

## Going Global—More Popular (and Important) Than Ever

By Brian Wahl, Assistant Dean, Global Education Office  
[bwahl@mit.edu](mailto:bwahl@mit.edu)

Despite the difficult economic situation, more U.S. students are studying abroad now than ever before. There are nearly a quarter of a million Americans studying overseas, an increase of nearly 150% compared with students who studied abroad a decade ago, according to the Institute of International Education's Open Doors 2008. Not only are more students going abroad, but there is also a significant increase in students seeking non-traditional study abroad destinations in Asia, Africa and Latin America.

One of the reasons that more college students are studying abroad is that they see these opportunities as a career investment. The job market for graduating students is extremely competitive now, so a meaningful experience overseas can distinguish students from their peers in a number of ways. New research by the Council for Industry and Higher Education found that international businesses are increasingly seeking graduates who have a global awareness, and they value the initiative that students display in adding an overseas component to their undergraduate experience. Moreover, candidates who have lived abroad are seen by employers as better able to work well in multicultural teams and better able to examine a project or situation from different perspectives.

The Global Education Office works with students, both American and international, who are interested in exploring the myriad of opportunities to go global. Our team helps students identify the programs and opportunities that best fit their needs in terms of their academic plans as well as their career objectives. In the past several months, we have been working with students to explore new opportunities abroad, including the following:

China is increasingly becoming popular for study abroad and now ranks fifth among U.S. students as a study abroad destination. In response, we've worked with students to identify relevant opportunities there and have helped several

[Continued on p. 2](#)

“  
One of the reasons more college students are studying abroad is that they see these opportunities as a career investment.  
”



### Inside This Issue

- 1 Going Global-More Popular and Important Than Even
- 2 Communication in Uncertain Times
- 3 IAP 2009 - Something for Everyone
- 4 Admissions Receives a Record Number of Applications
- 4 Spring Career Fair
- 5 Registrar Launches New Website
- 5 MIT Diversity and Inclusion Website
- 6 DUE Leadership Team Retreat
- 6 Calling for Infinite Mile Award Nominations
- 7 Collaborative Workshop on Image Use in Education
- 7 Is Your Computer Under Attack?
- 8 "Extreme Makeover" Career Development Center Edition
- 9 RecycleMania
- 9 Interactive Teaching Tools for AP Biology Teachers
- 9 Faculty-Student Engagement Website
- 10 Career Advice for NYC Alumni
- 10 Supercomputing at IAP

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

**Anna Babbi Klein**  
DUE Communications Officer

[abklein@mit.edu](mailto:abklein@mit.edu)

617-253-7364

## Going Global—More Popular (and Important) Than Ever

*Continues from Cover*

students apply to the University of Hong Kong’s “Live, Learn and Intern in China” (LLIC) program. LLIC is a summer program that combines a study abroad course with a 7-week internship in Hong Kong or Shanghai. Fourteen MIT students have applied this year and will be interviewed on campus by a representative from HKU in early February. A delegation from HKU will also travel to MIT in mid-March to discuss possible joint research initiatives.

For the first time, students in Course 6-3 will be able to participate in the Cambridge-MIT Exchange (CME). Several students majoring in 6-3 have applied to participate in this year’s exchange, in addition to a strong pool of candidates from other departments. It is a particularly exciting time to be studying at Cambridge this year as the university celebrates its 800th anniversary. In order to honor the occasion, we recently completed the first in a series of short video presentations featuring MIT students who share their thoughts about participating in CME. Take a look on the CME website at <http://web.mit.edu/cmi/ue>.

In January, a group of 17 students participated in the IAP-Madrid program, which allows students the opportunity to take a 12-unit Spanish II course taught by an MIT lecturer at the Instituto Internacional in Madrid. Complementing the classroom experience, our colleague Alicia Goldstein, Director of Placement and Program Development for MIT-Spain, coordinated visits to the Barcelona Chamber of Commerce and the PromoMadrid offices so that students could broaden their knowledge of the key industries of Spain as well as the career opportunities there.

In the coming year, the Global Education Office will continue to explore other opportunities for students to go overseas, including hybrid programs such as LLIC that combine study abroad with an internship or work experience. We will also continue to collaborate with our colleagues in the Career Development Center and present joint workshops focusing on the benefits of going global.

Talking with students who have studied abroad, we often hear a couple common responses—the experience helped them to become a more mature learner, and it helped them gain more self-confidence and a wider perspective than if they had only stayed at MIT. This is fundamentally why we look forward to helping students find the right opportunities that will enrich their academic experience and their future careers in these very important ways.

## Communication in Uncertain Times

By Daniel Hasting, Dean for Undergraduate Education  
[hastings@mit.edu](mailto:hastings@mit.edu)

These are uncertain times in the country, in higher education and at MIT. We are challenged by economic uncertainty on every front. Every day the newspaper seems to have new announcements that add to this sense of unease. Naturally, this uncertainty generates anxiety as people reflect on how changes at the Institute and in DUE might impact each of us personally and how we collectively accomplish our work. I recognize and appreciate how difficult it can be to maintain focus during these times. Nevertheless, it is necessary for us to stay focused on the very important work which we have to do on behalf of the Institute, the students and the faculty. There is great dignity in our work and we are most satisfied when we do it well.

During these times, it is incumbent on all of us, but most especially those of us in leadership positions within DUE, to communicate as much as we can as we move through the challenges ahead of us. We want the information that will circulate through the DUE community to be accurate and the DUE leadership team will continue to commit to being as open and transparent as we can be given the need at times to preserve confidentiality.

We plan to communicate frequently and through the following mechanisms:

- Regular emails to the DUE community.
- At least two DUE All-staff meetings each year.
- Information from the weekly DUE Office Heads meeting which we will ask the Office Heads to share with you.
- The DUE Newsletter for keeping each other informed.

As announced at the recent DUE All-Staff meeting, we have set up working groups across DUE to explore three cross-cutting ideas and develop recommendations [See: [DUE Leadership Team Retreats and Advances](#)]. These groups will help us determine how we may be able to do some of our work in less costly ways, while maintaining high quality and dedicated service to students and faculty. As these groups work this Spring and Summer, we will update you on the work they are doing.

**We welcome and encourage your input and ideas.** We are putting in place an idea submission form on the DUE website where you can provide input to the working groups or share any other ideas you may have. We will announce the availability of the idea bank shortly. You can also contact the working group co-chair/s directly.

Thank you for all your continued hard work.

## IAP 2009 – Something for Everyone

By Amy Clark, Receptionist and IAP Event Coordinator, DUE  
amyclark@mit.edu

From traditional to innovative, repeat offerings to first-timers, the ridiculous to the sublime – IAP 2009 ran the gamut, offering something for everyone. Thirty-three academic departments, seven labs, seventeen centers, fifty-five student groups, thirty-six administrative departments, fourteen other MIT groups and ten individuals offered classes and/or activities. People from DUE participated in IAP in many ways – organizing, teaching, taking courses and enjoying events.



**Management and Leadership Practicum**  
Photo: Bruce Mendelsohn, Gordon-MIT Leadership Program

**Leadership:** MIT Army ROTC and the Sloan LFM program partnered to teach “**Management and Leadership**.” The 4-day event focused on the unique principles of ethical leadership taught by and used throughout the U.S. military, and culminated in a hands-on leadership practicum at the indoor track in the Johnson Athletic Center. Marsh Carter, Chairman of the New York Stock Exchange and Vice Chairman of NYSE-Euronext, spoke about how he used his military leadership experience to achieve civilian success.

**Energy and Sustainability:** Jessica Garrett, Instructor in the Edgerton Center, was excited to attend the “**Walk the Talk Rally and Sustainability in Action Workshop**” put on by MITEI during Energy Futures Week. It inspired her and her colleagues to make The Edgerton Center a greener workplace. At the same time, the topic at the International Development Initiative lunchtime mixer was “**Small-Scale Energy Storage Solutions**.”

**Finances:** Student Financial Services held a session entitled “Financial Aid 101,” which was particularly topical given the current economic climate. Daniel Barkowitz, Director of Student Financial Aid and Employment in SFS, reviewed the financial aid process and looked at how the Federal government, MIT and other colleges determine the amounts parents are expected to contribute.

**Career Development and Networking:** Twenty-seven freshmen attended the first ever “**Internship Bootcamp: A Brief Introduction to the Internship Search Process for Freshmen**” hosted by the Freshman/Alumni Summer Internship Program. Non-F/ASIP freshmen were introduced to the internship search process, created their own internship search plan and heard from a panel of upper-class students about their internship search experiences.

UAAP, hosted the “**Class of 2012 Alumni Connection Luncheon**” where thirty undergraduates met members of the classes of ‘59 and 79’. The alums talked about how their experiences at MIT prepared them for the professional challenges they faced during their careers.

**Teaching and Learning:** Lourdes Aleman, Postdoctoral Associate in Curriculum Development and Teaching with OEIT, was a participant in the “**Teaching Certificate Program**” offered by TLL. She says it was “truly amazing and very inspirational. It has made me think about how I teach and it is going to be extremely valuable in the work I currently do and when I teach next year.”

Babi Mitra and Rosanne Santucci co-taught “**Evaluation Etiquette: How to Give Constructive Feedback to Your Professors**” during Charm School. Charm School has been an MIT tradition since 1993 and every year it expands due to increased popularity. Faculty are both instructors and participants which creates great opportunity for students and faculty to interact outside the classroom.

The Global Education Office presented several IAP events, two of which were “**Academics Abroad**” and a “**Study Abroad Information Session**.” These interactive programs provided a great resource to students considering going global.

**Literature and Poetry:** Stephen Pepper, Staff Associate for the Committee on Academic Performance in UAAP, has been attending the “**Pleasures of Poetry**” IAP activity since 2000. Lovers of poetry take turns sharing two or three works from a favorite poet by reading aloud and discussing the poems. Faculty, staff, alumni, and students meet on an equal footing around the table.

Several people from DUE attended the “**Mobile Milton Marathon**” organized by Diana Henderson, Dean of Curriculum and Faculty Support. Senior Associate Dean Elizabeth Reed had a joyful IAP experience at this event which is a 12 hour/10,000 line, participatory reading of *Paradise Lost*. She found it a lively and engaging way to experience great literature in the MIT tradition of hands-on, active learning.

## Admissions Receives a Record Number of Applications

By Stuart Schmill, Dean of Admissions [stucrew@mit.edu](mailto:stucrew@mit.edu)

As the deadline for freshman applications passed, the Admissions Office had received a record 15,665 applications. This is a 17% increase over last year and a 50% increase over the last four years. The applicants are also the most diverse ever with applications from women up 19% over last year, underrepresented minorities up 27%, and first generation to attend college up 34%. MIT's new partnership with Questbridge, a non-profit that connects high achieving, low-income students to top colleges, strengthened the demographic and economic diversity of applicants. At the same time, geographic diversity remains strong as we received 3,642 applications from international students who are citizens of 136 different countries.

While the regular action decisions will be made by mid-March, 540 early action applicants were admitted in December. Early action also had a record 5,019 applications and a record low admit rate of less than 11%, making the decisions exceptionally difficult. The application increase of 28% included a 39% increase in applications from women and a 54% increase from underrepresented minorities. This yielded a very diverse early action admitted class of which 29% are underrepresented minorities, including a record high 51 African American students, and 15% are first generation to college. These students come from 45 states and three-quarters are from public high schools.

Academically, the early action admitted class is as strong as ever. While these are not complete measures of the real talent of the class, SAT scores are up, the number of designated academic stars (32% of the class) is strong, as are the number of valedictorians and those in the top 5% of their class. Admitted in this group are also several winners of national science fairs and international academic Olympiads. As always, MIT students are multifaceted. The early action admitted class includes successful artists, musicians, athletes, and business owners. Their talents range from juggling and ice skating to mountain climbing and robotics.

It seems that the economy has not had an effect on the number or the quality of our applicants, although the rise in applications may be due in part to students applying to more colleges so they can compare costs across a wider spectrum of schools. And with families feeling uncertain about their economic futures, more students have applied for aid this year. MIT's commitment to financial aid will help us to continue to enroll the best students regardless of their families' financial situation.

## "Just in Time" Spring Career Fair

By Melissa Ackerman, Coordinator, On-Campus Recruitment, Global Education and Career Development Center [melissaa@mit.edu](mailto:melissaa@mit.edu)

For the first time, the Global Education and Career Development Center will be hosting a Spring Career Fair on April 28th 2009.

The idea behind hosting a "Just in Time" career fair in late spring is to assist our students in navigating a challenging economic downturn. In today's economy, many employers are waiting longer for approval to pursue their recruiting efforts, and often times they may not get the "green light" until the tail end of the typical spring recruiting cycle, which runs from early February through Mid-late April.

In this new fiscal environment, our office is looking closely at typical recruiting timelines and making the changes we deem necessary to ensure our students have access to as many career opportunities as possible. We believe that holding a career fair in the late-spring, or "off-cycle" will provide employers a unique opportunity to connect with MIT students; particularly those students who have their 'nose to the grindstone' during the winter months and don't begin to focus on their job search until later in the semester.

According to a recent survey of graduating MIT students:

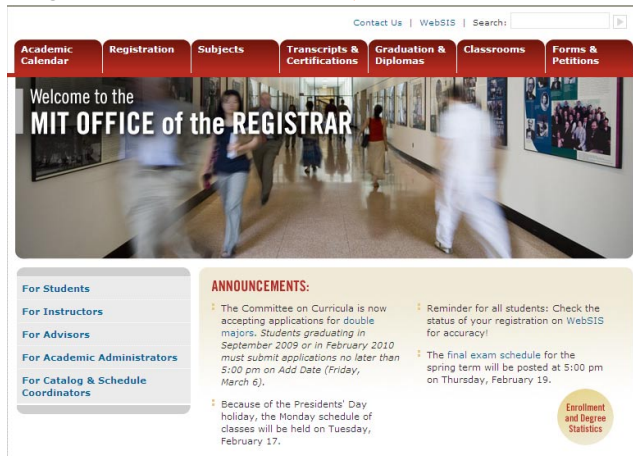
- Nearly 1 in 4 undergrads found their first job after graduation through a career fair.
- 11% of graduating undergrads, 9.7% of graduating Masters' and 12.9% of PhD's received job offers in April.
- Nearly 7% of undergrads, 5% of Masters' and 6.8% of PhD's received their job offer in May.
- Roughly 40% of graduating students in 2007 had NOT secured a job by the end of December.

The Spring Career Fair will take place on April 28, 2009, in Morss Hall from 11am to 4pm. For more information, please contact Melissa Ackerman: [melissaa@mit.edu](mailto:melissaa@mit.edu).



## Registrar's Office Launches New Website

By Jo Flessner-Filzen, Associate Registrar, Classroom Scheduling and Academic Information [jlfilzen@mit.edu](mailto:jlfilzen@mit.edu)



The Registrar's Office recently launched its first professionally designed website. Associate Registrars Jo Flessner-Filzen, Ri Romano, and Connie Scribner led this important effort, which focused on improving communication to the Office's many constituents, including faculty, students, alumni, and staff.

In embarking on this project, the Office had several clear goals:

- Develop an "information architecture" to make it easier for the department's diverse clientele (current and former students, faculty, and staff as well as the general public) to find the information they need—and to make the site easier for staff to maintain.
- Create a design that conveys professionalism and service, intrinsically communicates the expansive role that the Registrar's Office plays in furthering the academic mission of the Institute, and can stand the test of time.
- Build the site using technology that is compatible with the Athena environment.

To achieve these goals, the Office solicited input from students, faculty, and staff, both informally and through two rounds of usability testing. Based on that feedback, the site was de-signed to employ two primary modes of navigation: by audience (students, instructors, advisors, academic administrators, and catalog and schedule coordinators) and by topic (academic calendar, registration, subjects, transcripts and certifications, graduation and diplomas, class-rooms, forms and petitions). Throughout the site, there is frequent use of cross-references so users have multiple points of entry to common topics. For example, information about adding and dropping classes can be

found under subjects, registration, or the pages designed expressly for students and advisors. Similarly, academic forms and petitions that are commonly used by students are accessible from one general location as well as from within specific topical areas.

In building this site, the Office also created new content, such as the section dealing with the Course Catalogue (Bulletin), and moved general content from WebSIS to the appropriate audience pages on the new site. Soon to be released will be a downloadable academic calendar in ICS format, including an option that is compatible with TechTime. This tool will allow users to import the academic calendar directly into their personal electronic calendars. The home page contains links to both the topical and audience pages, and features an announcements section, which will be updated as needed during the academic year. Also available from this page are general contact information, WebSIS, and links to the official enrollment and degree reports that are produced by the Registrar. Unlike its predecessor, this revamped home page also contains MIT's Google search engine.

Early feedback to the site has been positive. ("VERY cool!" "Well done!!" "It looks very good!") The Registrar's Office invites all of DUE to explore the new site:

<http://web.mit.edu/registrar>.

Your feedback will be most welcome as the Office continues to look for the best possible ways to deliver critically important information and services to the MIT community (and beyond!).

## MIT Diversity and Inclusion Site Launched

The new [MIT Diversity and Inclusion site](#) invites the community to:

- Review the proceedings from the Diversity Leadership Congress and participate in the process going forward.
- Explore current diversity initiatives and activities.
- Stay informed through a diversity email list.
- Suggest ideas and updates to the site.

At the same time, MIT is launching a more comprehensive project to design a much richer gateway to all of MIT's diversity and inclusion initiatives.

## DUE Leadership Team Retreats and Advances

By Elizabeth Reed, Senior Associate Dean, DUE [sido@mit.edu](mailto:sido@mit.edu) and Dan Hastings, Dean for Undergraduate Education [hastings@mit.edu](mailto:hastings@mit.edu)

On January 22 and 23, 2009, the DUE Leadership Team held our annual winter retreat. Retreats have been essential to our ongoing planning, since we developed the DUE strategic plan in 2006. We typically focus on issues facing DUE and the Institute, engage in problem-solving and prepare for major organizational events, such as the Visiting Committee proceedings last April.

At a time of greater uncertainty than in memory, this retreat had a particular sense of urgency. We wanted to use it to actively address the challenges ahead, in ways that prepare and position DUE as well as possible. In this article, we would like to share the agenda and some of the outcomes to give you a sense of what is underway.

After reviewing some of the accomplishments and progress across DUE since 2006, we identified factors affecting our work and the implications of these factors. We explored opportunities that could help us in the future and that respond to the Institute Task Force charge (<http://web.mit.edu/instituteplanning/taskforce.html>).

To support a process for moving forward that is consistent with our mission, values and vision, we developed a set of guiding principles (<https://web.mit.edu/dueladministration/ideabank/duelprinciples.pdf>). We discussed in detail the importance of open, accurate communication and how to ensure this as we go forward, and we agreed on some ways to increase staff involvement, input and information sharing. While always beneficial, such opportunities are especially critical in times of great uncertainty and challenge.

We spent several hours engaged in large and small group discussions which produced many compelling ideas worthy of further exploration. Some of these ideas are the basis for three cross-cutting Working Groups comprised mainly of DUE staff, announced at the February 12th All Staff meeting. Their work will be guided in part by the principles mentioned above.

The foci and co-chairs of these groups are:

- First Year Experience – Julie Norman and Lori Breslow
- Support for Faculty in Sustaining Educational Innovation and Leadership – Diana Henderson and Vijay Kumar

- Program and Service Delivery Across the Student Lifecycle – Mary Callahan and Melanie Parker

Your thoughts and ideas will be essential to the working groups and to DUE. There are several ways to have input including contacting the co-chairs or using the DUE Idea Bank which will be launched shortly. We look forward to sharing more information about the groups' scope and some of the topics they are considering in future issues of this newsletter.

As part of our ongoing Succession Planning work, we developed a competency model for DUE leadership team positions and mapped out next steps for its use. Budget reduction decisions for FY10 were discussed within the context of DUE as a whole, not in terms of individual offices. Since the retreat, the Office Heads have communicated the FY10 budget decisions within their respective offices. We will do our best to share information about changes resulting from these decisions that may significantly impact other parts of DUE.

We approached the retreat as a unified team committed to making good but potentially hard decisions. With great teamwork and respect for the DUE enterprise, mission and people, we accomplished a lot of high priority, difficult work in a thoughtful way that will help us endure and advance in FY10 and beyond.

---

## Calling for Infinite Mile Award Nominations

Recognize your peers for outstanding achievement by nominating an individual or team for a DUE Infinite Mile Award. Nominations are now being accepted through March 31. Note that this deadline has moved up from April. Award categories:

- Communication and Collaboration
- Community
- Customer Service
- Diversity and Inclusion [[new category!](#)]
- Innovation and Creativity

For details, visit the [DUE Infinite Mile Aware website](#). If you have any questions, please contact Heidi Demers at [hdemers@mit.edu](mailto:hdemers@mit.edu). The DUE Infinite Mile Awards ceremony will be held on Monday, June 8, 2009 at 3:00 p.m.

## MIT Joins Smith College and Tufts University to Present a Workshop on Image Use in Education

By Peter Wilkins, Technical Project Manager, OEIT,  
[pwilkins@mit.edu](mailto:pwilkins@mit.edu)

ACCORD members joined colleagues from Smith College and Tufts University to present a day-long workshop titled, Images: Content Management, Teaching, and Learning this past January 23rd. The workshop was sponsored by NERCOMP, the Northeast Regional Computing Program, an affiliate of Educause, and was attended by 55 educational technologists from 31 NERCOMP institutions.

The workshop arose from the work of ACCORD's Image Tools sub-group. The group, led by Ann Whiteside of Rotch Library and Peter Wilkins of OEIT, focuses on connecting image management service providers with faculty who seek to enhance their teaching and research. The current membership of the Image Tools sub-group includes representatives from the Libraries, IS&T, OEIT, and OCW.

The NERCOMP workshop drew on use cases created by the ACCORD Image Tool group to explore common needs among image tool users on campus. The members' interactions acknowledged that each practitioner represented a unique problem statement, and a solution that comprised studied compromises. The tacit understanding was that no single solution could meet the variety of requirements represented. Members of the Image Tools sub-group recognized that this collaborative approach would form a useful kernel for a cross-institutional workshop based on the premise that attendees represented diverse expertise and experience.

The subject of the workshop was six real-life use cases that explored the three topic areas of the title: image content, image management, and teaching and learning. Issues regarding content included intellectual property and rights management, metadata creation, metadata standards, digitization workflows, and choosing image file formats. Image management addresses the various products, commercial and open source, that store and serve image content. Teaching and learning was about how digital images are used in education and ways that dedicated applications can provide a dynamic and interactive educational experience.

The ACCORD Image Tool sub-group is exploring the possibility of conducting a similar workshop at MIT for our own community.

## Is Your Computer Under Attack?

By Steven Burke, Director of Administrative Computing, DUE  
Desktop Support [sburke@mit.edu](mailto:sburke@mit.edu)

There has been a recent increase in the number of computers attacked and compromised by malware. (Malware is the term for Malicious-Software.) Malware is usually delivered



to a user's computer as an email attachment, e-cards, links to a website. When the user opens the email, attachment or link, the malware is installed on the computer and can do great harm, including harvesting Personally Identifying Information (PII), passwords or more malicious activity.

The latest culprits appear to be messages directing users to a site to pick up an E-card or a message from another site. The user unknowingly installs the malware application, and the computer is compromised.

Beware of messages such as these:

- Dear Mit.edu User
- Dear Webmail user
- <name> has sent you a message!
- <name> has sent you an e-card!
- Reset password request
- You have a greeting card!
- Greetings from <name>

Compromised computers need to go to the IS&T Security Team for further investigation. If your computer is compromised, you may be without it for two weeks or more!

In the coming months, you will hear more about protecting Personally Identifying Information (PII). DUE has a project team developing guidelines to protect PII on DUE computers.

Please do not open suspicious emails, attachments or links to unknown websites, especially from unknown senders. If you suspect your computer has been compromised, contact your IT Liaison or send email to [compu-squad@mit.edu](mailto:compu-squad@mit.edu).

Remember! MIT IT staff will NEVER ask you for your password, nor will MIT send you email requesting your password information. Please ignore any email messages that claim to require you to provide such information.

## “Extreme Makeover” Career Development Center Edition

By Melanie Parker, Executive Director, Global Education and Career Development Center [mlparker@mit.edu](mailto:mlparker@mit.edu)

After nearly a year of planning and setting aside employer revenue from our on-campus recruiting program, on February 5 the Global Education and Career Development Center (GECDC) staff took a deep breath and opened its doors to a bright, newly renovated space for MIT students to explore their opportunities and clarify their career goals.

Jointly funded by GE CDC, MIT’s Committee for the Review of Space Planning (CRSP) and DUE, the renovation features the following improvements:

- Private office space for all permanent career counseling staff, which will afford confidentiality for clients;
- Larger and more open career library space for student exploration and research into career opportunities;
- Enlarged reception space, providing a welcoming environment for students and alumni;
- Recruiting suite addition with an employer resource room and a spacious waiting area for interviews, creating a separate entrance for on-campus recruiting activity;
- Preprofessional program suite, housing internship, preprofessional advising, and the Freshman/Alumni Summer Internship Program (F/ASIP) offices with a central reception area;
- Clustered activity centers, allowing better traffic flow to targeted programs and services;
- General upgrade of space with paint and new carpeting, creating a more defined and polished office.

Most notably, the offices are more in compliance with national career center standards and are closer to those of our peer schools. Many thanks are due our architect, Beth Ganister; our own Jeanne Hillery and Bill Connelly who provided incredible planning and support; and MIT Facilities for their planning and oversight. While we aren’t likely to win any Emmy Awards for our edition of Extreme Makeover, we look forward to better serving our clients—students, alumni and employers, because of this newly renovated space.



**GE CDC Career Library and Reception Area Under Construction and Completed - Photo Credit: Bob Dolan**



## MIT Participates in RecycleMania

Adapted from Press Release by Niamh Kelly, Assistant Officer, Environment, Health & Safety Office  
[niamhk@mit.edu](mailto:niamhk@mit.edu)

RecycleMania, a national collegiate recycling competition, runs from January through April. This is the eighth year of the competition and the fourth year that MIT will participate. RecycleMania recently changed the scope of the competition to include an entire campus, rather than simply campus housing, allowing for the entire community to participate in the event and increase recycling rates on campuses.

A recycling rate is determined by the amount of waste recycled divided by the total amount of solid waste created and disposed of on campus. MIT's rate has hovered around 40% for the past few years, which is a great improvement from 11% back in 2000. The question now is: how can we improve the amount we recycle at MIT?

The upcoming 10-week competition seems to be an ideal time to start pushing our co-workers, colleagues and students to think greener, use less and recycle more. Here are some tips and resources to get you started on a greener path:

Know what can be recycled through the MIT Recycling Program:

- Plastics numbered 1-7
- Glass bottles, aluminum cans
- ALL paper (white, colored, newspaper, magazines, junk mail, file folders, etc)
- Cardboard (best if it's flattened)

Know how to recycle in your office, lab, dormitory or dining area:

- separated in various bins
- single stream collection
- break down boxes

Make sure you've got recycling bins next to each trash can so it's easy to recycle.

Utilize the following resources for more information:

- <http://web.mit.edu/facilities/environmental/recycling.html>
- <http://web.mit.edu/workinggreen/>

RecycleMania is supported by the US EPA's WasteWise program and the National Recycling Coalition (NRC). It's a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities on campus. Contact [be-green@mit.edu](mailto:be-green@mit.edu) for more information on RecycleMania or environmentally sustainable practices and ideas.

## Introducing AP Biology Teachers to Interactive Teaching Tools

By Rocklyn Clarke, STAR Team Discovery and Outreach Developer, OEIT [rclarke@mit.edu](mailto:rclarke@mit.edu)

The [Software Tools for Academics and Researchers](#) (STAR) team of the Office of Educational Innovation and Technology (OEIT) recently collaborated with the MIT Center for Environmental Health Sciences (CEHS) and the MIT Museum to familiarize local high school AP Biology teachers in the Boston area with some exciting and interactive tools for teaching important biology concepts. This was part of the AP Biology Callback Series sponsored by the Harvard Medical School Office for Diversity and Community Partnership. Dr. Lourdes Alemán of the OEIT STAR Team and Dr. Kathy Vandiver of CEHS presented some of the tools developed by their respective departments.

Dr. Alemán guided the teachers through a sample exercise in which they explored the structure of aquaporin - a key protein that regulates the flow of water across cell membranes. The teachers performed hands-on analysis of this protein using StarBiochem, a web-based tool developed by the Star Team that allows for the visualization and manipulation of protein structures in a 3D environment. After this presentation, the teachers moved to a special exhibit within the MIT Museum called "[Learning Lab: the Cell](#)". Here Dr. Vandiver guided the teachers through a sophisticated hands-on simulation of protein synthesis using LEGO models of molecules that she developed for this purpose.

---

## Faculty-Student Engagement Website

By Anna Babbi Klein, Communications Officer, DUE  
[abklein@mit.edu](mailto:abklein@mit.edu)

In 2007, the [DUE-DSL Collaborations Committee](#) created the guide to "Faculty-Student Opportunities at MIT." In January, the guide was launched as an on-line resource for faculty: <http://web.mit.edu/du/facultyengagement/>.

The guide is meant to raise awareness among the faculty about the many diverse ways they can interact with the students inside and outside the classroom. In the book [What Matters in College](#) by Alexander Astin, he notes "Frequent interaction with faculty is more strongly related to satisfaction with college than any other type of involvement..." The website will be featured as part of the new faculty dinner in March. In addition, a postcard highlighting the site was sent to all MIT faculty in February.

## Career Development Advice for New York City Alumni

By Bob Dolan, Career Development Counselor, Global Education and Career Development Center [dolanb@mit.edu](mailto:dolanb@mit.edu)



Melanie Parker and Bob Dolan with NYC Alums

On January 13, 2009 Melanie L. Parker, Executive Director and Bob Dolan, Career Development Counselor visited the Alumni Club of New York City at the request of the alumni club president, Karen Ho. Karen, a 1994 Course 6-3 alumni was recruiting on campus in November when she reached out to Melanie for assistance. With a large contingent of NYC alumni currently in transition from their previous jobs, or considering a job change, Melanie and Bob presented career related topics ranging from Self Assessment to Job Search Strategies and Networking.

The event was held at the law firm of Proskauer Rose LLP and over fifty five alumni attended. The event lasted approximately two hours followed by an active Q&A session. During the trip Melanie and Bob took the opportunity to visit several employers in the city, including Citi, Spark Fusion, and Blackstone Group.

The type of questions the alumni were asking included:

- What is the best way to find a job in this economic climate?
- What career resources are available to Alums?
- What industries are hiring right now?
- What are the hiring trends that GECDL sees in the marketplace?
- What advice do you have for someone who is contemplating a careers change?
- What are some networking venues?
- I just lost my job; what should I do next?

## Supercomputing at IAP

By Sara Bonner, Programmer Analyst II, OEIT  
[bonners@mit.edu](mailto:bonners@mit.edu)

The IAP 2009 CUDA @MIT course 6.963 provided students the opportunity to practice hands on parallel programming with inexpensive massively parallel graphics cards using Compute Unified Device Architecture (CUDA). The goal of this class was to introduce supercomputing on cheap commodity hardware to the MIT community. The hope is that researchers will take advantage of this remarkably cheap and innovative technology to significantly accelerate computational sciences, making more experimentally testable hypotheses attainable.

Nicolas Pinto, a graduate student in Brain and Cognitive Sciences, taught the class with the sponsoring professor, Steven Johnson, Professor of Applied Mathematics. Justin T. Riley, a software developer in the STAR group of OEIT, and Nicolas Poilvert, a graduate student in Materials Science, participated as Teacher's Assistants. NVIDIA donated ~\$40k of high performance graphics processing units (GPUs) for the project and Harvard University provided several host machines, racks, and other equipment needed. DUE/OEIT supplied 20 Macbook Pro laptops especially configured for the course to enable development and prototyping of GPU code.

CUDA allows general purpose parallel computing on GPUs. It enables researchers/developers to run highly complex computational problems in a mere portion of the time it would take traditional CPUs. This is achieved by allowing the 128 cooperating cores on the graphics card to communicate with each other and run multithreaded applications efficiently.

Fifteen of the 40 students who attended the first day of class registered for credit. The students worked in groups to research their problems and develop the programs. The only project requirement was that it be a demanding application with data intensive computation, such as intensive mathematics or physics based simulations. The outcome was the completion of the following six projects:

- Biologically Inspired Object Recognition
- GPU Optimized Regression Analysis
- H.264 Motion Estimation in CUDA
- Lipid Bilayers Simulation
- Particle Interaction Simulation
- Pedestrian Detection in High Definition Video Frames