

The MIT Faculty Newsletter

Vol. XIV No. 3

January/February 2002

ACTA Declares College Faculty "Weak Link" in War on Terrorism

Jean Jackson

On November 11, 2001 the American Council of Trustees and Alumni (ACTA), a conservative nonprofit organization co-founded by Lynne Cheney and Joseph Lieberman, published a report titled "Defending Civilization." Arguing that "our universities are failing America," the report characterizes U.S. college faculty as the "weak link" in the war on terrorism.

The report identifies 40 university faculty members and cites 115 statements and incidents on college campuses in support of its claims. Inadequate teaching of Western culture and American history, the authors (Anne Neal and Jerry

Martin) contend, has resulted in students and faculty failing to understand what is at stake in the fight against terrorism, and as a consequence universities participate in undermining, rather than

aiding in the defense of civilization.

Four MIT professors, including myself, were identified, some of our statements apparently obtained from a September 20, 2001 MIT press release, "Students rally for peace on

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Editorial

Mutual Caring and Respect Highlight Institute Response

Charles M. Vest

The following was written at the invitation of the Editorial Committee for this issue.

The first month of this academic year brought to us a stark, terrifying reality. More than 3,000 ordinary people going about their daily lives in New York, Washington, and Pennsylvania were brutally and purposefully murdered by a group of dedicated, well-organized, and ideologically-driven people. This horrific act brought a strong military response intended to root out those behind the attacks and to reduce the ability of them or others to mount such actions in the future.

Here at MIT we were, and are, directly affected by this reality. Members of our own community – alumni, friends, family members, and professional colleagues – were killed. Others feared retribution because of their religion, culture, or nationality. Our collective and individual talents and expertise have been sought to combat terrorism and protect our nation's human life and infrastructure. Our campus is a potential target of terrorists. We deal daily with materials that could be used for malevolent purposes.

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***Editorial Committee for this issue.**

David Lewis

Managing Editor

Address: MIT Faculty Newsletter, Bldg. N52-419a
Cambridge, MA 02139; (617) 253-7303.

E-Mail: fnl@mit.edu.

FAX: 617-253-0458

Website: <http://web.mit.edu/fnl>

Subscriptions: \$15/year On-Campus
\$20/year Off-Campus

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From The Faculty Chair

What do the Faculty Want From Their Newsletter?

Stephen C. Graves

I write to you this month about *The MIT Faculty Newsletter (FNL)*. I have been asked by President Vest to chair an ad hoc committee to provide a review of the *FNL*. In addition to myself, the committee consists of Professors Nazli Choucri, Bob Jaffe, and Dave Marks, and Kirk Kolenbrander, special assistant to the President and Chancellor; Lily Burns, staff associate in the President's office, will staff the committee. We are to report back to the President by mid spring, and in particular, we are to address the following questions: What needs does the *FNL* serve? What might the *FNL* be? How should the *FNL* be staffed, organized, and funded? One impetus for the review is that MIT provides annual funds on the order of \$50,000 to cover production and support costs for producing the *FNL*.

We are just getting started and seek your help and advice. As background we have taken a look at the origins of the *FNL*, and have some observations on the current state of the *FNL*.

If you have read this far, you're at least aware that we have a faculty newsletter. But how did it originate? The founding of the *FNL* is described in the March 1991 edition of the *FNL*, Vol. III, No. 5. In 1988, a group of faculty members, led by Professor Vera Kistiakowsky, was concerned about the decision processes that led to the closure of the Department of Applied Biological Sciences. Professor Kistiakowsky distributed on March 10, 1988, a four-page note, "Does MIT Need a Faculty Newsletter?" In the note, which is labeled Volume 0, Number 0, she describes the need for a newsletter as follows:

"A group of faculty members which has been discussing the recent events concerning the Department of Applied Biological Sciences has concluded that difficulty in communication prevents faculty consideration of the problems except in crisis situations. There exists no channel for the exchange of information between faculty members and for the discussion of problems at MIT, since neither *Tech Talk* nor the faculty meetings serve these purposes. Therefore we decided to explore the desirability of a newsletter, and one purpose of this zeroth edition is to see whether there is support for such a publication. It is only being sent to approximately 10% of the faculty, so we would be grateful if you would share it with your colleagues."

A set of faculty stepped up as volunteers to form an Editorial Board for the newsletter, and they produced the first issue, which appeared in October 1988. I gather that this was a grassroots effort that relied on funding and support from a variety of sources, including the administration. Nevertheless, the intent from day one has been to keep the *FNL* independent from the administration. By 1991, there were 8–10 issues a year, with each issue being 16–20 pages. The March 1991 edition reproduces a memorandum of understanding that was co-signed by the Editorial Board of the *FNL* and by Professor Henry Jacoby, then the chair of the faculty. The mission for the *FNL* is stated as part of this memorandum:

"The mission of *The MIT Faculty Newsletter* is to serve as a vehicle for the exchange of views among faculty, for

publication of information of interest to members of the faculty, and as a forum for debate on issues of concern to the faculty. We recognize the particular needs of junior faculty and under-represented minorities, as well as the concerns of related groups including postdoctoral fellows and technical staff."

This memorandum goes on to describe a governance structure, whereby the *FNL* is managed and governed by the Editorial Board. The Board consists of at least nine faculty members from all parts of the Institute, and has mechanisms for renewing itself by recruiting new members.

So that's a bit about the background on the origins and intents of the *FNL*. Over the last decade the *FNL* has been a regular publication providing valuable information and opinion on a wide range of topics and issues. It has also been the publication outlet of choice for reports of Institute committees and task forces, such as the Committee on Women Faculty in Science and the Task Force on Student Life and Learning.

Yet, to be provocative, let me offer two observations as a way of stimulating some reactions and inputs.

First, the *FNL* is no longer a faculty newsletter. The faculty no longer writes the majority of the content in each issue, in sharp contrast with the first volumes, which were entirely authored by faculty. And the readership goes well beyond the faculty; I suspect that the *FNL* gets read more by the administrative staff and students than by the faculty, based on the limited feedback that I have gotten

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What do the Faculty Want From Their Newsletter?

Graves, from preceding page

since becoming the faculty chair. The *FNL* has migrated into a periodical for the MIT community, with a series of regular features like this column; as such, it provides a nice complement to *Tech Talk*.

Second, whereas the *FNL* does provide a lot of useful information, over the past few years it has not really been “. . . a vehicle for the exchange of views among faculty” nor “. . . a forum for debate on issues of concern to faculty.” Based on a quick perusal of the last five years, I estimate that at most a quarter of the content of any issue could be viewed as

being an “. . . exchange of views” or “. . . debate on issues of concern to faculty,” and often much less. (And much of this was about one issue, the aftereffects of Reengineering. . . .) Again, this is in contrast to the earlier volumes where much of the content could be classified as an exchange of views or debate by faculty. For instance, in April 1989, six faculty responded to the question “who should be the next president of MIT?” with thoughtful columns, each providing his or her perspective on what type of leadership was needed by MIT at that time.

So let me end by posing some questions. What would you like the *FNL* to be? How might we use the *FNL* to build community across the faculty? How might we increase faculty participation in the *Newsletter*? Is the *FNL* the right medium for the faculty to raise and discuss issues? How might we make the *Newsletter* more controversial? And what are the types of issues that you’d like see discussed and debated? On behalf of our committee, I’d appreciate any input you’d like to offer. ♣
[Stephen C. Graves can be reached at sgraves@mit.edu]



Teaching this spring? You should know ... the faculty regulates examinations and assignments for all subjects.

Check the Web at <http://web.mit.edu/faculty/termregs>.

Questions: contact Faculty Chair Steve Graves at x3-6602 or sgraves@mit.edu.

THE FACULTY APPROVED THESE RECENT CHANGES FOR UNDERGRADUATE SUBJECTS:

First and Third Week of the Term

By the end of the **first week** of classes, you must provide a clear and complete description of:

- required work, including the number and kinds of assignments;
- an approximate schedule of tests and due dates for major projects;
- whether or not there will be a final examination; and
- grading criteria.

By the end of the **third week**, you must provide a precise schedule of tests and major assignments.

Tests Outside Scheduled Class Times:

- may begin no earlier than 7:30 P.M., when held in the evening;
- may not be held on Monday evenings;
- may not exceed two hours in length; and
- must be scheduled through the Schedules Office.

No Testing During the Last Week of Classes

Tests after Friday, May 10 must be scheduled in the Finals Period.

TEACH TALK

Strategic Assessment at MIT

A coordinated approach to assessment is being developed at the Teaching and Learning Laboratory

Lori Breslow

Assessment can be a dirty word in higher education. To some faculty, it implies someone – the department head, a school dean, a visiting committee – is looking over their shoulder to evaluate the quality of their work in the classroom, with the possibility, of course, that they will be found wanting. Assessment efforts can be equally problematic for those doing the assessing. They are often left with a bewildering pile of data that is hard to interpret and even harder to use as a springboard for educational change. And both “assessors” and “assessees” often harbor the suspicion that current methods of assessment cannot possibly judge with any degree of accuracy how well students have learned, or how successful a curriculum is at reaching its stated goals.

But there is no reason, in fact, to think of assessment as an adversarial process, a call to judgment, or a time sink. Actually, educational assessment is a first cousin to the kind of research that goes on throughout MIT, for it, too, is scholarship that results in the expansion of knowledge and innovation.

The point of assessment, write Gloria M. Rogers and Jean K. Sando in *Stepping Ahead: An Assessment Plan Development Guide*, is to “improve, to inform, and/or to prove. The results of an assessment process,” they continue, “should provide information which can be used to determine whether or not intended outcomes are being achieved and how

the project can be improved.” [p. 1] Assessment is the process of generating hypothesis about the functioning of an educational system, strategy, technique, or tool (so that the thing being assessed can be, for example, the individual learner, the classroom environment, a pedagogical method, the instructor, or a department-wide curriculum); testing that hypothesis by gathering data through the use of accepted methodologies; and feeding the results back into the system in order to strengthen how it functions.

Devising a Strategic Approach

At the Teaching and Learning Laboratory (TLL), we are all too aware of both the possible hazards in and potential benefits of educational assessment. [If you are not familiar with TLL, please see our Web page at <http://web.mit.edu/tll>]. A part of the Office of the Dean for Undergraduate Education, TLL provides a comprehensive range of services to help faculty, students, and administrators improve teaching and learning at the Institute.] TLL has been charged with overseeing, aiding, and in some cases implementing, the assessment efforts of many of the new educational initiatives that have begun at the Institute in the last several years. These include, for example, the Cambridge-MIT Institute (CMI), the Communication Requirement, and the Residence-Based Advising Program. However, TLL is most involved in the assessment and evaluation of the projects being

supported by the Microsoft/iCampus and d’Arbeloff funds.

Coordinated assessment efforts at TLL began approximately a year ago with the arrival from Northwestern University of Dr. John Newman, TLL’s associate director for Assessment and Evaluation. Other TLL staff members who are involved in assessment are Dr. Alberta Lipson, associate director for Educational Studies, and Cindy Dernay-Tervalon, staff associate for Research and Development. Each staff member is directly responsible for assessing one or more subjects or educational experiments, as well as consulting with PIs or faculty members responsible for other initiatives. TLL also collaborates with other assessment experts on campus, with assessment/evaluation consultants working with individual PIs, and with graduate students in education who are using MIT projects for their field research.

We have been given the opportunity and challenge of creating a coordinated assessment program. Throughout its history, of course, the Institute has continually assessed its educational work, but perhaps in not quite such a systematic way as it seeks to do now. Staff members at TLL, along with members of the MIT faculty, administration, and staff have spent the last year devising an approach to assessment that is compatible with the idea of assessment as a scholarly, research-oriented activity. We have

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Strategic Assessment at MIT*Breslow, from preceding page*

sought to create a strategic approach to assessment that combines individual projects into themes, which, in turn, feed into a research agenda. (Please see the figure, Page 7.) Let me explain this approach in more detail.

Identifying Common Themes

There are over 30 projects underway at MIT that are being funded by either

been working to group the iCampus projects into “themes” that link them conceptually according to commonalities in objectives, technology, or pedagogical method – or some combination thereof. These seven themes are: (1) teaching life-long lessons through project-based learning; (2) using multi-media to expand

same group, we will get a clearer picture of which innovations are worth exporting to other courses or learning situations, and which are not. Finally, coordination of methods and measures will provide credible, replicated knowledge that can be disseminated to the wider educational research community.

This is not the place to go into a detailed description of each theme, but to impart a better understanding of what a theme entails, I will briefly describe just one.

The idea behind “teaching life-long lessons through project-based learning” is that there are a core of skills and capabilities that MIT students should be developing from the very beginning of their careers at the Institute through their four years of study. Examples of these skills include communicating effectively (using both the written and spoken word); finding credible information relevant to a particular topic or task; managing time efficiently; working well as part of a team; and solving complex, open-ended problems. The philosophy behind the two d’Arbeloff experiments that best represents this pedagogical approach – Mission 200X (the X stands for the year the subject is given) and Public Service Design – is that these skills can be targeted for development within a subject in addition to the content that is being taught.

For example, in Mission 2005, whose official subject name is “Solving Complex Problems” (12.000), teams of students this past fall tackled the problem of building an underwater research facility on both a coral reef and in a deepwater environment. Solving that problem required students

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Each theme encompasses at least several projects. By linking them conceptually, we can gain synergy of effort. By comparing the assessment data that comes out of one project with the data from other projects in the same group, we will get a clearer picture of which innovations are worth exporting to other courses or learning situations, and which are not.

iCampus or d’Arbeloff grants. Together, they represent a rich array of educational experiments. Faculty members, administrators, students, and staff are working to incorporate new educational technologies into the classroom; structure new kinds of relationships between students and faculty, among students, and between students and alumni; employ a wider range of pedagogical methods; and develop new tools to evaluate the efficacy of these efforts. Some of these experiments will doubtlessly work better than others. But studying the strengths and weaknesses of as many as possible will provide us with a wealth of information to help guide the future direction of educational innovation.

At the urging of EECS Professor Hal Abelson, a member of the iCampus Joint Steering Committee, a team of MIT faculty and administrators has

knowledge; (3) creating learning communities with alumni/mentor participation; (4) employing active learning alternatives in the classroom; (5) producing on-line alternatives to lectures; (6) permitting remote acquisition of real-time data; (7) developing new methodologies for assessment of educational innovation. “My concern,” Abelson has said, “is that at the end of some period of time we know more than simply how the individual projects fared. I want us to be able to say something about how we can provide MIT students with an overall higher quality education than we are giving them now.”

Each theme encompasses at least several projects. By linking them conceptually, we can gain synergy of effort. By comparing the assessment data that comes out of one project with the data from other projects in the

Strategic Assessment at MIT

Research
Agenda



Conceptual
Understanding

Student Interaction/
Engagement

Resource Allocation

Using Multimedia to
Expand Knowledge

Life-Long Lessons
of PBL

Learning Communities
with Alumni/Mentor
Involvement

Active Learning
Alternatives in the
Classroom

*

- 7 -

Themes



Other Alternatives
to Lectures

Remote Acquisition
of Real-Time Data

Assessment

*

Projects
(not all listed)

6.001

TEAL

"Math Mix"

Mission 200X

Black Holes

Mechanical
Engineering

*Arrows for illustrative purposes only.



Strategic Assessment at MIT*Breslow, from preceding page*

to cull information from a number of different disciplines, cooperate with another on teams that tackled smaller pieces of the problem, and coordinate their work to devise a comprehensive plan. That final design was posted on a Mission 2005 Website and presented to a panel of outside experts.

Dr. Lipson has been working alongside Professor Kip Hodges, who teaches Mission 200X, to assess both last year's Mission 2004 and Mission 2005. She uses a variety of methodologies in that work—primarily participant observation, focus groups, and surveys. A part of the assessment plan is to follow the students who have taken the Mission 200X courses longitudinally throughout their careers at MIT and perhaps beyond. If subjects like Mission 200X meet their objectives, we hope to be able to identify the pedagogical variables that bring about that result so that those techniques can be adopted in other subjects.

In the same way, by assessing individual projects united by a common theme we hope to learn something about whether or not online lectures are as effective as live lectures; the ways in which electronic communication helps or hinders the formation of a community of learners; or, whether having students engage in hands-on activities in the classroom increases conceptual understanding. These assessment objectives are framed very broadly, I realize. Our work will entail refining them to make their answers useful to the MIT community.

Creating a Research Agenda

As if all that were not ambitious enough, our long-range goal is to do the kind of work that will allow MIT to

contribute to research into the question of how the introduction of educational technology affects teaching and learning. To that end, a team of assessment experts from both MIT and Microsoft, along with four UROP students, has spent several months exploring the state of knowledge in

or exam. However, another approach is to focus educational efforts more broadly, teaching students to solve the kind of novel problems they will face in their professional work. This is often called “conceptual learning.”

More specifically, conceptual learning means students should be able

One of the weaknesses often cited in science and engineering education is that students are taught a relatively narrow set of skills. Often called “algorithmic learning,” this skill set, at its worst, entails memorizing a collection of formulae/equations . . . However, another approach is to focus educational efforts more broadly, teaching students to solve the kind of novel problems they will face in their professional work. This is often called “conceptual learning.”

that area and identifying the interesting, important questions that need to be explored. We settled on three areas for study. As the figure shows, our research agenda is to study the impact of educational technology on conceptual learning, student engagement and student interaction, and resource allocation with a particular emphasis on faculty time and effort. Let me again briefly describe each.

The impact of educational technology on conceptual learning. One of the weaknesses often cited in science and engineering education is that students are taught a relatively narrow set of skills. Often called “algorithmic learning,” this skill set, at its worst, entails memorizing a collection of formulae/equations and trying to determine which can be used to answer questions on a problem set

to: understand and describe in concrete terms how physical objects, phenomena, systems, or processes behave and how they interact with other objects, phenomena, systems, and processes; understand how mathematical expressions can represent physical objects, phenomena, systems, or processes, their behavior, and their interactions; model various reasoning and problem-solving techniques; pose and solve paradoxes and dilemmas; and transfer material they have learned from the context in which they learned it to other contexts.

On the simplest level, then, our assessment goal is to discover whether or not the use of various educational technologies (e.g., simulations) will add to, detract from, or have no effect on conceptual learning.

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Strategic Assessment at MIT*Breslow, from preceding page*

The impact of educational technology on student engagement and peer interaction. Student engagement in learning is defined as the extent to which students enjoy, take responsibility for, and participate in learning. Student engagement has three components: (1) behavioral (e.g., does the student attend class regularly?); (2) cognitive (e.g., does the student engage in educational activities with the goal of developing further and deeper understanding?); and (3) affective (e.g., was the student satisfied with the subject and would he/she recommend it to others?)

As with conceptual learning, we are trying to understand the extent to which educational technology enhances or detracts from student engagement. Do educational technologies contribute to students putting forth greater effort? Do they help students to enjoy the content of the course more? Do they aid students in taking more responsibility for their own learning? We are also interested in understanding change over time. If the educational technology is one that requires students to change ingrained ways of learning, for example, it is important to know how long it takes for habits to change, and the process by which that change occurs.

Educational research has shown that college students are satisfied with their college experience when the amount of interaction they have both with their peers and with faculty is significant. (See, for example, Richard Light, *Making the Most of College: Students Speak Their Minds*. Cambridge, MA: Harvard University Press, 2001.) The debate that technology either impedes or increases opportunities for

communication is a hotly contested one both inside and outside of academia. Our focus is how educational technology changes interactions, and what are the benefits or drawbacks of those changes. For example, are there aspects of face-to-face interactions that lend themselves to the development of certain skills? If so, is that development stifled by

that question. But there are also questions related to faculty and institutional concerns. For example, what will be the impact of implementing educational technology on a faculty member's scholarship, professional reputation, or place in the campus community? Does the faculty member feel more or less engaged with the topical content of the subject

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technology? Are there technologies currently not being employed or ways of using current technologies that could benefit interactions and, therefore, learning? These are the kinds of questions we will explore.

The impact of educational technology on resource allocation. No one argues with the fact that implementing educational technology takes time and money. But how much time? whose time? and how much money? The first questions, then, to tackle in this area are essentially accounting ones, and it will be no easy matter to determine the costs associated with developing and implementing educational technology.

The next set of questions can be summed up in one simple one: Are the costs worth it? Exploring the impact of educational technology on conceptual learning, student engagement, and student interactions will help answer

when using a new educational technology? Can technology create renewed interest in basic material? And, finally, do students and faculty members have different reasons for wanting or not wanting technology in the educational process? What about administration and staff?

* * *

We realize we have bitten off a lot to chew. Questions need to be sorted, refined, and prioritized. Some will fall by the wayside. Others may occupy us over a long period of time. But we are excited about the intellectual challenges associated with this work, and motivated by the contributions it can make to improving undergraduate education at MIT. We will continue to report back to you about what we discover.♣

[Lori Breslow can be reached at lbreslow@mit.edu]

McCarthyism Redux

Richard J. Samuels

There she goes again. Lynne Cheney, who once chaired and attempted to eviscerate the National Endowment for the Humanities, has now married her crusade for Western Civilization to the tragedy of 9.11. And her allies at the American Council of Trustees and Alumni (ACTA) include Joseph Lieberman. A still smoldering Ground Zero has been moved to the killing fields of the culture wars.

ACTA's McCarthyite screed, "How our Universities are Failing America and What Can Be Done About It," (Available at <<http://www.goacta.org/Reports/defciv.pdf>>) is a call to arms in the clash of civilizations. 9.11 provided ACTA a convenient vehicle to reassert its campaign for more courses on American history and Western Civilization and fewer on Islamic and Asian culture. The report is a polemical pastiche, listing more than 100 remarks, including those of several MIT faculty, quoted out of context. (The direct attributions were retracted last month after considerable protest and media attention.) The list mixes antiwar sloganeering and blunt criticism of U.S. foreign policy with cautions by academics worried about indiscriminate retaliation for the 11 September attacks.

It all adds up, in ACTA's view, as evidence that U.S. colleges and universities empathize with America's enemies. Selective quotes make it appear that post-9.11 conversations on U.S. campuses have been one-sided, dominated by guilt-ridden, self-loathing tenured professors – defenders of a "dominant campus ideology" that suppresses dissent. The irony of course is that ACTA proclaims itself dedicated to preservation of academic freedom. (See its Web page: <<http://www.goacta.org/>>.) The report claims that reactions on U.S. campuses after 9.11 pitted patriotic students against professors whose teach-ins and public forums "typically ranged from moral equivocation to explicit condemnations of America."

Its authors were not at events we organized at MIT, first convened the day after the terrorist attacks in New York and Washington. ACTA's characterization of campus debate notwithstanding – and precisely because we are a university community – we saw it as our responsibility to address the three most fundamental questions raised by the attacks: Who? Why? and What Now? Our premise was that

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Academic Freedom as a Human Right

Balakrishnan Rajagopal

After 9.11, the war on terrorism is being waged on many fronts now, including on academic campuses. Thus, there are reports of academics being fired because of their opposition to the war or because of their critical views of the substantive issues that lie behind the war. Sami Al-Arian, a tenured engineering professor of Palestinian origin, has been fired by the University of South Florida because its funders and alumni expressed outrage at his involvement with a think tank that has been alleged to have links with terrorists, although no criminal charges have been filed against him. Similarly, the University of Jammu and Kashmir has completely banned its professors from talking to the media as a result of some allegedly critical comments made by a few faculty members to the Indian media. Clearly, academic freedom is under a cloud in many parts of the world.

Before one can defend academic freedom, it must be defined. A principal question is whether it includes the freedom of any academic to speak and engage in expressive activity only on the topics and issues with which he/she deals, or includes a general freedom to engage in any expressive activity that does not constitute a violation of existing laws. Thus, Al-Arian's critics have argued that he was hired to teach engineering and that's what he should stick to. This is an unduly narrow definition of academic freedom that does not fit its historical development in the U.S. nor reflect the role of the academic as a citizen. Historically, tenure grew out of the opposition to World War I by a Columbia psychology professor who was fired, and has been designed precisely to enable academics to speak the truth even if it transcends their narrow disciplinary boundaries.

Defending academic freedom is not so easy, however. It can be defended in the United States on at least three grounds: as a constitutional and legal right of the individual, as an institutional right of the academy, and as an international human right. Traditionally, academic freedom has been defended as a constitutional right as part of the First Amendment. As the Supreme Court famously stated, "academic freedom...is...a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom." [Keyishian v. Board of Regents, 385 U.S. 589, 603 (1967).] Despite a seemingly

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McCarthyism Redux

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if the United States could not answer the first two with assurance, its response to the third could be dangerously misguided. And unlike ACTA, with its claims it is “committed to academic freedom, excellence and accountability at America’s colleges and universities,” we think that knowing *why* is as important as knowing *who* and *what now*. The ACTA screed can be read as an extended condemnation of those who ask why 9.11 happened.

We sustained an open and frank public conversation about the newly escalated dangers in the international security environment and about U.S. foreign policy responses. We treated

all three questions in equal measure. Faculty and attendees debated the reasons for the attack. They engaged both sides of arguments about retaliation against Al-Qaeda, about U.S. support for Israel, about the use of American force, and even about the elimination of the U.S. government’s self-imposed ban on political assassination. Some insisted that the attack must not go unanswered; some cautioned against American unilateralism; others warned that “collateral damage” was an expected and regrettably acceptable cost of war; still others argued that this was not even America’s fight. (View digital video of these public forums at: <[http://](http://web.mit.edu/cis/spotlight-webcasts.html)

web.mit.edu/cis/spotlight-webcasts.html>.)

Many of us became academics because we believed there are no easy answers to the most important questions. Many of us are suspect of those who “know” the answers because, like ACTA and some of its antagonists, they resist asking the right questions.

Sometimes it is easy to know what the right thing to do is. Protesting the chilling ACTA blacklist is a no-brainer. You can reach them at info@goacta.org. Lieberman can be reached at <<http://www.senate.gov/~lieberman/newsite/contact.cfm>>.✚
[Richard J. Samuels can be reached at samuels@mit.edu]



Academic Freedom as a Human Right

Rajagopal, from preceding page

absolutist commitment to the First Amendment, the government has not hesitated to take action against expressive activity in the interests of national security, and the Supreme Court has often gone along with such crackdown. This is especially the case when the country considers itself to be at war. It is thus not evident that academic freedom in the U.S. occupies such an exalted position that it protects academics’ unpopular opinions about national security. In most other countries, the status of academic freedom as a constitutional right is even weaker or non-existent.

A second way to protect academic freedom may be to think of it as a collective right of the academic body or as the corporate right of the University. While U.S. law has not taken this course, one can arguably see support for it in the language of the Supreme Court that the academy is a marketplace of free ideas where a “spirit of free enquiry” reigns. [Sweezy v. New Hampshire, 354 U.S. 234, 262, 263 (1957) (Frankfurter, J. concurring, quoting).] As it is obviously not possible to protect a marketplace without supporting the rights of individuals to transact in it, the Court’s

language could be seen as supporting academic freedom as an individual right. Alternatively, the right of the academic body as a collectivity may be thought to be adversely affected by constraints imposed on its individual members. The problem with this approach – besides its lack of grounding in U.S. law – is that the domain of academic freedom may well be limited by the extent to which individual opinions are seen to advance collective freedom of inquiry. It is not clear that such constraints will protect dissident voices at a time of war. Worse, academic freedom

(Continued on next page)

Academic Freedom as a Human Right

Rajagopal, from preceding page

may then depend on whether the University as a corporate body is prepared to endorse the individual views of its faculty.

A third option for protecting academic freedom is to defend it as an international human right. There are two ways in which this can be done. One is to defend academic freedom as part of freedom of expression and the other way is to defend it as part of a human right to education. Freedom of opinion and expression are protected as human rights by the International Covenant on Civil and Political Rights, while right to education is guaranteed by the International Covenant on Economic, Social and Cultural Rights. Under the former, the right to hold opinions is not subjected to any restriction, while freedom of expression can be curtailed only on specified grounds through legal measures that are deemed necessary.

While this may sound elaborate, defending academic freedom as an expressive activity may be subjected to the same restrictions that it is subjected to under U.S. law. On the other hand, the United Nations has recently recognized academic freedom as part of a human right to education. [E/C.12/1999/10, CESCR General comment 13 on the Right to Education, Article 13, 8

December 1999, paragraphs 38-40.] As the UN Committee on Economic, Social and Cultural Rights has stressed, “right to education can only be enjoyed if accompanied by the academic freedom of staff and students” [Id.] and has emphasized that “in the Committee’s experience, staff and students in higher

even recognized these rights as human rights. Although the effect of this shortsighted and arrogant posture has only been to deprive U.S. citizens of the benefits of international cooperation on human rights, this refusal to ratify treaties does not prevent U.S. citizens from taking full advantage of the ethical, political, and

While this may sound elaborate, defending academic freedom as an expressive activity may be subjected to the same restrictions that it is subjected to under U.S. law. On the other hand, the United Nations has recently recognized academic freedom as part of a human right to education.

education are especially vulnerable to political and other pressures which undermine academic freedom.” [Id.]

This is an interesting and innovative way to defend core civil and political rights such as academic freedom by recognizing their importance for the protection of economic, social, and cultural rights. The U.S. is not a party to most of the important human rights treaties, including the International Covenant on Economic, Social and Cultural Rights, and has not

symbolic power of human rights as a global normative discourse.

Post 9.11, the war on terrorism has already sought to do away with many constitutional liberties and a defense of academic freedom cannot be left to the vagaries of domestic law. Defending academic freedom as a human right is therefore a moral and political imperative. ❖

[Balakrishnan Rajagopal can be reached at braj@mit.edu]

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M.I.T. Numbers

All 50 states and the District of Columbia are currently represented in the MIT student population, led by California (1069), Massachusetts (908), New York (824), and Texas (410). Four U.S. territories are also represented: American Samoa, Guam, Puerto Rico, and the Virgin Islands.

Students from 109 foreign countries attend MIT, of which 345 are undergraduates and 2244 are graduate students. China (322), Canada (231), India (180), and Korea (176) have the largest representation.

Source: Office of the Provost

Responses

Task Force on Campus Security Presents Initial Findings

John R. Curry

The Task Force on Campus Security (see next page), appointed at the beginning of October 2001, was charged by President Vest “to assist MIT in setting policy and planning for heightened security and safety for the immediate and the longer-term future. Issues include protection of campus people, facilities, and environment, and protection against dangerous or inappropriate release of information and materials. In considering these security issues, the Task Force needs to strike an appropriate balance among the needs for physical security, the openness of our environment and culture, and the well-being of our diverse community.”

Dr. Vest’s letter of appointment to members noted that he expected that the Task Force would occasionally meet as a whole but that much of the work would be conducted in smaller working groups, augmented as needed by experts. That is the way the Task Force proceeded.

Specific areas to be addressed by Task Force working groups included: Access and Openness of the Campus; Biological, Nuclear, and Chemical Hazards; Information Policy and Privacy Issues; and any other related topics or issues that came to light.

Task Force members were named on October 1st, and the group held its first meeting the next day. We formed the three working groups noted above and also have kept in touch with other related security efforts, such as the Institute Toxic Chemicals Committee and the Facility Protection Team that Chief Facilities Officer Victoria Sirianni established in the Department of Facilities.

Understanding that the world has changed since September 11th, the Task Force and its working groups considered what adjustments to our current policies and practices might be required to strike a balance between the need for greater security and the open culture and way of operating that have served us well.

In many ways, our efforts focused on old issues – openness, community, personal safety, hazardous materials management, environmental sensitivities, vehicular access – through the new conceptual lenses of September 11th.

Attempting to see MIT as others might, the Task Force noted in particular these observations from Dr. John H. Marburger, President Bush’s Science Advisor, in his November 12, 2001 address to the National Association of State Universities and Land Grant Colleges Council on

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Working Group Focuses on Information Policy and Privacy

Robert P. Redwine

The Working Group on Information Policy and Privacy Issues, a subgroup of the Task Force on Campus Security, was formed to assess our policies and procedures in this area in anticipation of possible requests for information on members of our community in the aftermath of the attacks of September 11th. The Group consisted of representatives of essentially all segments of the community and included a number of individuals with considerable experience in this area of information and privacy. It was clear that our overall goal was to assist in legitimate law enforcement efforts, while at the same time protecting members of the community from unreasonable and illegal violations of privacy.

Our first task was to assess MIT policies on release of information to determine if any changes appeared needed. We realized that it was not possible to anticipate all the issues which might come up, but we did try to consider our policies in light of the events of September 11th and following. We were pleased to find that MIT’s traditional policies appear to be quite robust, and to be a solid basis for handling requests which might come. We sent a message to the entire community on October 17th which summarized policies concerning disclosure of information which appeared to be particularly relevant in these circumstances. This message included Web links to detailed MIT policies in this area. We believe that it is important for all members of our community to have at least a general knowledge of such policies, and some members need to have more detailed knowledge in certain areas.

Following passage of the USA Patriot Act of 2001, the Working Group again reviewed Institute policies in light of that Act. The group, with the assistance of legal counsel, concluded that the Act does not change significantly how MIT will respond to requests for information, although it may make it easier for government offices to receive court authorization for specific requests.

The well-publicized interviews of young males from specific countries, which were conducted nationally by the FBI and other agencies during November and December, presented another challenge for our community. We became aware of at least a few instances in which members of our community were interviewed. We issued, through the International Students Office and the International Scholars Office, some points of guidance for individuals who might find themselves

(Continued on next page)

Working Group Focuses on Information Policy, Privacy

Redwine, from preceding page

the target of such interviews. The intent here was not to interfere with legitimate law enforcement efforts, but rather to inform members of the community of their basic rights in such circumstances.

Another general task was to look ahead and try to anticipate situations and issues which may be of special concern. Perhaps the most worrisome of these is the potential effect of reactions to September 11th on international students

and scholars. In the case of international graduate students, who make up 37.5 percent of all graduate students at MIT, there are real concerns about the number of new students who will come to the Institute in the next year. We do not yet know what the effect of recent developments will be on the number of students who will apply for admission and on the number who will be able to obtain visas following acceptance. Our

main concern is over the potential loss of the opportunity to maintain a top-quality international research and learning community with all the implications for future progress and understanding that this implies. This is a situation to which all of us will have to pay close attention in the coming months.♣

[Robert P. Redwine can be reached at redwine@mit.edu]

Task Force on Campus Security

John M. Curry, Executive Vice President, Chair

Laura A. Avakian, Vice President for Human Resources

Larry G. Benedict, Dean for Student Life

James D. Bruce, Vice President for Information Systems

Kenneth C. Campbell, Director, News Office

Phillip L. Clay, Chancellor

Isaac M. Colbert, Dean for Graduate Students

Jaime E. Devereaux, President, Undergraduate Association

John E. Driscoll, Acting Chief of Campus Police

Anne P. Glavin, Director of Public Safety

Stephen C. Graves, Chair of the Faculty

Stephen D. Immerman, Director of Enterprise Services

Jamie Lewis Keith, Managing Director for Environmental Programs and Risk Management, and Senior Counsel

William Kettyle, Medical Director, MIT Medical

David Litster, Vice President and Dean for Research

Robert P. Redwine, Dean for Undergraduate Education

Richard J. Samuels, Professor of Political Science and Director of the Center for International Studies

Dilan A. Seneviratne, President, Graduate Student Council

Victoria V. Sirianni, Chief Facilities Officer

Janet L. Snover, Special Assistant to the Executive Vice President

Sheila E. Widnall, Institute Professor

Kathryn A. Willmore, Vice President and Secretary of the Institute

Patrick H. Winston, Professor of Electrical Engineering and Computer Science

Task Force on Campus Security Presents Initial Findings

Curry, from Page 13

Governmental Affairs: “As I see it, terrorism and higher education intersect in three categories of issues: the assets colleges and universities possess for waging the War on Terrorism; the vulnerabilities colleges and universities possess for exploitation by terrorists; and the vulnerabilities of colleges and universities to societal responses to war.”

The Task Force focused on the latter two of these, mindful that universities may be challenged with the issue of increasingly policing themselves or being subjected to more government scrutiny and regulation.

Headlines from the Task Force Report are:

1. There are few, if any, measures that will protect people and property from the dedicated terrorist attack.

2. There are broad and systematic initiatives that will enhance safety and security across the campus and reduce the probability of some kinds of terrorist attacks:

a. restricting vehicle access around the perimeter of the campus by erecting physical obstacles and through gate control (this has already begun through the placement of temporary Jersey barriers and increased numbers of parking attendants at gates and on lot patrol);

b. restricting delivery access to the campus core through perimeter receiving and check-point control (under review);

c. automating locks and monitors for key buildings and rooms, especially where hazardous biological, chemical, or radioactive materials are stored or used (underway in three key buildings); degrees of security should be in proportion to risk;

d. developing materials management and monitoring systems to track deliveries, storage, and disposition (underway as part of the Environmental Management System);

e. improving lighting in hallways, around key buildings and along walkways (a systematic review is complete);

f. adding emergency phones where strategic (10 additional phones are already proposed); and

Headlines from the Task Force Report are:
1. There are few, if any, measures that will protect people and property from the dedicated terrorist attack.

g. providing awareness training to all members of the MIT community – drawing on the effectiveness of neighborhood watch programs; and integrating security training with related environmental, health and safety programs.

3. We will refine our emergency response protocols, evacuation plans, and recovery programs in order to be even better prepared if crisis strikes. Intense work is underway, with special attention to responses to biologic and chemical attack agents. Preparation and response capabilities will be sustained through communications, rehearsal, and periodic updates.

4. We should see ourselves from a security perspective as others see us. Thus, even as we have complied with increased security measures promulgated by the Nuclear Regulatory Commission and have assured ourselves of the very high levels of safety and security of the MIT research reactor, we commissioned an external review for additional perspective.

5. An analysis of blast protection capabilities of perimeter and strategic buildings has been conducted. We also have solicited proposals for a broad study of campus security, including architectural, electronic, and other operational aspects

of our systems, and we will soon commission that work as well.

6. We have analyzed relevant statutes governing our protocols for responding to external requests about members of the campus community and found that policies developed over many years serve

us well in these new times. We also have reviewed the 1996 Anti-Terrorism and Effective Death Penalty Act and the 2001 USA Patriot Act to assess compliance capabilities and likely future issues needing monitoring and response. (Please see Dean Redwine’s companion article for a full review, Page 13.)

7. We have reviewed air and water intake and distribution systems and recommend that we continue to assess vulnerabilities and to determine how to identify and remedy possible contamination in critically timely ways. Similarly, we have reviewed key business vulnerability and continuity concerns attending utility production and data and communication capabilities. This work should continue.

8. We recommend that a standing Presidential committee be formed to continue the work of the Task Force in assessing risks, monitoring and prioritizing the recommendations made above, and in dealing with new security issues as they arise – as they surely will. A key charge to the new committee will be continuing examination of the tradeoffs between increased security and our traditions and requirements of openness. ♣

[John R. Curry can be reached at jrcurry@mit.edu]

Responses

A View From the Chaplaincy

Amy McCreath

I was on the bus when the first plane hit the World Trade Center. When I arrived at MIT's Religious Activities Center, where I and the other MIT chaplains work, I noticed that there were police stationed at both entrances. Bob Randolph, senior associate dean for students, was just leaving the building. As we met, he said to me, "Well, are you ready?"

"Ready for what?" I said. This article is a belated answer to that question I asked of Dean Randolph on September 11th. It is a reflection offered on behalf of the MIT Board of Chaplains on our own experiences and, more importantly, on what was revealed to us about the soul of the student body by the tragic events of that historic day and the days that followed. What was it we had to be ready for?

The first thing we had to do was respond to the needs of others, and, honestly, that was a feat in and of itself. Like everyone else, we were in shock; we were in grief; we were speechless. And yet we were immediately called upon by the Institute to be available for students and others who needed care and attention, to organize vigils and prayer services, and to speak out – as the MIT administration did so well, in support of the innocence and rights of the Muslim and Arabic students in our midst.

The most important and helpful factor allowing us to survive those first few days and find the strength to serve the spiritual needs of the MIT community was architecture, specifically, the Religious Activities Center itself, where all the chaplaincies are based. Because the chaplains work side by side, meet together twice a month to plan, and share drinking fountains and copiers, we have relationships with one another as individuals, and a level of trust in one

another as leaders. Many of the students in our chaplaincies know another, too, as they share facilities on a daily basis.

So in the midst of crisis, we were able to divide up tasks, stand side by side in front of crowds of people witnessing to our respect for one another's faith and culture, and quickly organize interfaith worship services four days in a row. While on many, if not most, college campuses, chaplains are isolated from one another in offices squirreled away on the edges of the community, W11 allows us to strengthen and support one another. And the events of September 11th demonstrated in a powerful way how much that empowers us to serve the community.

The word "chaplain" means "one who is attached to a chapel," and during that second week of September, we certainly lived into that definition, taking turns sitting in the chapel, being available to anyone who wanted to talk, from dawn to dusk. From the beginning, as we began planning events and arranging space, our goal was to find symbols and rituals that would help any person – not just actively religious people – process their feelings and find hope. As hundreds of people came through the chapel that week, most of whom people we did not know, quite a few of whom identified themselves to us as "atheists," we offered universal symbols such as candlelight, silence, and readings affirming the value of peace.

With tremendous support and assistance from Campus Activities and the Dean of Students' Office, we organized, advertised, and led interfaith events daily for the next five days, from a vigil on the steps of the Student Center on September 11th, to a noontime observance of the national Day of Prayer called for by President Bush, to a prayer

vigil in which students from Harvard, BU, and MIT walked through Cambridge, stopping along the way to pray, reflect, and sing. What was most poignant about these events was not the words spoken by those up front, but the clear value for the participants of simply being together, and the way in which people who were complete strangers opened their hearts to one another. One chaplain, for example, was deeply moved at the September 11th vigil by a conversation with two MIT students of different nationalities, who stood together trembling with anger and fear, then listening to one another's concerns about the difficulty of forgiveness, and finally embracing one another.

In our individual denominational gatherings in the days following September 11th, students asked to mourn using the traditions and rites with which they were most familiar and comfortable. In the Lutheran Episcopal Ministry, we turned to the Litany, an exhaustive penitential prayer used in liturgical churches in times of great sorrow or national crisis. At a special Hillel service, Jewish students sang songs of peace in Hebrew and English, recited the *Kaddish* prayer, and lit traditional *yarzheit* candles for those who had died. Students united across usually-observed divisions to pray together, with Conservative, Orthodox, and Reform Jewish students praying together in the immediate aftermath of the tragedies, and the Roman Catholic, Protestant, Lutheran, and Episcopal student groups gathering together to pray for peace throughout the Advent season.

Several chaplaincy groups formally communicated to the Muslim Student Association their desire to be of any help they could to MIT's Muslim community in the days ahead.

(Continued on next page)

A View From the Chaplaincy

McCreath, from preceding page

The Executive Council of the MSA says that, “the number of supporting e-mails and phone calls we received showed the closeness, compassion and mutual openness to and from other religions. We really came to understand who our friends were in the bleakest moments.”

We also witnessed what we would consider profound spiritual healing happening in places traditionally labeled “secular” at the Institute: in the Reflection Wall conceived of and carried out by members of the Architecture Department, which gave students a place for meditation on the suffering others had experienced and a means for communicating their hopes and fears; in the massive community gathering at Killian Court, where by simply showing up and listening to one another, personal vulnerability was sanctified; and in the running conversation on the walls of Lobby 10, which became like a cathedral to the human spirit, in all its passionate and messy dimensions; in the classrooms where students were allowed to talk through their pain and fear, which, as student after student reported to us, when it happened, was the greatest gift the faculty could give them.

Although we certainly saw many new faces in the crowds at our worship services in the weeks immediately following the attacks, as the semester wore on, it seems that most students gradually moved back into whatever routines they had been in before September 11th. At least in part, this probably reflects the realities of the rigor of the curriculum – the objective fact that to keep on track, students simply could not make much time for addressing spiritual or psychic dissonance. The exception to this “return to normalcy” was the campus-wide upsurge in a desire to know more about Islam, which continues unabated. During Islamic Awareness Week, the MSA handed out 500 Qurans, which is twice as many as last year.

For the students who continued or stuck around this fall as active participants in our chaplaincy programs, however, new questions came to the surface: Should we pray for our enemies? Can we forgive those who perpetrated or supported these attacks?

Shall we pray for peace, even as the U.S. government calls for war? What kind of peace does our scriptures or our tradition point to – the absence of violence? or a lasting and just settlement between people?

We also heard from our students and felt within ourselves a new desire to deepen our understanding of the other religious communities at MIT. Although we share a building and have worked together on projects through the years, the events of September 11th and the reaction to them by the media and the world revealed to us the limitations of our own knowledge of one another. Chaplains began reading up on one another’s basic doctrines. Students felt challenged to push back the boundaries they had placed on relationships with one another as people of different faiths, if only by saying “hello” to one another in the hallways of the Religious Activities Center.

Although we have a long way to go in deepening our knowledge of one another, the process has already borne fruit. It began with generous invitations from Hillel to all the chaplaincies to join them for refreshments in their *sukkah* during the Jewish Festival of Tabernacles, invitations from Christian groups on campus to Muslim students to teach about Islamic prayer and faith, and a beautiful Ramadan dinner held by the Muslim Students Association, where students of all faiths broke bread together and asked questions of the Muslim students about gender, faithfulness, and jihad. We began to wonder together about the phenomenon of the growth of fundamentalism within all major world religions during the twentieth century, an issue addressed by scholar and best-selling author Karen Armstrong, whom the Board of Chaplains brought to campus at the end of October.

Although I have focused most of this article on the events and mood on the campus in the semester that has just past, as a chaplain at this Institute, I believe that the most important spiritual impact of the events of September 11th and following on MIT students are only just beginning to emerge. And the extent to which they are allowed to emerge is really in your hands as faculty.

The most important spiritual impact of these recent events on our students will have to do with vocation.

Vocation means “to call out.” It’s a word tossed around a lot in religious circles, but its meaning is much more universal than the confines of any or all religions. Vocation refers to the ultimate purpose one strives for in the utilization of the skills one develops or discovers. One person I know refers to vocation as “the place where your greatest passion meets the world’s greatest need.” The students you teach are developing the most powerful and well-honed technical and intellectual skills ever developed. What values or visions will they be used to serve?

Especially but not exclusively for our students from the United States, this fall was a time when their understanding of “the world’s greatest need” was shaken up and their comprehension of “the world” itself challenged to expand. As she planned her second semester classes, one of my freshman advisees told me she wants to learn more about world politics. A graduate student I know is anxious for discussion with his peers about what this fall means in terms of research priorities, skill development, and communication between scientists around the globe. A few weeks before the term ended, the Bush Room was packed with students at a “Soiree for Social Responsibility,” – students who are hoping to find ways to serve those in need through their research and other endeavors.

Spending a few minutes every week talking about how what is happening in the lab relates to the events of the world does not detract from the integrity of the science being taught, nor does it threaten the mission of the Institute. Rather, it helps students who will be leading all of us in the post-September 11th world, to address the yearning heightened by recent events to discern their vocation. And that is a service to all people everywhere. So while I began this article answering the question, “Well, are you ready?” which was posed to me on September 11th, I conclude by asking the same of you: “Well, are you ready?”✦

[Amy McCreath can be reached at mcreath@mit.edu]

ACTA Declares College Faculty "Weak Link" in War on Terrorism

Jackson, from Page 1

McDermott Court," favorable in tone, about a student-initiated peace rally on September 20th. (Wayne O'Neil [Emeritus] and Hugh Gusterson also participated in the peace rally; Noam Chomsky's remarks were obtained from another source. Professor Balakrishnan Rajagopal also participated in the peace rally.)

The report elicited substantial response from the media, including electronic publications, in the form of articles, op-ed pieces, and letters to the editor (write to jjackson@mit.edu for references). The media reaction I've seen has been mostly negative, perhaps in part because newspapers have a stake in preventing censorship, but also, surely because the report lists names of people alleged to have "un-American" agendas, and this country has had previous experience with lists of purportedly unpatriotic individuals. The negative nature of the response seems to have prompted ACTA's subsequent decision to remove the report from its Website and post a new one, with the names excised (<<http://www.goacta.org>>).

Although parts of the report are downright silly (some of the quotes – all of them out of context – cannot be seen as unpatriotic by any stretch of the imagination: "ignorance breeds hate," for example), such publications and the responses they provoke need to be taken very seriously. The culture wars over university curricula were being fought long before September 11th, as were the larger debates over education in general and the causes of what some see as the nation's decline in moral fiber, its sense of collective identity, and the corrosive effects of secular humanism. The ACTA report's language is familiar. But the seismic changes the country is undergoing mean that the frame within which such criticism takes place has been radically altered. Accusations about

aiding the enemy during a period like the present cannot be ignored as simple hyperbole, or inner-beltway partisan rhetoric. During times characterized by insecurity (bomb-stuffed shoes on the airplane passenger to your right), confusion about the enemy (terrorist cells differ in major ways from armies, and President Bush having to explicitly state that we are not fighting Islam), devastating economic effects of the attacks themselves permeating the country – when those accused of not defending civilization are also spoken of as "giving ammunition" to America's enemies, as said Attorney General John Ashcroft on Dec. 6th, clearly the implications of these debates have changed. (On December 6th Ashcroft asserted that those who criticized the extraordinary powers sought by the executive branch are in fact aiding the terrorists, eroding our national unity, and giving ammunition to America's enemies.)

It seems to me that especially at such times as these we need to remember that freedom of speech requires allowing unpopular people with unpopular things to say their chance at the podium. And to remember that the essence of a humanistic education is acquiring the ability to consider different points of view – to know how to step back from a philosophy or dogma or moral system and critically examine it. In this respect, of course, universities, like educational institutions in all societies, are at odds with the objective of teaching children and youth about right and wrong, good and bad, however these are defined. But a society aspiring to democratic governance, its elected officials chosen by an educated citizenry, must particularly make sure its pedagogical institutions educate the next generation of citizens to question the prevailing

wisdom, to explore multiple lines of analysis, and to debate different points of view, even in times of national crisis.

This does not mean one should not form an opinion, nor does it imply assuming a moral relativism. I tell my students that investigating and understanding the *reasons* behind a given action in no way *excuse* it. Moral evaluation may or may not be part of description, analysis, and interpretation, and when it is, it must always be kept conceptually distinct. Educated citizens must be able to evaluate the morality of a given doctrine or event and work to alter situations that are morally unacceptable. The ACTA authors appear to believe that efforts to understand the attacks are equivalent to excusing them, but nothing could be further from the truth.

People differ regarding the degree to which we in fact live in a free society, but no one can dispute that those freedoms we do have were gained at great cost and are maintained at great cost. Free speech and free inquiry mean that I will defend ACTA's right to publish such a report as well as my right to protest it. Open debate is one of the foundations of our democratic traditions, and no matter what one's political position, we should surely oppose any attempts to claim that dissent is tantamount to treason.

Benjamin Franklin stated, also at a time of crisis, "They that give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety." Cheney's preface to the ACTA report states that at a time of national crisis we need to encourage the study of our past, to know the idea and ideals on which our nation has been built. Franklin would seem to be a good place to start. ❖

[Jean Jackson can be reached at jjackson@mit.edu]

Mutual Caring and Respect Highlight Institute Response

Vest, from Page 1

In my view we have much to be proud of in our communal response to this point, but many issues and opportunities remain before us.

MIT students, faculty, and staff responded rapidly, humanely, and professionally in the days and weeks following September 11th – and they did so with a wonderful sense of community spirit and common purpose. There was a healthy balance of administrative, individual, and group effort, involving both careful planning and spontaneity.

There are literally hundreds of people who made important contributions, but I would like in particular to note and express deep appreciation for the leadership and organizational accomplishments of Chancellor Phil Clay, Vice President Kathryn Willmore, and Faculty Chair Steve Graves. They set the tone, listened to what was needed, and did so much to keep our community together and supported during that extraordinary time. Executive Vice President John Curry and his team mobilized rapidly to coordinate key security measures and maintain strong liaison with law enforcement agencies at all levels.

But it was the spontaneous upwelling of thoughtful actions that stands out in my mind: The gathering of 5,000 faculty, students, and staff in Killian Court on September 12th, facilitated by scores of people from throughout the campus. Professors in Architecture and Planning conceiving and designing the Reflecting Wall, evocative of the windows of the World Trade Center, and the workers from the Facilities Department who almost instantly created it as a place of reflection, contemplation, and prayer. The campus Muslim community, which created dinners and forums where others in our community could learn more about one of the world's great enduring faiths. The members of the Center for

International Studies, who established extraordinary forums to provide information, education, perspectives, and open discussion. The Office of the Vice President for Human Resources, which quickly informed our employees of our supportive policies for those members of the National Guard who might be called to active duty. The students, faculty, and staff who organized responsible, thoughtful rallies to express their views against violence.

We should celebrate the work of our housemasters, residential assistants,

Our goal is to improve the substance and sense of security on campus, while maintaining a healthy environment for living, research, and study. This requires a delicate balance between security and the freedom and openness that are essential to a great university.

GRAs, counseling deans, and others on the staff and faculty who worked tirelessly to provide support and a sense of security to all students. Their work was especially important for those Muslim and other students who felt a natural sense of concern about safety and understanding.

These are just some of the myriad ways in which the people of MIT responded to the events of September 11th. But one note rang clear and true: the sense of mutual caring and respect with which people supported one another, explored and debated the issues, and tried to come to terms with the ways in which our lives have changed.

Now what are we doing to plan for the future? In the wake of the attacks, we convened two formal groups: the Task Force on Campus Security and the Committee on Protection of Human Life and Infrastructure.

The Task Force, chaired by John Curry, organized its work around three themes:

- Access and Openness of the Campus;
- Biological, Nuclear, and Chemical Hazards; and
- Information Policy and Privacy Issues.

In each of these areas we have drawn extensively on expertise and perspectives within our faculty; we have also consulted with administrators across MIT and with outside specialists and government agencies. In conducting the work of these groups and implementing

their recommendations, we have tried to keep the focus on what is most important, as well as what is practical and effective. Our goal is to improve the substance and sense of security on campus, while maintaining a healthy environment for living, research, and study. This requires a delicate balance between security and the freedom and openness that are essential to a great university.

John Curry talks in more detail about the work of the Task Force in another article in this issue of the *Faculty Newsletter* (see Page 13). Here I would like to place particular emphasis on the question of information, of privacy, openness, and access. Universities are based on the free flow of diverse ideas, people, and beliefs. To this point in time, we have maintained these values. Indeed, our self-examination has only enhanced our awareness of how important our

(Continued on next page)

Mutual Caring and Respect Highlight Institute Response

Vest, from preceding page

freedoms and values are. The Task Force concluded that MIT's existing policies on access to information, such as that regarding our students and visitors, are still appropriate and workable in the wake of September 11th. They also meet the requirements of current legislation. In essence, MIT will continue to provide only "directory information" about students and visitors; as we have always done, we will, of course, comply with requests for additional information when accompanied by a proper court order.

I do not believe there is an inherent conflict between national security and an appropriately open educational environment. Members of the MIT community are engaged in several working groups in Washington that will help shape new laws and policies that will impinge on the activities of universities. To date, these discussions have been quite collegial. Nonetheless, we must and will remain vigilant with respect to specific proposals.

To the best of our knowledge, only a few members of the MIT community have been interviewed by law enforcement officials in association with the investigations of terrorist-related activities. We recommend that members of our community cooperate with legitimate investigations, but we have promulgated detailed information about the appropriate conduct of such interviews and the rights of individuals with respect to them. Copies of these guidelines are available from the International Scholars Office or the International Students Office.

As we have in the past, we are working cooperatively with the Immigration and Naturalization Service and the State Department regarding the maintenance and processing of minimal "directory information" about students and visitors from other countries who enter the U.S.

for the purpose of studying or conducting scholarly research at MIT. These discussions offer important opportunities to speak to the value of free intellectual exchange and of an environment that draws on and fosters a diversity of people and ideas.

Just as we must look to our security and values, we also hold in trust some of the nation's best brainpower and technological expertise. In my view, we have an institutional responsibility to make them available to combat terrorism.

Just as we must look to our security and values, we also hold in trust some of the nation's best brainpower and technological expertise. In my view, we have an institutional responsibility to make them available to combat terrorism. MIT's mission statement charges us to bring knowledge to bear on the world's great challenges, and historically this has been one of the Institute's defining roles.

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Such work can and should take place at many levels – ranging from the root causes of terrorism through the development of technical counter-measures and strategies for protection. There are many direct and important technological contributions that we could make to this effort, but I hope that we can also apply some distinctive new thought to this complex problem. Can we develop new systems-level understanding and action? Can we integrate our understandings of culture, religion, and society with our technical capabilities?

I have asked the Committee on Protection of Human Life and Infrastructure, co-chaired by Associate Provost Claude Canizares and Vice President for Research and Associate

Provost Alice Gast, to think through these matters and also to act as a clearing house for ideas proposed by faculty members and groups. The Task Force is to report to the Provost.

Two thousand and one is an iconic year. Arthur C. Clarke and Stanley Kubrick imagined that it would be remembered as a time when computers became nearly human, and when everyday passengers would board spacecraft and drift gracefully to our

colony on the moon. We would discover a monolith emblematic of the eternal truths of life in our universe.

In reality, last year will be remembered for the day when aircraft carrying everyday passengers took off five miles from our campus and then pierced our proudest buildings, ending the lives of thousands of innocent people who were going about their daily business.

We discovered in 2001 that the eternal truths are more elemental than the images of a space odyssey: that evil is bred by ignorance, poverty, and absolutism . . . and that our own technology can be turned against us by the crudest actions of determined people.

This has been a dark time, and it has cried out for new understandings and actions. I hope that we can and will provide some of them. ❖

[Charles M. Vest can be reached at cmvest@mit.edu]

Taking Pride in Peculiarity

John Hildebidle

Having lived as long as I have in Boston, I'm not really that surprised. Walk from Kendall to Harvard Squares down Broadway (on a sunny late spring day it's actually a very nice stroll. If you're feeling more energetic you can sneak up to Union Square, Somerville, and walk over to Davis. Hillier, I grant you. But not the Himalayas). It's rather like walking through some international bazaar. The store signs switch languages – Vietnamese, Korean, Creole, Portuguese – every block or so. Yes, we live in a “multicultural” community, but one which exists comfortably in enclaves.

So too at the Institute. I run into it all the time. I meet someone, tell them where I work, and they ask me “Do you know . . .” Oddly, more often than not it's “Do you know Noam Chomsky?” If not, it's likely to be a computer scientist or particle physicist or cutting-edge gene-splicer. And usually I have to answer in the negative. We just don't have much real contact with each other. Even less on the horizontal or hierarchical Junior Faculty, Senior Faculty, Support Staff, Undergraduates, Dormitory residents, FSILG folk, East Campus, West Campus. The dividing lines seem to have no end.

Which is not my real point. When I first arrived here, I noticed right away how touchy MIT students were on the score of “geekiness.” And indeed you could go pretty far, nowadays, before you saw a pocket-protector on the Infinite Corridor. But we still take pride in our peculiarity. The least effective argument in favor of any

motion or proposal (from mandatory dining plans to on-campus housing for freshmen to adjusting the GIRs) is that “the rest of the world does it this way.” “But we're MIT, after all. We're unique.” Even if that means “bizarre” or “self-punishing.”

rather large place, and it is hardly surprising that like seeks out like. Or that “likeness” is individually-defined.

But can we learn to be less proud of our unlikeness? I always am astonished, when (at one of those

The least effective argument in favor of any motion or proposal (from mandatory dining plans to on-campus housing for freshmen to adjusting the GIRs) is that “the rest of the world does it this way.” “But we're MIT, after all. We're unique.” Even if that means “bizarre” or “self-punishing.”

We take such pride in our subsidiary uniquenesses, as well. I know I have a great deal of pleasure confounding friends from outside MIT with the notion that, of all things, I teach poetry to engineers. The wife of a college classmate of mine once introduced herself with a hearty handshake and the remark that “Rick says you're the bravest man he knows.” As if working with the smartest late-adolescents on this side of the Worm Hole somehow merits the Purple Heart.

“Community” is a buzzword, at the moment – the issue *du jour*, you might say (drinking seemingly having slipped into the shadow, at least momentarily). President Vest, Chancellor Clay, the Task Force on Student Life and Learning, the UA, the GSC, faculty committees – everyone talks about the proliferation of *communities* on campus and the absence of any apparent overarching *community*. Well, it's a

wonderful dinners Jay Keyser hosts, or on a faculty committee, or a graduate student coffee hour, or just having lunch at Lobdell) I actually encounter my fellow Institute denizens, how alike we are. Overworked (nothing so annoys me as when a student asks for some sort of course relief on the grounds that he/she is “busy”), stressed-out, feeling at the mercy of the administration or our supervisors, committed to what we do but worrying that we have taken a wrong step and should have gone to law school after all: we sing the same aria, in different keys. Which is not to droop into some variety of the text of Beethoven's Ninth – “All Techies must be brothers/sisters.” But then again, it's a moment when the words **AND** the music have always spoken richly to me. So let's hum a few bars and see where it gets us.♣

[John Hildebidle can be reached at jjhildeb@mit.edu]

News from the Dean**“Community” and the Graduate Experience**

Ike Colbert, Barrie Gleason, Blanche Staton

In “News from the Dean” published last year at this time, the Dean for Graduate Students introduced a framework for thinking about graduate community at MIT. Briefly, the Dean suggested that community comprised those “opportunities for priceless encounters” that prepare students for community citizenship.

Such encounters occur at multiple levels of learning along a continuum, but it’s handy to consider just three different levels of community experience (which may or may not be discrete): the departmental level, the Institute level, and the personal level. For the student, experiences of community at the departmental level are the heart of the matter. This is where opportunities flourish for students to connect with their departments, their programs, and their professions. This is the essence of communication within their chosen field, where they learn to express and defend their ideas, seek professional connections, and to exchange observations and criticisms. These intellectual and social interactions represent *what faculty are already doing* and what many faculty view as their most appropriate venues for engagement with graduate students.

However, priceless encounters also occur at the Institute level and the personal level. At the Institute level are opportunities that exist for students to “connect” with staff and administration. These include opportunities to hear and respond to various concerns expressed by graduate students, and occasions for students to participate in the development of the Institute’s policies and practices.

At the most personal level of the graduate experience are a variety of serendipitous, informal encounters.

Some of these encounters are around such “magnets” as location (e.g., housing), ethnicity, gender, and cultural background. Others may occur in the context of social activities initiated by housemasters, student organizations, or staff. Taken together, these provide a rich set of additional opportunities for students to meet across disciplinary and departmental boundaries. Imagine the unexpected ideas that might emerge from conversations over coffee and a sandwich.

One graduate student suggested an analogy for thinking about the three levels of community experience. He compared these experiences with learning how to dress for winter in New England. “You need to learn how to dress in layers, with a warm jacket (the Institute level), then suitable attire for the business of the day (the departmental level), and close to the skin, your thermals (the personal level).”

But, he cautioned, “It’s difficult to achieve the right balance.” That implies pulling that outfit together and achieving the best fit to ensure that the student survives – and thrives. What does it mean to achieve the best fit? If the only consideration were warmth and comfort level, achieving the right balance could be defined solely in the student’s terms. But if thriving is the real issue, then the student may want to check his or her reflection in the mirror as well as in the eyes of significant others at MIT. This implies the need for conversations between the student and others regarding shared expectations for work ethic and professional conduct.

Thus, this student’s analogy illustrates the challenge faced today by graduate students and faculty. On the one hand, many faculty do not acknowledge the

need for the right balance in experiences of community at personal and professional levels that recent generations of graduate students demand. On the other hand, the Institute’s continued success in attracting the very best graduate students to our programs requires prompt attention to this challenge. The Institute’s willingness to develop and nurture graduate community is at the heart of our response.

The Dean’s framework for thinking about community is based on observations gleaned from focus groups of graduate students, faculty, and alums conducted under the auspices of the Graduate Students Office (GSO). In 17 unique focus group sessions held over the past year and a half, participants expressed their views on the relevance of MIT’s educational triad. The common question posed to each one of the focus groups was the following:

The September 1998 report from the Task Force on Student Life and Learning states that “An MIT education should prepare students for life through an educational triad composed of academics, research, and community.” How is this relevant for graduate students?

What follows is a description of the common themes regarding the triad that run through the focus group discussions. They are:

- MIT’s educational triad has great relevance for graduate students.
- Community experiences are linked with refining communications skills.
- Developing community here at MIT is the essential first step towards developing a vibrant graduate alumni/ae community.
- The role of the Graduate Students

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Office in building more effective community serves to complement that of the academic departments.

Relevance of the triad

MIT is addressing a sea change in the model of what young people have come to expect of the Institute. The challenge is not unique to MIT, but represents a “quiet revolution” in graduate schools across the country in which graduate students are expressing a desire for something different, more relevant from their graduate experience.

The triad is what the typical student would like to have. Important common messages expressed by graduate students in focus groups – and echoed by faculty, and alums – include the following:

- Paying more attention to the community aspect of the triad, and advocating benefits for the student, would provide MIT an important competitive edge;
- Because the graduate experience is uniquely different from the undergraduate experience, needs for community experiences differ;
- Community involvement opens opportunities for students to refine skills in teaching and communicating, which have universal importance; and
- Responsibility for creating a stronger community is shared by all the members of the community.

In general, faculty believe that MIT does “fine” with academics and research but fails to provide the sense of community that would more completely integrate the graduate experience. Traditionally, MIT has focused its student life efforts on the undergraduate experience. However, the alumni/ae whom we interviewed believe that the triad is extremely relevant for graduate students also, and that the lack of emphasis on “community” at MIT limits the graduate student’s potential

contribution. They argued that MIT needs to address and improve the balance among the three components of the triad, for all students.

Since the Task Force report has already established the necessity for “bringing

communicate their thoughts and ideas and inform and persuade a wide variety of audiences.

Faculty opinion differs on where the responsibility lies for creating community – with the faculty or with

MIT is addressing a sea change in the model of what young people have come to expect of the Institute. The challenge is not unique to MIT, but represents a “quiet revolution” in graduate schools across the country in which graduate students are expressing a desire for something different, more relevant from their graduate experience.

the community side of the triad to the same standard of excellence as research and academics . . .” the important next step may be to identify the appropriate experiences. They may reflect the cultures of unique disciplines of study, or of departments, or transcend them.

Community and communication

When students and alums talk about the importance of community experiences, they invariably link the notion with refining skills of communication. These are opportunities for students to talk to, persuade, teach, explain, interview, and sell, and to refine those skills and abilities.

- Knowing how to communicate is a core competency in academia, business, and industry. Hence, the graduate experience should be geared toward developing effective communicators in a broad array of social and professional situations. This approach – this attitude – is neither systemic nor systematic at MIT.

- The graduate experience is preparation for global leadership. Now more than ever before, MIT must educate a new generation of leaders to

students and administrators – and there is a sense that faculty don’t really understand what students specifically want in this arena.

If the GSO’s proposed framework for thinking about graduate community is valid, the responsibility is certainly a shared one. Surely what is most important occurs at the departmental level in the professional context, that is, in the lectures, papers and presentations, lab conversations, and other department-centered activities through which students and faculty clarify their expectations for one another, in formal and informal ways.

Providing support to graduate students at the Institute and personal levels may lie chiefly within the purview of MIT’s administrators, taking the shape of opportunities such as the curriculum for leadership training for graduate students; Institute funding to support student activities; the annual reception to celebrate graduate student women sponsored by the Provost and the Dean for Graduate Students; or enhanced career services and counseling for Ph.D.

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students. Certainly, faculty are invited to participate at these levels, but we recognize the challenge to fit any additional activities into their schedules.

Grad students as future alums

Graduate students believe that community experiences are a very important part of their education. They also make the connection between such experiences and their role as alums once they leave MIT. They believe that developing graduate community here at MIT is the essential first step towards developing a vibrant alumni/ae community. Some observations from the focus groups include the following:

- We don't expect the Institute to have all the answers right away. If they [the Institute] just show some concern, then we would have more respect for MIT and consider giving back [as graduate alums].

- I have no attachment to this place. That's due to lack of community.

- Don't rely on us just for monetary donations. Rather, bring us together in every way possible. I believe that the dividends will be larger than anyone expected!

These thoughts are congruent with what the Dean has learned in focus groups conducted with alums as close as New York City and as far away as Hong Kong. Not only are alums eager to contribute their thinking along these lines, they also welcome any opportunity to support the Institute's efforts toward their greater inclusion.

Role of the GSO

The biggest surprise in what the GSO has heard from students is the extent to which they are passionate about the triad, and their willingness to support the GSO's efforts to promote graduate community. How does this happen?

As the Dean observed, “I think we are improving the way in which we interact

within this [the graduate] community of learning at all levels: faculty, staff, and students. And I think all of that is going to provide a rich array of opportunities for learning, both in the traditional sense . . . and in the informal ways in which students and faculty learn from and among one another, and in the kinds of facilities that we make available to enhance these opportunities.” [MIT Museum Exhibition Video, tape 3, 2001]

Faculty opinion differs on where the responsibility lies for creating community . . . and there is a sense that faculty don't really understand what students specifically want in this arena.

With regard to the community aspect of the triad, Chancellor Phil Clay believes that, “One way of thinking about the issue of community is to talk about it . . . and come up with some ideas on how we can create a caring and open community that furthers the growth of students both intellectually and spiritually, where they feel a sense of cohesiveness, kinship, and trust.” [An Interview with Chancellor Phillip L. Clay, *The MIT Faculty Newsletter*, September 2001] Working closely with graduate students and with administrative colleagues, the GSO has made considerable progress in that direction by setting the stage for conversations with students, faculty, and the administration. These conversations began with explaining how the work in the GSO has evolved from and is centered on the educational triad. They have evolved into a discussion of shared responsibilities for graduate community that serve to spell out some of the terms of MIT's “social contract.”

What's next?

The GSO plans to continue its work in three different arenas:

The GSO will continue to **promote “opportunities for priceless encounters,” especially at the Institute level and at the personal level.** On its newly redesigned Website (<http://web.mit.edu/gso/>) the GSO describes a number of activities that the Office oversees or supports. These activities are opportunities for priceless encounters that enable students to learn more about Institute priorities and policies (for

example, participating on the leadership team of the Graduate Student Council) or for students to come together informally and make the connections that may enrich their professional and personal lives (e.g., Graduate School 101, and the Graduate Women's Group).

At the departmental level, the GSO can play a role by spotlighting what is already working well. Some examples: Faculty from one department recognized the value of a grad lounge in contributing to a sense of community and support. Other faculty considered being more aggressive with their future marketing by including information referring to quality of life in the department. They reasoned that including the testimony of students about graduate life at MIT showed that “we care enough to include that information, and second, to point out that you can actually have fun here.” Still others referred to the positive reaction on the part of students and faculty once the department began hosting open houses. Not only did these

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social events serve to break down barriers, but the department linked an increase in yield to this outreach. Another department created an internal reward system to acknowledge women students who brought the community together. Many faculty already agree that more social interaction would benefit students intellectually as well as personally!

The GSO plans to **articulate a set of overarching messages that fashion a clearer picture of the full range of the graduate experience available at the Institute**; and complement departmental outreach about unique programs. The GSO has harvested rich material from its focus group research in which students have described what they are getting from their graduate experience; faculty have described what they are providing; and alums, from the perspective of hindsight, have described what they got. From this mix, the GSO has teased out a set of themes or messages. This article is one of several venues planned for “going public” with what the GSO has heard.

After his conversations with the Chancellor, the Provost, the Deans of MIT’s five Schools as well as with the Council for Graduate School Programs, the Dean for Graduate Students and his communications team will refine the set of messages that are relevant to share with the MIT community.

These messages have the potential to help us understand what young people expect of the Institute and how best to address those expectations. These messages can inform communications with current students as well as with the prospects we hope to attract to the Institute, whether we’re describing the MIT community experience overall or the unique professional communities within the five Schools. As Chancellor Clay has expressed, “. . . there are some concrete things we can do that will make it possible for colleagues to like being

here, to want to stay, to want to give back to and strengthen community.” [An Interview with Chancellor Phillip L. Clay, *The MIT Faculty Newsletter*, September 2001]

We have strong reasons to believe that acting on this understanding will strengthen the Institute’s competitive position by presenting MIT’s face to the world in a more compelling manner.

The GSO plans to **sustain outreach to students and to administrative colleagues**. The GSO is a small office with a big charter. Without collaboration, it would be impossible to do what needs to be done. For the past two years, the GSO has aligned its work efforts with 13 of its “collaborators” with the express purpose of enhancing the graduate experience. Examples of this work include collaboration with the Graduate Student Council on testing the usability of the GSO’s new Website and the creation and implementation of the Leadership Development Initiative; with the Office for Institutional Research on the design of questions for their recent survey of graduate students; with the MIT Libraries in their ongoing effort to meet students’ unique needs; and with the Publishing Services Bureau on the design and implementation of a quick reference guide and administrative Website. Collaboration also includes working closely with the Alumni/ae Office to create a new paradigm for thinking about relationships with grad alums and their willingness to contribute time and resources to the Institute.

The Dean’s team meets on a regular basis with the GSO’s collaborators and also maintains a Website (not public) for this group to monitor progress on mutually defined objectives for the current academic year.

In summary

Consistent throughout this discussion of what we’ve learned from the 17 focus

groups is the notion of striking a new balance in the way we think about the graduate experience. The GSO has set the stage for further conversations by training the spotlight on the community aspect of MIT’s educational triad. Using the Dean’s framework for thinking about graduate community on three levels has the advantage of being grounded in what we have heard from the students themselves. It’s one place to begin.

Another potential outcome from ongoing discussions may be greater clarity about the rights and responsibilities of both students and faculty. We can use the stage we’ve set to discuss the critical issues for improving the quality of life for graduate students at the Institute and what the common graduate experience should be. In the process, by spelling out and communicating expectations – what the Institute expects of the student in terms of work ethic and behavior, as well as what the student expects of the Institute, both faculty and administration – we’re one step closer to meeting the needs of both.

The GSO has defined some of the ways it plans to move forward. The Dean welcomes any comments about or suggestions for the work at hand.

Acknowledgments

We wish to acknowledge and thank those faculty, staff, students, and alumni/ae who participated in focus group discussions over the past 18 months and shared their candid observations and thoughts. We offer special appreciation to Professor Gordon Kaufman for his advice, counsel, and steadfast support for this effort to define graduate community and to set the context for discussion.✦

[Ike Colbert can be reached at ikec@mit.edu; Barrie Gleason can be reached at bgleason@mit.edu; Blanche Staton can be reached at bestaton@mit.edu]

Parking on Campus: It's Really a Numbers Game

John M. McDonald

When you hear someone at MIT say “seventy-seven”, you immediately think of 77 Massachusetts Avenue, which is considered the main entrance to MIT. If you hear “ten two-fifty” you may remember there is a large lecture hall in Building 10, Room 250. What if someone said “three sixty four point four”? This is a little more obscure, but most people that have been around the Institute for a long time will know that it takes 364.4 smoots to cross the Harvard Bridge. Try this one: does the number 4,814 mean anything?

Most likely it means absolutely nothing to you, but to me it is as important as any other MIT number. Four thousand eight hundred and fourteen are the number of campus parking spaces the City of Cambridge permits MIT to have. In 1994, the City issued a “Determination of Exclusion” that acknowledged MIT’s existing inventory of 4,814 parking spaces. In 1992, the City enacted a “Parking Freeze” that prohibited the creation of any new parking spaces in the city. The Determination of Exclusion basically grandfathered existing parking space inventories from future regulatory processes. Should the need arise in the future, MIT can apply to the city for additional parking spaces above the 4,814 threshold, but the approval process would require a detailed Parking and Transportation Demand Management Plan be submitted to the city for review and approval.

Another constraint on parking at MIT is as a result of the Federal Clean Air Act of 1973. MIT can provide parking to no more than 36 percent of its commuting population. While we are entitled to use 4,814 parking spaces under the Determination of Exclusion, only 3,711 were allotted for commuter use. The

result of these two external constraints is that once MIT’s commuter population rises above 10,308, the number of available commuter parking spaces remains constant at 3,711. As mentioned earlier, MIT can apply to the City for additional parking spaces, but this process requires regulatory review and approval is usually only granted with conditions; the likelihood of approval is tied to the scope, location, and traffic impact of the project. Recent history has

land in this part of Cambridge, especially on this campus. It is in MIT’s best interest to consolidate the parking spaces from the various surface lots, and build new parking garages. A recent city zoning change now includes the floor space of above ground parking garages as part of the amount of space that can be developed. Below grade parking garages do not count against the amount of space that can be developed. MIT recognizes the long-term benefit of locating new

Below grade parking garages do not count against the amount of space that can be developed. MIT recognizes the long-term benefit of locating new parking below grade, but the associated costs and hurdles are prohibitive. Preliminary reports from the State construction project place the annual debt service of building one underground parking space at over \$1,800, while the current annual fee that MIT charges for parking is \$420.

shown that the City will approve new parking spaces on the condition that development includes alternative transportation incentives as well. These types of conditions could place permanent financial obligations on the Institute as part of each development project. Of its own volition, MIT is a leader in promoting and supporting alternative methods of commuting – without having to be prodded.

But this raises a larger issue: If MIT did receive the necessary approvals to add (or relocate existing supply) parking spaces to our inventory, could we afford them? It is fair to say that all surface parking lots are future development sites for buildings or landscape improvements. A parking lot is not the best use of

parking below grade, but the associated costs and hurdles are prohibitive. Preliminary reports from the State construction project place the annual debt service of building one underground parking space at over \$1,800, while the current annual fee that MIT charges for parking is \$420.

Speaking of construction, what happens when an existing surface parking facility is retired in favor of a building? When we have less than our full complement of commuter parking spaces (3,711) how do we allocate them? Well, that is what is happening right now. Currently we have 655 commuter spaces unavailable due to various construction projects on campus. The

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Parking and Transportation Office allocates the number of available parking spaces to all departments, labs, and centers each fall. The allocation process takes into account the aggregate headcount, commuting distance, and job classifications for each department to produce an allocation of parking spaces. These allocations are assigned to the nearest parking facilities for each department. As the number of available parking spaces decreases, so do the number of allocations issued to the departments. Instead of only particular departments bearing the brunt, we spread the “pain” across the Institute to all departments.

However, the speed in which MIT builds replacement parking has not kept pace with the projects that have supplanted parking supply. Stata Center and the 70 Pacific Street residence are the only projects in construction now that have a parking component. Future projects, such as the Brain and Cognitive Science building and the Sloan School development, will both permanently displace parking supply for construction. The Sloan project will provide parking replacement, but only after completion of construction. Future temporary reductions of on-campus parking supply can be expected as part of these building projects.

To solve this problem, we are currently investigating options to provide as many parking spaces on campus as possible. Spaces are available in the commercial market at rates of \$175 to \$235 per month. The cost to the Institute and the proximity to campus diminish the appeal of this option. There are also ideas to “fast-track” a parking-only project to provide the replacement parking spaces before these construction projects remove parking supply. More work has to be done in this regard to identify the viable options for maintaining as much parking supply as possible.

But we really don't want you to drive . . .

Some people just have to drive to work, whether it is due to outside commitments, daycare issues, lack of accessible mass transit, or irregular work schedules. For those people we try to provide convenient and affordable parking on campus. For the rest of the community we are trying to provide reasonable alternatives to driving. The Parking and Transportation Office issues over 50,000 subsidized MBTA passes a year. Most participants in this program enjoy a 50 percent subsidy from MIT on the cost of a pass. Employees also have the benefit of having their portion

by the Parking and Transportation Office. A new shuttle will be starting in January that will link the MIT campus to North Station. Commuters taking the commuter rail from the north of Boston previously did not have a direct connection to MIT after arriving at North Station. Riders would have to transfer to the Green or Orange line and then transfer to the Red line to get to campus. This shuttle makes commuter rail more attractive to those commuting to MIT from north of Boston.

The Parking and Transportation Office also offers discounts on Carpool and Vanpool parking. Carpools are eligible

The Parking and Transportation Office issues over 50,000 subsidized MBTA passes a year. Most participants in this program enjoy a 50 percent subsidy from MIT on the cost of a pass.

of the fee payroll deducted on a pre-tax basis.

Another way we try to encourage people not to drive is to provide shuttles around campus. The Tech Shuttle is a daytime service that runs between Sloan and Westgate with stops in between. This service runs from 7am to 7pm weekdays, and accommodates over 200,000 passengers per year.

Students and employees can take advantage of the Saferide service that runs each night. There are four routes that connect the campus with Cambridge and Boston, as well as student residences. This service runs seven days a week and provides over 180,000 rides per year.

There are existing shuttles to Lincoln Laboratories, Bates, Wellesley College, and the Longwood Medical area from campus. These shuttles are provided by the different entities and are not managed

to receive reserved parking spaces in high demand parking areas as an added incentive. The office also hosts two short-term rental cars from Zipcars. Zipcars is a company that provides members access to cars without the burden of owning one. Zipcar members can use any car in the Zipcar fleet throughout greater Boston and Cambridge. MIT employees and graduate students are eligible for discounted rates at enrollment.

This is a very exciting time to be at MIT (not to mention noisy, dusty, bumpy, etc.) as the campus evolves. There are beautiful new buildings going up all around us. Most people look at the construction and think how wonderful the campus and buildings will look when they are finished. I think, “Where are they all going to park?”❖

[John M. McDonald can be reached at jmcd@mit.edu]

From The Libraries

Inside the Institute Archives

Ruth K. Seidman

The Institute Archives and Special Collections, a unit of the MIT Libraries, represents one of the largest university archives in the country, and its collections are among the most significant records on the history of science and technology in the United States. The primary purpose of the Institute Archives is to document the history of MIT. To do this the Archives collects Institute records, personal papers of MIT faculty members, and MIT publications and theses. Over 90 percent of the 13 million-item collection is stored offsite in a secure, climate-controlled facility.

Although there were always some people at the Institute who were conscious of its history and therefore made an effort to save important materials, the Archives was established only 40 years ago, in 1961, when MIT began the systematic collection of materials in one place. The impetus was the realization that 1965 would be the centennial year for the Institute, and historical records would be in demand.

Institute Records

Forming the core of the Archives holdings, Institute records are collected from executive and administrative bodies; schools and degree programs; centers and labs; committees, councils and associations; student organizations; and associated or affiliated programs. The types of materials include minutes, correspondence, reports, financial records, drawings and plans, some visual materials, printed matter, and other records produced in the course of Institute business. Although the bulk of the Archives holdings relate to Institute activity in the twentieth century, the earliest records date to 1859. For a list of

items in this collection, see <<http://libraries.mit.edu/archives/research/archives-list.html>>.

Manuscript Collections

The vast majority of the manuscript collections consist of personal papers of MIT faculty members. These collections document various aspects of an individual's teaching, research, and professional life. The contents of the collections are wide-ranging and include records such as research notes, course materials, reports, consulting or committee files, drafts of published works, and some visual materials. The collections are often donated to MIT at the time of the faculty member's retirement.

Among the Archives holdings are the papers of Vannevar Bush, Jule Charney, Harold Edgerton, John Ripley Freeman, Albert Hill, Jerome Hunsaker, Arthur Ippen, J. C. R. Licklider, Max Millikan, William Barton Rogers, Robert Seamans, Julius Stratton, Norbert Wiener, and Jerome Wiesner. Also in the collection are the papers of individuals or organizations with a close association to the Institute, such as the first women's architectural firm founded in Boston, Howe, Manning and Almy, and the High Voltage Engineering Corporation founded by Robert J. Van de Graaff, Denis M. Robinson, and John G. Trump. A list of the manuscript collections appears on the Archives Website at <<http://libraries.mit.edu/archives/research/manuscripts-list.html>>. Faculty members interested in donating their papers to the Archives receive assistance from the Archives staff in selecting and organizing the material.

The Archives has papers from a large percentage of MIT's academic depart-

ments. The numbers of personal papers collections, by department, are shown in the table (Page 29).

MIT Publications

Because the Institute Archives is the official repository for all MIT publications, the staff actively collects the publications of the laboratories, departments, research groups, student organizations, and administrative offices. The collection also includes books about MIT such as biographies of MIT-related persons; histories of MIT and MIT schools, departments, and laboratories; and alumni reunion books.

This part of the Archives is known as "The Tech Collection." It includes complete sets of the MIT president's reports (the annual report), the MIT catalog, the student yearbook *Technique*, *Tech Talk*, *The Tech*, and *Technology Review*.

Theses

The Institute Archives collects and preserves the permanent copy of all graduate theses as well as selected senior theses. In addition to being an official record related to the MIT degree, the thesis is a record of original research, containing information valuable to other researchers, business organizations, future historical researchers, and to family members and descendants.

According to the Archives' Website, MIT's first graduating class submitted handwritten senior theses in 1868. As departments developed programs of graduate study, the master's thesis and doctoral dissertation became integral parts of the graduate degree requirements. Theses provide a snapshot of what students and their advisors were interested in at any given time in MIT's history. Biographers often read a

(Continued on next page)

Inside the Institute Archives

Seidman, from preceding page

subject's student work to trace ideas or career objectives back to their source and historians use old theses to identify historical trends.

Photographs

The Archives has a small number of photographs, primarily those that are part of faculty personal papers collections. The majority of Institute historical photographs are currently housed at the MIT Museum, which collects artifacts that are significant in the life of MIT and produces exhibits and public outreach programs for the areas in which MIT is and has been engaged.

Rare Books

The Archives also includes a rare book collection composed of selected volumes that were part of the early MIT Libraries, the libraries of several MIT founders, and several smaller collections donated by individuals. Among these are the Vail Collection, which contains early works on electricity, ballooning, and aeronautics; the Gaffield Collection of glass and glassmaking; the Baldwin Collection containing works on nineteenth-century civil engineering; and the I. Austin Kelly Collection, which includes significant volumes on early European and American science, technology, and industry. The volumes of the personal library of William Barton Rogers, the first president of MIT, represent Rogers's broad interests in the educational, scientific, and intellectual life of the nineteenth-century—the vision of the man who worked to found MIT.

Object of the Month

In order to bring the richness and diversity of the Archives' holdings to public attention, particularly within the Institute, Archives Head Megan Sniffin-Marinoff several years ago initiated the Object of the Month display opposite

(Continued on next page)

Personal Papers Collections in the Institute Archives and Special Collections

<u>Department Affiliation</u>	<u>Number of Collections</u>
School of Architecture and Planning	
Architecture	18
Urban Studies and Planning	4
School of Engineering	
Aeronautics and Astronautics	11
Chemical Engineering	11
Civil [and Environmental] Engineering	18
Electrical Engineering [and Computer Science]	58
Laboratory for Computer Science	13
Materials Science and Engineering/Metallurgy	10
Mechanical Engineering	27
Nuclear Engineering	5
Ocean Engineering/Naval Architecture/Naval Construction	12
School of Humanities, Arts, and Social Sciences	
Economics	7
Humanities	9
Anthropology	3
History	1
Music	3
Linguistics and Philosophy	7
Political Science	8
Science, Technology, and Society	1
Sloan School of Management	
Management	12
School of Science	
Applied Biological Sciences	1
Biology	21
Chemistry	17
Earth, Atmospheric, and Planetary Sciences/Geology/Meteorology	12
Mathematics	6
Physics	50
Psychology	1
TOTAL	346

Inside the Institute Archives

Seidman, from preceding page

the entrance at 14N-118. Each month one item from the collection has been featured and described. Some objects have been *Tech Songs*, a 1903 book of student songs from the days when MIT was known as Boston Tech, and a 1948 letter from Mayor Curley to then-President Karl Compton, asking that MIT make an immediate study of how to remove that year's record-breaking accumulation of snow "whether it be by the use of flamethrowers or chemicals or otherwise." Displays from 1999 through 2001 are shown at <http://libraries.mit.edu/archives/mithistory/exhibits-object.html>.

Use of the Archives

The materials in the Institute Archives are used not only by faculty, researchers, and administrators for speeches, publications, exhibits, and other projects requiring background information about the Institute, but also for teaching and learning at the Institute. For example, Professor David Mindell regularly sends students in his course "The Structure of Engineering Revolutions" to the Archives to look at materials such as Doc Edgerton's original notebooks, to show how scientific documentation was collected and maintained, and to use Archives materials for their course projects. In addition, the rare books collection can be utilized to support classroom work in numerous ways. An example of such uses can be found by examining a single volume, such as the 1831 edition of *Iceland, or, The journal of a residence in that island, during the years 1814 and 1815 . . .*, written by Ebenezer Henderson. Henderson, an English theologian, spent a year traveling in Iceland as an agent of the British and Foreign Bible Society. Students from a cross section of courses might find useful the nineteenth century map of Iceland; illustrations of the natural landscape;

descriptions of the climate and volcanic eruptions; and commentary on Icelandic manners, customs, social relationships, religion, education, laws, and literature. In addition, students in linguistics would have access to the glossary of

considerable number of the collections not yet cataloged; it is likely that many important documents will be discovered as a result. During the course of this project, the corridor display and the corresponding Website for the Object of

The materials in the Institute Archives are used not only by faculty, researchers, and administrators for speeches, publications, exhibits, and other projects requiring background information about the Institute, but also for teaching and learning at the Institute. . . . Scholars from around the world come to the Archives to conduct in-depth historical research.

Icelandic words that occur in Henderson's journal.

Scholars from around the world come to the Archives to conduct in-depth historical research. Some of the institutions using the Archives in recent years were Kyoto University (Japan), University of Melbourne (Australia), Universitat Bochum (Germany), and Hebrew University (Israel) as well as such U.S. institutions as the University of Chicago, Princeton University, the Smithsonian, NASA, WGBH, and several architectural and law firms. A list of citations to monographs, periodicals, Websites, and exhibits for which the Institute Archives and Special Collections' materials were consulted is shown at <http://libraries.mit.edu/archives/research/works.html>.

Plans for the Future

A major challenge for the Archives staff is to create records identifying and describing items in the vast collection in order to make these items as accessible as possible. The staff is embarking on a large one-year project to process a

the Month has become the "Object of the Project," to keep people up to date on the project's progress and show significant new items that have been identified. The online exhibit is featured on the Archives homepage at <http://libraries.mit.edu/archives/>.

The Archives also hopes to bring more detailed information about the collection up on the Web and to digitize important items. Funding for digitization is being sought, and the Archives Head Megan Sniffin-Marinoff would welcome suggestions in this area.

Finding ways to handle the preservation of digital records is another challenge facing the MIT Archives staff. By addressing these and other new technological issues while providing stewardship for the vast historical collections of the Institute, the Archives programs actively support ongoing Institute needs while making MIT's history available to the larger scholarly community. ❖

[Ruth K. Seidman can be reached at rks@mit.edu]

MIT Rewards and Recognition Program Builds on First-Year Success

Jackie Stinehart

A full year has passed since the MIT Rewards and Recognition Program was launched and implemented throughout the Institute. As a result we are experiencing a gradual but important shift towards a praise-full culture. You may recall reading about the program in last February's edition of the *Faculty Newsletter* (Vol. XIII No. 3), in which Professor Lotte Bailyn commented that ". . . augmenting the opportunities for recognition and allowing special contributions to be rewarded at the time they are made . . . helps MIT create a praise-full zone. . . . The ability to do good work and to get it recognized, to feel valued for what one is doing . . . are . . . key aspects of what employees want . . ."

By now you have likely seen these sentiments become a reality for staff in your departments, labs, and centers through one or more of the various awards available. The Appreciation and Infinite Mile awards have taken on their own character in your local areas. The success to date of these components was clearly illustrated in the September 26 issue of *Tech Talk*, via a special insert. This publication included a listing of the 275 Infinite Mile award recipients who were honored last spring and summer, and it offered congratulations to an additional 400 staff who had been given Appreciation Awards in their areas. Quotes referencing many of their exceptional contributions and achievements were included and related to such qualities as excellence in communication, collaboration, results-orientation, customer service, leadership, mentoring, and innovation. (To request a copy of the insert, please e-mail me at jstineha@mit.edu.)

The third component of the Rewards and Recognition Program, the MIT

Excellence Awards, was celebrated at an Institute-wide ceremony on October 3, 2001 in the Wong Auditorium. More than 350 faculty and staff attended in honor of the 7 teams and 14 individuals who received awards. The exceptional achievements of these MIT employees

administrative areas. The primary factor guiding the Committee's decisions was the breadth and depth of the achievement, as it related to the award criteria. Secondly, the Committee selected finalists who would represent a cross section of staff, both teams and individuals,

We greatly appreciate the more than 120 outstanding nomination letters that were written and that made for a very competitive selection process. The Selection Committee included a cross section of faculty and staff, with representatives from the main campus and Lincoln Laboratory, and a balance between the academic and administrative areas.

were acknowledged in award categories that reflected the Institute's mission and included: Building Bridges, Fostering an Inclusive Workplace, Leading Change, Making a Difference in our Communities, Serving the Client, and Working Smarter/Getting Results. Complete descriptions of each award category, the award recipients, and their specific achievements, can be found at the Rewards and Recognition Website: <http://web.mit.edu/personnel/www/rewards/mitaward.htm>.

Much of the success of the October celebration was a result of the tremendous amount of faculty and staff support and participation in the nomination process. We greatly appreciate the more than 120 outstanding nomination letters that were written and that made for a very competitive selection process. The Selection Committee included a cross section of faculty and staff, with representatives from the main campus and Lincoln Laboratory, and a balance between the academic and

and who represented the academic and central administrative areas, as well as multiple job classifications.

If your nominee was not awarded this year, we encourage you to submit your nominations to your local area key contact for consideration for an Infinite Mile Award, and/or to acknowledge the individual with an Appreciation Award. The latter could simply come in the form of a letter of gratitude sent to the individual and his/her supervisor. We have received much feedback from staff that such gestures of thanks are tremendously meaningful. To locate your area contact and information about these locally managed awards, please go to: <http://web.mit.edu/personnel/www/rewards/contact.html>. In addition, you may submit a nomination for the 2002 annual Excellence Awards, which will be announced in late spring and awarded in October at the next annual Institute-wide ceremony. ❖

[Jackie Stinehart can be reached at jstineha@mit.edu]

Student Leaders Report

Undergraduate Association

Mental Health

Jaime Devereaux

Mental Health at MIT has been a hot topic this past year. There have been many articles written – from national magazines to *The Tech* – addressing suicide and depression on our campus. The Mental Health Task Force, a group formed by the Office of the Chancellor, MIT Medical, and the Undergraduate Association, worked hard to develop suggestions on improving mental health care here. Chancellor Clay has already taken steps to increase evening hours of service in MIT Medical’s Mental Health Department, to add more staff members to that department, and to increase the coordination among the different parts of the mental health “system” at MIT. These changes were proposed to make the system more robust and easier to move within. With this much talk and action, I wanted to take advantage of this article to address the role of faculty members in student mental health. This includes understanding MIT’s resources, having access to information regarding these resources, and recognizing the signs that a student may be having difficulties.

Unfortunately, in the absence of immediate need, many at MIT remain ignorant of the wide array of resources. By the time there is a need, it may be too late to learn about what’s out there and how help can be found. It may seem to many as though knowing about Mental Health resources is not very important if you are not immediately in need of them. This is often how many students feel when they receive the MIT medical update mailed every semester. I’m sure that a high percentage of the updates make it into the recycle bin. But at some point, a student might need that information and might not know how to find it. Students, like faculty, might have heard about the different venues for mental health services available on campus, but remain unaware of what each actually does. Below is a handy reference to update you on Mental Health care options for both general knowledge and as a reference for when times might get rough (as I’m sure you will save this issue of the *FNL* as a great resource and it will never see the recycle bin).

1) MIT Medical (x3-2916): Provides professional medical services for Mental Health needs. Members of the MIT community can receive counseling, medications, and treatment for an array of mental health concerns including stress, anxiety, depression, etc. It is staffed mostly by M.D. Psychiatrists, licensed social workers, and Ph.D. Psychologists. A psychiatrist is on call every night, available to students during non-business hours. To find more, check out <<http://web.mit.edu/medical/service/menthlth.htm>>.

2) Counseling and Support Services (CSS) (x3-7293): The Counseling deans at CSS offer counseling services and coordination with the academic environment at MIT. They can write letters to professors recommending extensions for those who need some extra time and they coordinate leaves of absence for students who need them. This is the ideal service for students having difficulty integrating their academic life with life outside the classroom or lab. Counselors are available who specialize in women and minority

(Continued on next page)

Graduate Student Council

Are Graduate Students Second Class Citizens at MIT?

Dilan Seneviratne

As many of you know, solving the issue of crowding in the undergraduate residence system has become an Institute priority of late. The preferred solution is taking away graduate beds from established graduate residence communities. I would like to share with you why this approach is hurtful in more ways than one.

Before I address these issues, here are the background details as presented in Chancellor Clay’s e-mail (see <<http://web.mit.edu/gsc/www/Committees/HCA/hca.html>>):

Problem: There are about 130 undergraduate students who live in “crowded” settings due to bigger than expected freshman classes during the last two years.

Solution: Take 140 beds away from the graduate housing system.

Main argument: Graduate students will be getting a 750-bed residence in fall 2002. Taking away 140 beds will still leave 600 more beds for graduate students. MIT has steadily added many graduate residences over the past 20 years, but has done nothing for its undergraduates.

First, there are several flaws in the main argument. A quick search of the MIT Websites will reveal that the only residences to be added to the graduate housing system since 1985 have been Edgerton (190 beds) and Warehouse (125 beds). In 1985, MIT was able to house less than 1300 graduate students. Today MIT is able to house about 1700 graduate students. That leaves about 29% of its graduate students on campus (including GRTs); everyone else lives off campus.

The addition of 215 beds in the past 20 years when the demand for on-campus graduate housing has “gone through the roof” is hardly what one could describe as “steady addition” to the graduate housing system.

The high cost of living (increasing sharply year-to-year primarily due to rent hikes) in the Cambridge/Somerville area is well documented. *The rent levels in Cambridge have increased over 100% since 1993.* The extreme financial difficulties that graduate students go through living in Cambridge/Somerville are also well known. While this has been a problem for at least the past three decades (the latter decade being the worst) MIT has been slow to address it.

Concerns on the part of graduate students about this whole situation are numerous. First, the administration was aware that there would be a potential crowding crisis in 1998 (if not before that). Many of us are left to wonder why then the plans for the construction of Simmons weren’t changed to accommodate a larger population. Why weren’t alternate arrangements made to rent/lease property close to MIT? This had been done before with Huntington Hall, for example. Why, now, do graduate students have to be penalized for errors and miscalculations in which they had no part?

Don’t get me wrong. Graduate students don’t oppose MIT’s idea of solving the undergraduate crowding problem. We don’t, however,

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issues as well as learning disabilities. More information is found at <http://web.mit.edu/counsel/www>.

3) Nightline (x3-8800): A student-run, anonymous hotline that provides peer listening and counseling between 7pm – 7am during the school year. Students and other members of the MIT community are also encouraged to call for random information like the number to Domino's Pizza or really anything (so they claim!), thus making it easier and more comfortable calling the service when more personal or serious reasons for calling arise.

4) MIT Medlinks: These are students living in the dorms or FSILGs who receive training and know about the resources available on campus and publicize them to living group residents.

5) Lesbian, Bisexual, Gay, and Transgendered Specialists: Resources for those who have questions or issues surrounding their sexuality. The Residence Life and Student Life Programs Office runs one program. Information can be found at <http://web.mit.edu/lbgt>. GAMIT, a student-run organization, sponsors activities and meetings. Information can be found at <http://web.mit.edu/gamit/www>. In addition, both MIT Medical and CSS have staff who specialize in these issues.

6) Other Venues (in no particular order):

- Housemasters, Graduate Residence Tutors (GRTs), Resident Advisors (RAs) receive training on issues ranging from conflict resolution to dealing with depression. All live in the students' residential environment. Housemasters are faculty who live in each dorm. GRTs are graduate students who live in the dorms and RAs are advisors who live in the FSILGs.

- Family, friends, and roommates are people who may interact with students most often and most intimately. They might be the first people who notice that a student is dealing with difficulties. It is important to realize, though, that this is not the case for all students.

- Teams, clubs, activities, and religious groups: These are groups that a student may belong to. A student may turn to them when facing difficulties. These groups may see the student often and notice signs that a student is facing problems.

- Academic advisors and other faculty: Faculty often see students a number of times a week and can also access students' grades. Faculty are able to notice if a student's grades or attendance suddenly drops off – a potential warning sign.

With so many different options, it can be confusing where to go first. Sometimes students are apprehensive about seeking professional help in the first place. This is why the last option lists various people that students come into contact with on a daily basis. Often, students seek these people first when they are facing some type of difficulty. I have listed faculty under this category. Faculty play an important role in student mental health because they may be the only people who see some signs that a student is facing difficulties. Faculty, unlike other members of the community, are able to see if a student's grades or academic performance suddenly shift. You may also receive information from CSS or an advisor that a student is experiencing additional difficulties beyond just your class.

When talking about Mental Health, remember that each student is an individual. No formula exists for determining if a student faces serious difficulties, but there are often a few signs. These indications range from social changes, which may be recognizable by friends or GRTs, or they may be academic, which faculty might see. Some students isolate themselves, others become generally unhappy, while still others cannot focus and let their grades slip or they stop going to classes. Note that some students are comfortable admitting when they are having problems while others try everything they can to hide it. There is no cookie cutter method for handling a situation when a student experiences difficulties. It can be difficult for a faculty member to distinguish between the fine line of being concerned and interfering; but I think that there are a few options that you can try to take if you think that one of your students is having problems.

1) Conversation: If you think you know the student pretty well, approach him or her after class and ask to chat. You might be able to provide an ear to express the problem to and they might feel comfortable talking with you. Remember, whether you feel comfortable in this role or not, most students

look to faculty with respect and as role models. Sometimes a conversation is enough, but for those whom you think may need more help you could have information handy regarding the different services on campus.

2) E-mail: E-mail is a great non-confrontational tool. You could drop a student an e-mail offering to talk but noting that if they are not comfortable with that they could talk to CSS and use their resources. This makes you more available to the student, but still not prying into his or her life. If he or she wants to talk with you, you have made yourself available; if not, academic assistance is still available.

3) Academic Advisors: Advisors should be willing to check in with one of their advisees on your behalf. An academic advisor may have other information regarding a student's other classes or personal life. The advisor may have a closer relationship to the student and may feel comfortable seeing how the student is doing.

Students, like all others in the MIT community, can face difficult times while at the Institute. Some may be sparked by relationships with family or friends, others can be caused by academic difficulties, and there are those that are caused by some type of mental illness. Each of these can disrupt a student's life in various ways. We should remain cognizant that mental health problems affect many people on our campus, and sometimes it is proactive efforts by individuals that can make the difference in getting through a hard time.

As faculty, you serve a critical role in the mental health network. While it is easy to identify the many services offered in the residences or other activities, students may not be showing signs of difficulty in those venues. Some may not want their friends to know and others may not know how to react or how to proceed. It is important to realize that even if you don't know a student very well, taking notice of him or her – a good thing even without a crisis – offering to help academically, or giving information about other resources on campus, might help make it easier for them to deal. That is a great return for the time it takes to ask "So, how are things going for you this term?" ❖

[Jaime Devereaux can be reached at jaime@mit.edu]

Are Graduate Students Second Class Citizens?

Seneviratne, from Page 32

think that graduate beds should be sacrificed for that. Graduate students who live in doubled rooms know what it is like to be in such a situation. But the point is, having a place to stay is still better than having to go to Cambridge or Somerville to rent a room which costs \$800/month (more than 50% of even the highest doctoral net RA stipend, and 62% of the masters net RA).

Another issue is housing of the undergraduate students in Ashdown. What bothers many of us is that there seems to have been no second thought given to the ramifications of doing this. Century-old Ashdown house, the oldest of the MIT residences, has been the model for community amongst the graduate residences. Many students have lived in that “so successful” system. Housing the undergraduates in Ashdown will only serve to break up the community at Ashdown and its continued sustenance. The proposal of housing undergraduate students in Ashdown contradicts the very recommendations that MIT administrators cite. The RSSC (Residential System Steering Committee) report of 1999 states: “The conversations between the members of the RSSC and the residents of Ashdown House (in particular) demonstrated the passion that many graduate students have for contributing to and benefiting from the residence experience.” The 1998 report of the Task Force on Student Life and Learning also cited the need for sustaining centers of community and building more community among graduate students. What is the message that MIT is sending to its graduate students by opting to house undergraduates in Ashdown? Building and maintaining community among graduate students is not an important consideration?

The plan to sacrifice graduate beds to solve an undergraduate problem has given many graduate students the perception of being treated as “second class.” This is definitely not the impression that graduate students should be given when the aim of the Institute is to build community amongst its student constituencies.

What impression does MIT want to give its prospective students? Chancellor Clay said that he doubts the “current controversy

will cause graduate students to go elsewhere.” This is not a valid argument. MIT will always have students taking up places. But the question is, will MIT be able to attract the best of the best? And that’s the challenge faculty have to deal with. The decision to attend a particular graduate school no longer has simply to do with the quality of the program. Many other considerations such as quality of life, quality of mentoring, and advising come into play. Chancellor Clay highlighted recently that at least MIT houses some of its graduate students on campus and that many other schools don’t house any at all. Let me put this argument into perspective.

Schools that choose not to house graduate students on campus do so because the cost of living in areas nearby to these schools isn’t prohibitive. The stipends they provide is more than sufficient to cover housing costs. An example of this category is Princeton. The other category is where schools are housed in neighborhoods where the cost of living *is* expensive. Columbia, Stanford, and MIT fall into this category.

Columbia houses all of its graduate students on campus. Stanford already houses 60% of its 7500 graduate students on campus. Starting this academic year, Stanford is offering a subsidy payment to nearly 750 graduate students who don’t live on campus. Stanford also has leased out apartments for 750 students and rented them out to its graduate students at a subsidized rate. In addition, Stanford has plans for adding new graduate housing in steps. By 2002, they will have 300 new units; between 2002 and 2005 they will add an additional 1000 units. The stipend levels at Stanford are higher than MIT. Their cost of living is similar to Cambridge. In addition, they receive housing subsidies.

In comparison, MIT charges market rate for its owned off-campus apartments where graduate students live. MIT considers these properties as “revenue generating.” MIT’s on-campus units are priced at close to market rate. They are not subsidized. In addition, MIT has no clear long-term commitment to its graduate students about housing issues. MIT does nothing to help offset the cost of housing faced by its off-campus residents.

Bottom line: Other schools that are in expensive areas do more than MIT in addressing the cost of living issues of its graduate students.

The lack of a clear commitment from MIT to tackle the problem of quality of life of its graduate students will deter the very best students from coming here. While one can highlight that there was a stipend increase reflected this year, most students are worse off today than they were before the increase. In line with the stipend increases also came a 5% increase in rent on campus, 12% increase in MIT’s owned off-campus residences, between 10% and 15% increase in rents in the Cambridge/Somerville housing market, over 10% increase in the cost of the extended MIT health insurance plan, and significant increases in food costs. Current students do realize that it’s not all “give.” It’s “give-little and take-much-more!” And what will current students be telling prospective students?

The housing crisis, along with many previous issues that have led MIT to make rash and poorly thought out decisions, highlights a major deficiency. MIT needs a master plan; a master plan that everyone at MIT is aware of. There should be master plans for everything that MIT wants to, and should, do. And this master plan should be drawn up in consultation with all the constituents. MIT cannot afford to continue jumping from one crisis to the other; it needs to be proactive. MIT shouldn’t just wait until court cases have been filed against it before reacting! The master plan will help provide a clear picture of MIT’s commitment to its graduate students. At least this will help clarify whether or not graduate students are indeed “second-class!”

It has been noted in many circles that “Graduate Giving” is low compared to undergraduate giving. The argument for this has been that generally graduate students feel less attached to their school of graduate study. How will a wavering commitment and broken promises about graduate housing at MIT help improve graduate giving here in future?❖

[Dilan Seneviratne can be reached at dilan@mit.edu]

Excising our Marxist and Fascist Urges from MIT OpenCourseWare

Bob Metcalfe

MIT's OpenCourseWare [OCW] initiative is great, and I remain enthusiastic, although a little more worried since reading Steven Lerman's OCW update in October's *Faculty Newsletter*. What I read suggested OCW might be falling to two of our baser urges, which, to sound more like a typical newsletter contributor, I'll call Marxist and Fascist.

Lerman was writing in the *Faculty Newsletter*, where the discourse is all too frequently Marxist. But Lerman is no Chomsky. So I was surprised to read that OCW aims to make "virtually all its courses freely available on the World Wide Web for non-commercial use . . . OCW stands in stark contrast to many initiatives in the private sector and by other universities that are attempting to use the 'intellectual capital' of academia on the Web as a revenue source."

This is like saying that MIT aims to save the world with both hands tied behind its back.

Commerce is what makes the world go round. What academia calls "the private sector" feeds, houses, clothes, transports, entertains, and most effectively educates the vast majority of people, and especially the prosperous ones, which is no coincidence.

OCW should be looking for ways to harness the demonstrated powers of free people, free markets, and free enterprise to make the most of MIT's intellectual capital. Lerman likens OCW to text books, but even these are published commercially. Marxism is a religion and deserves its slot at the MIT Chapel, but not at the core of OCW.

Now, to Lerman's revelation of OCW's Fascist urge. Lerman wrote that OCW will "design a set of draft templates for OCW course materials" and "production processes for converting source materials provided by faculty members to OCW compatible formats." Of course in the

long term having high production values will be essential to a successful OCW, but we have to be careful, especially now, not to have rigid standards for including course content.

Initially, working to incorporate non-standard content from far and wide will accelerate OCW's getting to critical mass. Longer term, rigid standards for content inclusion will deter innovation. Let's not be Fascist about what course content qualifies for OCW. Let's be inclusive not exclusive.

Maybe by now I'm not sounding like an OCW enthusiast. But I am. It's just that I want MIT to succeed with OCW. I don't want to be reading about OCW's good intentions amidst the continual whining in *The MIT Faculty Newsletter*, but about its great success in *The Wall Street Journal*. ♣

[Bob Metcalfe can be reached at bob@RobertMMetcalfe.com]

The *Faculty Newsletter* encourages responses to the above article, as well as contributions on subjects of interest to the faculty and the MIT community. You can reach us by e-mail at fnl@mit.edu, or at our offices, listed on Page 2.

Authors

Lori Breslow is Senior Lecturer, School of Management; Director, Teaching and Learning Laboratory.

Ike Colbert is Dean for Graduate Students.

John R. Curry is Executive Vice President.

Jaime Devereaux is a Senior, Course 16; President, Undergraduate Association.

Barrie Gleason is Director, Communications Office.

Stephen C. Graves is Professor of Management; Faculty Chair.

John Hildebidle is Professor of Literature.

Jean Jackson is Professor of Anthropology.

Amy McCreath is Episcopal Chaplain.

John M. McDonald is Assistant Director of Enterprise Services.

Bob Metcalfe is an alumnus, class of '68.

Balakrishnan Rajagopal is Assistant Professor of Urban Studies and Planning.

Robert P. Redwine is Professor of Physics; Dean for Undergraduate Education.

Richard J. Samuels is Professor of Political Science.

Ruth K. Seidman is Libraries Communication Coordinator.

Dilan Seneviratne is a graduate student, Materials Science and Engineering; President, Graduate Student Council.

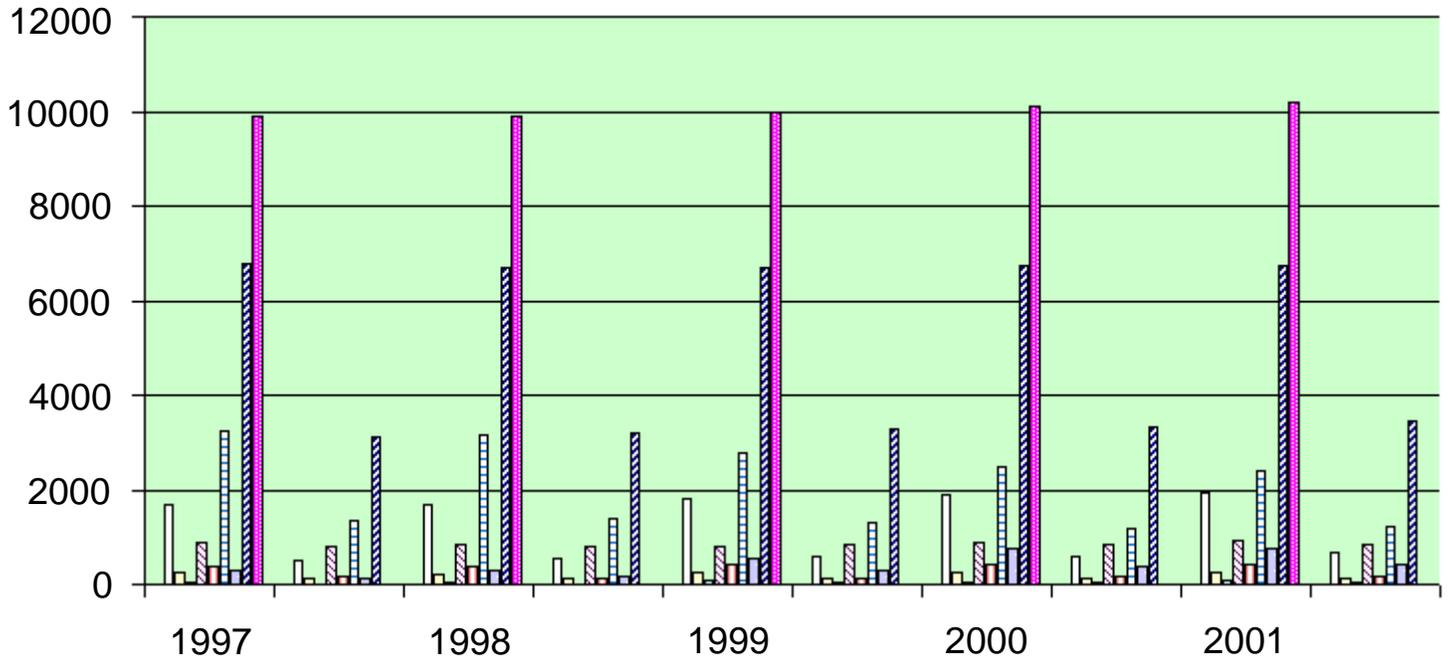
Blanche Staton is Associate Dean for Graduate Students.

Jackie Stinehart is Rewards and Recognition Program Administrator.

Charles M. Vest is President.

M.I.T. Numbers

Student Enrollment 1997 - 2001



■ All Students	□ International	■ Black	□ Native American	■ Asian
■ Hispanic	■ White	■ Race/EthnUnkn	■ Total	■ Total All Students

	1997		1998		1999		2000		2001	
All Students	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
International	1665	511	1692	563	1813	573	1889	600	1920	669
Black	264	137	226	122	259	111	260	142	239	143
Native American	43	20	50	19	65	28	62	27	72	25
Asian	883	789	845	803	821	830	864	831	906	858
Hispanic	397	158	391	144	412	142	442	152	436	155
White	3251	1356	3177	1371	2780	1301	2491	1199	2406	1202
Race/Ethnicity Unknown	276	130	302	180	535	302	747	384	768	405
Total	6779	3101	6683	3202	6685	3287	6755	3335	6747	3457
Total All Students	9880		9885		9972		10090		10204	

Source: Office of the Provost