based integrated email and calendar accessible via Outlook Web Access (OWA)
- Built-in (schedulable) Out-of-Office assistant
- Ability to recover deleted message (up to 14 days)
- Increased integration and support for mobile devices (iPhone, Blackberry)

These built-in features will replace TechTime, Email Auto-Responder and MIT Webmail.

To date, DUE Administration, Student Financial Services, Registrar's Office, OME, and Global Education/Career Development Center have been or are the process of being migrated to Exchange.

Your Department IT Liaison will contact you about the migration process for your office.

New Faces in DUE

Several new (and returning) staff joined DUE between June 20, 2009 – August 14, 2009. **WELCOME!**

Admissions Office

David duKor-Jackson	Associate Director
Jamilla Jamison	Admissions Counselor
David McOwen	Communications Manager
Tiffany Meertins	Assistant Director
Chris Peterson,	Admissions Counselor

Dean's Office

Elizabeth Hicks	Executive Director, Student Financial Services
DiOnetta Jones	Associate Dean and Director, Office of Minority Education

Edgerton Center

Brian Chan	Instructor
Anna Jaffe	Instructor
Ariel Phillips	Instructor

Concourse

Bernhardt Trout	Director
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Bringing Russian and Soviet History into the Digital Age

By Molly Ruggles, Educational Technology Consultant, OEIT
ruggles@mit.edu

OEIT staff contributed to the development of new programs and courses supported by Alumni Grants. Molly Ruggles is working with history professor Elizabeth A. Wood to develop an online Russian history portal for the project titled "Bringing Russian and Soviet History into the Digital Age."

This web portal will gather Russian-related resources under one digital umbrella, organizing and displaying relevant websites by various criteria including period, geography, topic, and so on. Rich metadata for each site will efficiently guide students and researchers to materials of interest. MIT UROP student Viktoriya "Vika" Nikolayeva is trolling the internet this summer, filtering sites according to their authenticity and quality. Once the information-gathering is finished, development will be undertaken to enhance the site with a multi-faceted user interface for intuitive searching.

MIT Outreach Groups Collaborate for Successful Summer Program

By Jessica Garrett, MIT Education Outreach Project Coordinator, The Edgerton Center jessg@mit.edu

This July, for the 2nd summer, a number of MIT outreach programs came together to offer 2 weeks of hands-on science and engineering learning for middle school students from Gloucester. It was part of a collaboration between the MIT Edgerton Center, the Gloucester Maritime Heritage Center (GMHC) and the Gloucester Public Schools. Jessica Garrett, coordinator of the program, calls it a “taste of MIT” where students get to sample a wide array of the possible things they could study in science and engineering, while learning in typical MIT fashion...with minds AND hands.

The program was so successful last year that planners decided to double the program’s size to accommodate 40 students. While one group of 20 students was at MIT, the other group was in Gloucester at the Maritime Heritage Center building underwater ROV’s (remotely operated vehicles) with MIT Sea Grant and the GMHC staff. Students learned to solder electrical connections, pour wax onto motors, and cut PVC pipe to make sea-worthy vehicles. They then used a remote control to guide their vehicle in a competition in the harbor.



At MIT, developers from the Sheller Teacher Education Program offered 2 days of programming experience on their StarLogo TNG modeling and simulation software. Students learned the basics of programming and then created their own 30

second video game. They were given the free software to further develop their games. One student commented, “It was cool to see the way games work!”

At the MIT Museum, students used LEGO® Mindstorms to program a robot to act like the iRobot® Roomba®, a robot vacuum. Their robot had to sense the edge of a table, back up and move around in a square. Student also got a tour of the exhibits, including seeing robots designed at MIT.



MIT Haystack offered 2 days of radio astronomy and space weather. Students viewed the large radio telescopes in action, were treated to lectures by astrophysicists,

and then used “very small radio telescopes” or VSRT’s to experiment with how radio waves move through different substances. A student mentioned that it was “interesting to look on something so complicated”

Lemelson-MIT planned a day of invention, where students learned about the original patents for ice cream making machines, did temperature experiments to find out what materials



work best, and then designed and built their own ice-cream-making-contraptions out of recycled materials and duct tape. The results were messy and delicious!



The MIT Edgerton Center had students exploring light, including multi-flash strobe light photography, high speed video, and using mirrors to get laser lights to go through 3-D mazes. Students were also given a tour of campus by MIT students where they learned all about “hacks” such as fire engines on the big dome, and window shades spelling out messages on dorms.

Mary Kay Taylor, Education Coordinator of the GMHC said that “this camp was even better than last year. They were a great group of students, and I think we really inspired some of them to pursue science further.”

NHPR to Broadcast Special On Teens and the Environment Produced by Terrascope Youth Radio

By Ari Epstein, Lecturer, Terrascope awe@mit.edu

Teen summer interns, working with Terrascope Youth Radio, an NSF-funded collaboration between the MIT Terrascope program and the City of Cambridge Youth Programs, have just finished putting together the first-ever youth-produced hour-long radio special about teens and the environment. The special has been accepted for broadcast and distribution by New Hampshire Public Radio.

The special is called “Fresh Greens: Teens and the Environment,” and it will be broadcast on NHPR (and streamed on nhpr.org) twice: Friday, September 4, at noon, and Saturday, September 5, at 4:00 PM. In addition, for the week preceding the broadcast, NHPR will be promoting the special and playing excerpts on its mid-day show, Word of Mouth. NHPR is also uploading the special to the Public Radio Exchange (prx.org), for licensing by other public-radio stations nationwide.

To create the special, Terrascope Youth Radio worked with PRX, NHPR and independent producer Kelly Horan to develop and distribute a call for submissions from youth-radio programs nationwide. The teens then worked with Kelly to select pieces for the special and decide how those submissions should be edited. Two of the teens served as hosts, working with a script that they created with Kelly. The entire team of interns edited submissions, helped choose music, and laid up and mixed the entire program.

A number of MIT students, alumni of the Terrascope freshman learning community, have been working all summer as mentors to the teen interns. The experience has been a rewarding one all around. The MIT students gained teaching experience in an intense, hands-on, project-driven environment. The teens had mentors, close to their own age, with whom they could connect and from whom they could learn technical skills and judgment.



MIT Hosts International Meeting on Teaching and Learning in Research Intensive Environments

By Leann Dobranski, Assistant Director, Teaching and Learning Lab leann@mit.edu



MIT hosted the 5th annual meeting of the Network for Enhancing Teaching and Learning in Research Intensive Environments June 22-24. Dan Hastings and Lori Breslow welcomed nineteen participants from ten universities around the world, including the University of Sydney, University of Copenhagen, University of Oslo, and the University of Edinburgh. The network was founded by Professor Graham Gibbs of Oxford University to provide opportunities for senior policy administrators and educational experts from research intensive universities to come together in order to compare notes and discuss ways to improve undergraduate education worldwide.

This year’s meeting began with updates in teaching and learning from each university and continued with discussions about the varying degrees of budgetary constraints felt around the world. Participants from the University of Sydney led a session on international research opportunities and their indirect benefits to students at research intensive institutions. Not surprisingly, there was also lively discussion among all group participants about the [Bologna Process](#). The meeting was a great success filled with rich dialog and a renewed sense of camaraderie as institutions face the economic challenges of the day. The network is scheduled to meet again next year in Sydney.



DUE/DSL Jointly Explore Cultural Competencies and Creating Allies

By Kim Benard, Program Advisor, Distinguished Fellowships,
Global Education Office benard@mit.edu

On 25 June 2009, the DUE/DSL joint committee sponsored a professional development workshop on “Cross-Cultural Communications” led by Dr. Robbin Chapman, Manager of Diversity Recruitment in the School of Architecture and Planning. This was an opportunity to set in motion on-going dialogues between and among staff groups across DUE and DSL, as well as complement the ongoing diversity dialogues.

One of Dr. Chapman’s very first points was that there is a general misrepresentation of what the term diversity itself means. “Diversity is the measure of variance within a group along a particular characteristic or dimension,” Dr. Chapman explained. She further described to forty-plus attendees that even amongst seemingly homogenous groups there exists great diversity, which can come in the guise of familial background, living conditions, or even conversational styles. At this point, she provided us with a flow chart that had “YOU” marked in the middle. Each participant was asked to write “sources of your cultural programming.” Or, in other words, we were asked to reflect upon our life experiences, which influences our current behaviors and opinions. I was astonished at how enlightening I found this exercise, as it was a logical conclusion but not something upon which I had previously reflected.

Another universally applicable component of Dr. Chapman’s presentation involved communication styles. Her view of an enriching dialogue involves a story arch with the point of the speech not being arrived at until the very end. This style came into direct conflict when she encountered others who only want efficient conversation with the barest of facts. Slowly, Dr. Chapman realized that if she were to have a successful conversation with these direct speakers, she would have to adjust her style of speech. She now restructures her language to include a conclusion at the beginning, so that direct speakers know the direction of her story. Her anecdote emphasized the importance of recognizing different modes of communication in others and how an awareness and modification of your own style can create more effective exchanges.

This led to the final group exercise, where she asked us to reflect upon the kinds of people with whom we find it most difficult to communicate. Some members of the audience shared their challenges, which led to a lively discussion about potential methods to create effective communication.

Dr. Chapman’s overall advice was that when one feels uncomfortable or challenged, one must first take a second to reflect upon similarities between oneself and the perceived challenger. There are universal similarities, such as the human desire to be loved, that can give one a feeling of empathy with the other.

Dr. Chapman’s overall message at this useful session was that one must constantly be aware of different perspectives. While it may be challenging to communicate with people of different styles than oneself, with practice and patience mutual understanding may be achieved. We must all learn to suspend our judgment, search for our hidden assumptions, and speak honestly about things that make us uncomfortable.

The Ed Tech Fair is Back!

**The Educational Technology and Innovation Fair 2009:
“Innovation, Transformation, and Excellence in Learning”**

Wednesday, October 14, 2009
10:00 a.m. – 2:00 p.m.
Lobby 13

This event will showcase some of the ways MIT faculty, students and staff are using technology to advance teaching and learning at MIT, and beyond. Featured project demonstrations, short panel discussions, interactive presentations, information about available support services, and on-site consultations will highlight ways to use technology for innovative pedagogy, including:

- Finding and integrating digital content into the curriculum
- Supporting global learning experiences
- Incorporating visualizations and simulations to deepen student understanding
- Open educational tools and resources
- Promoting cross-departmental collaborations

The event will also feature the announcement of the Microsoft Research iCampus Award for Student Innovations, sponsored by MIT’s Council on Educational Technology.

The Educational Technology and Innovation Fair is sponsored OEIT, and co-hosted by the OFS and TLL. If you have any questions, please contact Toru Iiyoshi, Senior Strategist in OEIT at iiyoshi@mit.edu.

Bringing Biology Research Software into the Classroom

By Charles Shubert, Senior Strategist and Architect, Software Tools for Academics and Researchers, OEIT cshubert@mit.edu

The Davis Educational Foundation and the Howard Hughes Medical Institute fund the OEIT Software Tools for Academics and Researchers (STAR) team “Bringing Biology Research Software into the Classroom” project.

The STAR team approaches all of its projects with an implicit primary goal of meeting the needs of MIT faculty and students first. A key requirement for our software and supporting materials is availability through an on demand service (<http://web.mit.edu/star/>). In the spirit of the MIT mission statement, the STAR team makes our software and materials accessible to all users. External funding helps us not only to improve the quality of our software and materials for the MIT faculty and students, it helps raise the awareness and use of it worldwide.

The STAR team has focused on three key project goals over the last year:

- Presenting a workshop for New England undergraduate Biology faculty.
- Developing teaching materials for StarBiochem and StarGenetics software.
- Improving the quality of the STAR web site and software user experiences.

We have done extensive work with MIT’s Teaching and Learning Lab (TLL) in the preparation of teaching materials and their assessment. We believe that this collaboration has had a very positive impact on our developing quality teaching materials, and, also, on the quality of the experience in learning Biology concepts for the students who have used these materials.

On December 12, 2008 we established a baseline usage for determining our success with our worldwide outreach efforts by looking at the data from the previous year.

Current usage since establishing the baseline:

Dec 12, 2008 to August 12, 2009

4017 visitors making 8514 visits to the STAR web site.

Baseline usage over the same period for the previous year:

Dec 12, 2007 to August 12, 2008

1412 visitors making 3612 visits to the STAR web site.

Our goal was to double the usage over the two-year life of the grant. Eight months after establishing a usage baseline, we have over a three-fold increase in our year-on-year usage. We believe that this surge in usage is due in large part to the development of StarGenetics by Ivica Ceraj and its

supporting materials by Dr. Lourdes Alemán* of the STAR group. StarGenetics fits nicely into a number of places in existing Biology curricula and it allows faculty to teach genetics concepts in a way that was not possible before the development of StarGenetics.

Dr. Alemán created and led an important workshop on the use of StarBiochem and StarGenetics that has already led to the adoption of STAR Biology software outside MIT. A key element of the acceptance of the STAR software was Dr. Alemán’s creation of example contextual materials and problem sets that make incorporation of the software into an existing Biology curriculum compelling and straight forward and requiring minimal effort.

Dr. Alemán has also created a community of New England Biology undergraduate faculty to promote the use of STAR Biology software by working with Leanne Greeley Bond of the Davis Educational Foundation, members of the MIT Biology faculty, members of the MIT museum, and others. The core members of this community were the participants in the StarBiochem and StarGenetics workshop

We have been working with Dr. Kathy Vandiver from the MIT Museum and have developed a standalone version of the StarBiochem for museum exhibits. The standalone version is useful not only in a museum exhibit, but also for venues with poor Internet connectivity.

We will be participating in an assessment study of the effectiveness of the StarGenetics software with Dr. Stacie Bumgarner from Suffolk University this fall. We are also working with Suffolk University and Florida International University in defining a project lab course that will allow students from those schools to take advantage of research tools, software, and data available at MIT.

Mr. Rocklyn Clarke** of the STAR team provided the technical support for the StarBiochem and StarGenetics workshop as well as a number of other venues where STAR software was used. This support activity has informed how STAR software should be packaged for standalone use.

*Dr. Alemán’s Postdoctoral Associate position is funded by the Davis Educational Foundation and the Howard Hughes Medical Institute.

**Mr. Clarke’s Discovery and Outreach position is funded by the Davis Educational Foundation.