

Chair of the Faculty

Faculty Policy Committee

The Faculty Policy Committee (FPC), chaired by Professor Bish Sanyal, started the year with four overarching agenda items: review of the tenure and promotion process, faculty renewal initiatives, MIT's international engagements, and faculty meeting procedures.

Committee members felt that the tenure and promotion process could be more transparent. On several occasions, committee members discussed how to best go about tackling the tenure and promotion agenda item. After considerable deliberation with committee members, former chairs of the Faculty, and the Faculty Officers, it was decided that a separate faculty committee might be the most effective means of reviewing this issue next year.

On several occasions committee members discussed the Faculty Renewal Plan, first brought to FPC on September 27, 2007 by associate provost Lorna Gibson, assistant provost Douglas Pfeiffer, and vice president for human resources Alison Alden. This program served as a means to encourage retirement by faculty members through creative measures much like the 1996 plan. After discussion at the FPC meeting in September, several committee members agreed to talk to faculty in their schools about the proposed plan. The plan was presented to the Faculty at the May 21, 2008 Institute Faculty Meeting.

Due to the Institute's increased international involvement, FPC discussed whether it should be actively engaged on this front. Following a meeting with associate provosts Khoury and Canizares, several committee members thought that the International Advisory Committee should handle the international issues, and that FPC's role could be to hear from IAC leadership regularly. This would be a more productive way for FPC to contribute to the creating of principles regarding MIT's international engagements.

At several committee meetings members discussed whether changes were necessary for the smooth functioning of Faculty Meetings. Concerns ranged from whether professors emeriti should be granted speaking privileges to altering the Faculty Meeting duration from two hours to one and one half hours, and if there should be a permanent position for a parliamentarian for meetings. FPC also discussed whether it was necessary to stipulate the process by which faculty members introduce resolutions at meetings. After much discussion, FPC members concluded that no changes were warranted with the exception of speaking privileges for professors emeriti. However, following the April 2008 Faculty Meeting, during which speaking privileges was discussed, it was proposed that FPC discuss and consider implications of this. Furthermore, FPC should consider whether privileges should be granted to adjunct professors, professors of the practice, and senior lecturers.

Throughout the year, FPC conducted its regular committee business as well. This included hearing about several new degree programs. The committee approved a Master in Finance degree for Sloan School of Management, voted by the Faculty at the May 21 Institute Faculty Meeting.

Committee members discussed the proposal for a Master of Science in Management Studies degree at several committee meetings. In early May 2008, committee members decided to bring the proposal to the full Faculty for increased discussion.

FPC also approved the change from double degrees to double majors at its February 21, 2008 meeting. This topic was brought to the March Faculty Meeting, and the Faculty approved this change in April 2008. This change was one of the first major general institute requirement changes to come forward.

Finally, FPC committee members discussed revisions to the Rules and Regulations of the Faculty that would help streamline Institute Faculty Meetings. Among the proposed changes are meeting length, speaking privileges, a designated parliamentarian, and a more effective means to recognize faculty members at the beginning of each meeting in order to establish quorum. These items will be addressed in fall 2008.

At the May 2008 Faculty Meeting, professor Thomas A. Kochan was voted the next chair of the Faculty for the term 2009–2011.

Committee on the Undergraduate Program

In 2007–2008, the Committee on the Undergraduate Program (CUP) concluded its review of changes to Pass/No Record grading and the sophomore exploratory subject experiment and recommended a permanent flexible grading option for sophomores. An ad hoc subcommittee evaluated these initiatives and concluded that the change to A/B/C/No Record in the spring term had helped the transition of students from high school to MIT. It also found that the sophomore exploratory subject option had provided students with a valuable means of exploring courses in and outside their majors. Based on these findings, CUP recommended that the exploratory subject option be made permanently available; the MIT Faculty approved this proposal at its April meeting.

The committee charged an Educational Commons Subcommittee (ECS) to lead a process to recommend changes to MIT's undergraduate education, including the General Institute Requirements (GIRs). It heard a number of updates from ECS and provided input on the work of that group, which is expected to continue through the summer and into the fall of 2008.

CUP reviewed the experimental SB program in Comparative Media Studies, approved a proposal to establish the program, and forwarded that proposal to the Faculty for approval at its April meeting. The committee also reviewed a proposal to establish a Master of Finance degree program and provided input on that proposal before ultimately endorsing it.

CUP heard reports on assessments of the project-based pilots and the HASS Experience subjects, both initiatives that were supported through the d'Arbeloff funds. In collaboration with its Subcommittee on the Communication Requirement (SOCR), the committee approved a second year-long experiment to license some of the project-based pilots as experimental Communication Intensive (CI) subjects (see details below).

The committee also heard a report from SOCR regarding an assessment of the implementation of the Communication Requirement and provided input to and support for SOCR's recommendations regarding next steps. It met with the chair of the Classroom Committee to hear the report of that group and provided support for the recommendations outlined.

Subcommittee on the Communication Requirement

In academic year 2007–2008, Professors Samuel Allen and Tania Baker co-chaired CUP's standing Subcommittee on the Communication Requirement. The subcommittee engaged in a number of activities in its oversight of the undergraduate Communication Requirement (CR) at MIT.

SOCR's major accomplishment during AY2008 was the completion of its report on the assessment of the implementation of the undergraduate CR. This assessment and its report, published in May, were over two years in the making. Prior to the final report's publication, SOCR co-chairs presented key findings and recommendations to a number of major stakeholders including: CUP, the DUE Visiting Committee, SHASS deans Deborah Fitzgerald and Kai von Fintel, the SHASS Council, ECS, and the undergraduate officers. The co-chairs also submitted an article about the report, which was published in the May/June 2008 issue of the MIT Faculty Newsletter.

SOCR is pleased to share these key report findings and recommendations:

- MIT students and faculty place a high value on communication skills and expertise.
- Students recognize their CR experiences as contributing to the development of these skills.
- Students and faculty generally agree that the four CI-subject (communication-intensive) structure of the CR is satisfactory.
- Faculty are supportive of incorporating communication instruction and practice as part of their CI-M subjects.
- Faculty and students expressed little concern that communication instruction is included at the expense of discipline-specific content.
- The paced, four-subject structure of the CR should be maintained.
- MIT should move toward criteria for designation of CI subjects that focus more on educational objectives and may allow faculty more flexibility in designing CI subjects and integrating CI content.
- SOCR should lead an exercise to inventory best practices for teaching communication skills and share this information with CI instructors and the MIT community.

As a result of this report and its recommendations, in academic year 2008–2009 SOCR will focus on developing and sharing inventory best practices. The subcommittee also plans to work with the Program in Writing and Humanistic Studies and Writing Across the Curriculum Office to study teaching collaborations between faculty and other instructional staff to identify what models promote effective collaboration.

In their meeting with ECS to discuss the findings and recommendations of the CR assessment, SOCR co-chairs offered to work with that subcommittee, as appropriate, to ensure the CR is integrated into the planning for the new educational commons. Related to the educational commons, SOCR continued to work with CUP and the project-based pilot subject instructors to review subjects and recommend the second year-long experiment to award CI credit for some of the project-based subjects. Based on the assessment of the pilots offered in AY2007, the subcommittee reviewed and revised the criteria for designating the project-based pilots as experimental CI subjects. It solicited and reviewed proposals and designated these subjects as CI, worked with faculty to refine the communication-intensive content, and forwarded the proposed experiment to CUP for final approval. Six subjects were licensed as experimental CIs for spring 2008. Assessment data on these subjects and students' experiences will be reviewed early in fall 2008.

In collaboration with the Committee on Academic Performance (CAP), the warning codes were revised to provide greater clarity in reflecting if the warnings are CR-related, because of other academic performance concerns, or some combination of the two. The subcommittee appreciated CAP's cooperation and thoughtful consideration of this matter.

The working group for CI-Ms (communication-intensive subjects in the major) continued its program of visiting departments to discuss their CI-M subjects and how they are working in the context of the major. The working group completed visits to Course 14 and the Foreign Languages and Literatures section in Course 21. It plans to meet with Courses 2, 16 and the History section of Course 21 over the summer. The working group also considered proposals for five new and four revised CI-M subjects.

Finally, SOCR members considered petitions from students seeking exemption to or adjustment of some aspect of the CR. Petitions that demonstrated extenuating circumstances or compelling educational cause were approved.

Subcommittee on the Educational Commons

In October 2007, CUP charged an Educational Commons Subcommittee, which was co-chaired throughout the year by Professors Robert Redwine and Charles Stewart III. Meeting weekly from October through the end of May, the subcommittee focused its efforts on refining the recommendations of the Task Force on the Undergraduate Educational Commons related to GIRs.

The initial work of the subcommittee was to become familiar with the feedback on the Task Force Report received from the MIT community, conferring with several faculty and members of the administration who had been involved in soliciting this feedback. Subcommittee members discussed ideas and issues related to GIRs and came to a consensus about a set of proposals, consistent with the spirit of the Task Force recommendations, on how to move forward. Members undertook an extensive process of reaching out to interested community members, vetting ideas and gathering feedback in meetings with school councils, the Academic Council, school deans, and the undergraduate officers. Outreach continued with presentations of proposals at various

departmental meetings, meetings with department heads and educational committees, and with individual professors in all five Schools at the Institute. Update and planning meetings involving the ECS co-chairs, the CUP chair, and the Faculty Officers were held every fortnight. ECS also provided updates at three Faculty meetings this year (October, February, and May).

An interim report of the work of the subcommittee and some recommendations was released for the May Faculty Meeting, and the subcommittee set up a website to collect feedback on this report and their ideas (<http://web.mit.edu/ecs/index.html>). It will continue to refine its ideas through the summer via small working groups and full meetings held monthly, and will report a series of concrete action items in the fall.

Committee on Academic Performance

CAP reviewed 277 petitions this year, slightly lower than the 282 petitions received last year, and significantly lower than the average received over the past five years of 320. Of this year's petitions 236 (85.2 percent) were approved and 41 (14.8 percent) were denied.

CAP issued 326 warnings, which is an 11 percent increase from last year's number of 291. The average for the past five years is 306. Students required to withdraw totaled 31. Last year's number was 49 and the average for the past five years is 46. Details of this year's actions are given below.

CAP End-of-Term Action Summary, 2007–2008

Year	Fall 2007		Spring 2008	
	Warnings	Required withdrawals	Warnings	Required withdrawals
Freshmen	70	1	51	6
Sophomores	47	2	50	8
Juniors	33	6	26	4
Seniors	29	2	20	2
Total	179	11	147	20

There were several policy issues dealt with this year. The committee:

- Clarified the timing of petitions to exceed credit limits
- Worked with the Communication Requirement Office and the Registrar on introducing new MITSIS codes for different kinds of warnings (communication, academic, both)
- Responded to the sophomore exploratory option becoming permanent by agreeing to consider all petitions related to exploratory subjects
- Clarified that it will consider freshman hidden grades only exceptionally in end-of-term deliberations
- Continued discussion of registrations after financial holds

- Considered financial implications of retroactive withdrawals
- Reaffirmed MIT's policies on posthumous degrees
- Instituted a concerted effort (carried out by the staff to the committee) to follow up with students on warning (and their advisors) on taking appropriate steps to improve their academic performance

COC clarified the appropriate timing of petitions to exceed credit limits: (1) Petitions to exceed the spring term freshman limit should be submitted at the end of the fall term or during IAP. The Committee will use the fall academic record and secondary-school background as criteria. (2) Students on warning who wish to be allowed to exceed the warning credit limit should register at the beginning of the term for the full load of subjects for which they hope to receive credit. Then, after Add Date and well before Drop Date, they should submit their petition to CAP. It will be reviewed before Drop Date, so that they can adjust their registration if the petition is not approved. The committee will use evaluation by each instructor as one of the criteria.

In collaboration with the Communication Requirement Office and the Registrar, the committee introduced new warning codes for MITSIS:

W: Warning, unsatisfactory academic progress (typically, 48 unit credit limit)

C: Communication Requirement Warning, one term behind pace (typically, 48 unit credit limit plus one CR-subject)

CC: Communication Requirement Warning, two or more terms behind pace (typically, 36 unit credit limit plus one CR-subject)

WC: Warning, unsatisfactory academic progress including Communication Requirement Warning (typically, 36 unit credit limit plus one CR-subject)

At the Wednesday, March 19 Faculty Meeting, the Faculty voted to make the sophomore exploratory option permanent. The option had been a five-year experiment of CUP. In response to the Faculty vote, COC decided to consider all petitions relating to sophomore exploratory subjects (declare exploratory after Add Date, change status from credit to listener or vice versa after Registration Day of student's next term, return subject to original status after change).

COC clarified that it can exceptionally use freshman hidden grades in end-of-term deliberations.

Committee members continued discussion of the problem of students remaining on campus and attending classes even though they are not registered because of a financial hold. If such a student does not register by Add Date, they can still petition CAP for a late registration if their hold is cleared after Add Date. While CAP has discouraged this procedure, it still occurs, and the Institute is exposed to the dangers associated with unregistered students being on campus, a behavior tolerated in many cases by advisors and support staff. COC agreed that CAP should in the future categorically refuse to allow late registrations after a financial hold after Add Date. However, until the logistical repercussions of such a change in policy are fully understood, no formal

decision has been made. This will remain to be figured out in the coming academic year, in collaboration with the dean of undergraduate education and the dean for student life.

In exceptional cases, Student Support Services (S³) and CAP can put a student on retroactive withdrawal for the current term, meaning that there is no academic record of the student attending classes. In discussions with Student Financial Services, it became clear that the effective date of such withdrawals has many important legal and financial consequences. It was agreed that Student Support Services would work with Student Financial Services on the dating of such withdrawals, while the CAP considers only whether a retroactive withdrawal has academic merit.

COC clarified the issue of posthumous degrees, guided by research into precedents at MIT and also by a survey conducted by Stephen Pepper of practices at our peer institutions. The clear guiding principle is that all degrees at MIT are granted according to the same rules, for work completed. This is the reason that MIT does not grant honorary degrees. This also entails that posthumous degrees can only be granted to students who have at most a single deficiency in their undergraduate audit. There have been no exceptions to this, as far as the Registrar was able to determine. Furthermore, this practice is entirely in line with our peer institutions.

In these discussions it became clear to CAP that there needs to be a transparent set of processes to remember students who have passed away. CAP will urge the Institute Chaplain to examine the ways that the Institute remembers students who pass away.

Over the years, it became clear to COC that students on warning often are not making appropriate use of resources such as S³ and Mental Health services. CAP staff therefore developed new processes to follow up with students on warning: (1) staff associate sends email to advisor (copy to undergrad academic administrator) in second week of term identifying advisee on warning, reminding of credit limit, and pointing to support resources; (2) staff associate sends email to advisor in eighth week of term suggesting midterm check-in with advisee if no recent conversation, possibility of Drop if warranted, again offering resources; and (3) staff associate conducts extended conversations with small number of advisors and students.

Committee on Curricula

COC acts on proposals to create, revise, or cancel undergraduate subjects; to create, revise, or terminate undergraduate curricula; and on student petitions for second SB degrees and substitutions for the General Institute Requirements. During AY2008, Professor Saul Rappaport chaired the committee. The voting members consisted of six Faculty (including the chair) and four student members, all of whom were active participants throughout the year. The committee met six times during the fall term, six times during IAP, and seven times during the spring term.

Through mid-June, COC had acted upon 602 undergraduate subjects, including proposals for 83 new subjects and revisions to 454 existing subjects. This workload represented an increase of approximately 25 percent from AY2007. The committee also reviewed and approved significant curricular changes, as follows:

Course 4: Approved revised degree programs for Courses 4 and 4-B, including the introduction of a computation stream.

Course CMS: As part of a larger review that also included CUP and FPC, approved a proposal to make the SB program permanent.

Course 15: Approved a new minor in management science; reviewed the proposed Master of Finance degree program for its impact on current undergraduate students and offered a recommendation in support of it.

In other actions, the committee:

- Prepared a report of findings and recommendations regarding a proposal from the Task Force on the Undergraduate Educational Commons and CUP to replace the current Program for Two Bachelor's Degrees with an option that allows students to pursue a double major.
- Approved a complex proposal from Course 21F to establish a new subject to provide freshmen with an opportunity to study language during their first term at MIT. The new subject, 21F.076 Globalization: the Good, the Bad, and the In-Between, will offer students a total of 18 units of credit upon completion. The modular format allows students to choose from among more than 20 corequisites in the languages that are taught at MIT (Chinese, French, German, Japanese, and Spanish).
- Reviewed student petitions concerning the Restricted Electives in Science and Technology (REST) requirement, the Institute Lab requirement, the Humanities, Arts, and Social Sciences (HASS) requirement, and second SB degrees. The committee also revised its guidelines for assessing second SB petitions that are submitted after the published deadline.
- Met with a representative of the ROTC program to discuss curricular changes and to lay the foundation for future discussions about the viability of awarding academic credit for some ROTC subjects.
- Approved a proposal from Course 16 to establish an exchange program with the University of Pretoria.
- Completed its biennial review of subjects that fulfill the REST requirement.

Committee on Discipline

The role of the Committee on Discipline (COD) is to adjudicate cases of alleged student misconduct that are brought to its attention. COD held 14 hearings involving 15 students, with an additional two complaints involving two students that will not be heard by COD before year's end. The cases this year involved issues of academic misconduct including plagiarism, cheating on finals and problem set copying, threats, assault, sexual assault, destruction of property, and drug policy violations. Two of the respondents were graduate students, and two were female.

When students were found responsible, sanctioning included letters to file, community service, counseling, educational and assessment assignments, formal or informal probation and/or suspension for periods up to two years. Also, there were 29

disciplinary warning letters forwarded to or given by the Office of Student Mediation and Community Standards.

COD continues to be concerned with the number of academic dishonesty—including plagiarism—cases brought forward, and the number of cases that alleged violence against other students or destruction of property. The committee is also concerned by the substantial delay that occurs before cases involving students brought to the criminal courts can be heard by the COD. This results in a student who may have been alleged to have committed an act of violence remaining on campus for a semester or more.

The committee will continue to work towards greater transparency in the judicial process in an effort to inform the community of the committee's work and the community's standards. In addition, COD will participate actively in current efforts underway to address the issue of academic integrity at MIT. Lastly, working with the newly named Office of Student Citizenship, COD will work to improve the speed of the process so that complaints are heard as soon as possible after an incident.

Members of COD received trainings this year conducted by the MIT Office of the General Counsel and Health Promotion and Wellness. The committee will welcome two new faculty members to the committee next year, one new undergraduate, and one new graduate student.

Committee on Graduate Programs

Now in its second year of existence, the Committee on Graduate Programs (CGP) chaired by Professor Stephen Bell, addressed a wide-ranging set of topics. The committee welcomed Professor Steven Lerman as the new dean for graduate education who provided many new ideas and issues for the committee to consider. The committee discussed both global issues regarding graduate student life as well as the approval of a new graduate program and grading policies. CGP's immediate actions included the review of one department graduate program and the discussion of a major change in grading policy for graduate students. At the September 2007 meeting, Professor Michael Cusumano presented a proposal for a new Master of Science in Management Studies degree program at Sloan School of Management. The proposal was approved and sent to FPC for their consideration. The committee also considered a change in the grading options for graduate students to allow P/D/F grading, with the intended purpose of allowing students to explore subjects outside of their main area of research (September 2007). Significant restrictions were attached to allow both individual departments and instructors to limit the use of this option, after which it was passed and sent on to FPC and eventually to the Faculty for approval. The Faculty approved this proposal on March 19, 2008, with the provision that CGP would reassess the value of the option after a five-year evaluation period.

CGP's charge includes not only attending directly to graduate program policies, but also to larger issues regarding graduate student life and education. In keeping with this charge, CGP met with Bill VanSchalkwyk, managing director of the MIT Environment, Health and Safety Office, to discuss emergency communications with graduate students in the event of a natural disaster, terrorist attack, epidemic, or on campus violence (April

2008). Members of the Planning for E-Thesis Enhancement Committee (PETE) discussed progress in the implementation of electronic graduate thesis submission (February 2008). Jane Dunphy, director of English language studies at MIT, discussed the International English Language Testing System (IELTS) test for English proficiency and the advantages it offers over the Test of English as a Foreign Language test currently used by many graduate programs on the campus to evaluate international applicants (January 2008). CGP recommended adoption of IELTS as the preferred English proficiency test and Dean Lerman communicated this recommendation to graduate officers and administrators across campus. At the November 2007 meeting, committee members met with Steve Dare, senior managing director of development and campaign strategy, to discuss the Campaign for Students and how MIT could best reach out to graduate students and alumni during the campaign. Assistant dean for graduate education Christopher Jones also met with the committee to discuss continuing efforts to increase diversity of the graduate population, particularly with respect to underrepresented minorities. Finally, CGP heard presentations by Dean Lerman twice during the semester. At the October 2007 meeting, Dean Lerman discussed the strategic planning process underway in the Office of the Dean for Graduate Education. In the April 2008 meeting, he discussed the development of an assistance pool for graduate research assistants who require short-term absences due to illness or injury and proposed the creation of fellowships to support tuition charges for nonresident students.

CGP has become an ideal venue for the careful consideration of matters involving graduate students across the campus.

Committee on Student Life

The Committee on Student Life (CSL), chaired by professor Anne McCants, began the academic year with two big projects left over from the several years previous. One we have dubbed the Reasonable Behavior project, and the other is called Project Interact.

The Reasonable Behavior project has been finalized and is now in its execution stage. Committee members developed, vetted, and designed teaching content around a set of scenarios about gray area behavior (often speech that is protected, but nonetheless can be harmful). These scenarios have been printed up on cards, and packaged with some educational programming associated with how to think about each scenario. Ruthy Rosenberg in the mediation office has taken over the next stage of the project, developing the educational materials and distributing them to relevant offices around campus which can use them in a variety of settings such as orientation, training for graduate resident tutors (GRTs) and associate advisors, and in the dormitory system. The cards have been vetted with housemasters, GRTs and their trainers, and orientation staff. This project is now out in the world and hopefully will prove to be self-sustaining.

Project Interact is still caught in technical glitches, despite the fact that its content is complete. This is a Facebook-type database for faculty and student groups designed to allow people to find each other across a range of common interests and activities. The software is fully written and operational and even linked now with the new software for the Association of Student Activities group database. CSL members are just waiting for a host server, which can manage the interface. We hope to sponsor a launch party one of these days soon, but perhaps it will have to wait for the fall.

CSL also spent time in the late fall meeting with the chancellor and others over the issue of MIT students in the news and in trouble. Committee members hoped that conversations with the chancellor were helpful in setting the principles he unveiled at the December Faculty Meeting, and the chair of CSL will sit on the newly created Committee on Student Engagement. Another important discussion this year was a conversation with the athletics department about issues of student access to fields and facilities, and the fee for graduate students. This discussion will continue with follow-up in the fall of 2008 when the committee plans to meet again with the head of athletics.

The committee initiated a conversation with Maryanne Kirkbride of MIT Medical over the issue of coordinating a violence/sexual assault policy and help on campus. Members of CSL wrote a letter of strong support for their trial program to all of the upper administration as well as the head of MIT Medical.

Regular CSL business has involved talking with undergraduate and graduate student government; meeting with Kim Benard of the major fellowships office to see how CSL could support their work; thinking about the problems associated with the special student category on campus; and thinking about other issues around the stress load felt by many students (and others) at MIT.

CSL members are also involved in, and of course concerned about, the search for a new dean for student life. CSL will be relieved to see that search happily concluded as the committee has a special interest in finding someone with whom it can work closely as they begin their new role.

Committee on the Library System

Professor Lisa Steiner served as chair for a second term on the Committee on the Library System (CLS). The major issues for CLS this past year were, again, scholarly communications and copyright. Of particular interest this year was a decision by the Harvard Faculty of Arts and Sciences and the Harvard Law School to retain rights to work published by faculty. This decision concurs with efforts of the MIT Libraries, as well as this committee, for MIT authors to retain rights to their publications. The US Congress has now mandated that publications resulting from work supported by NIH grants be freely available to the public.

In the last two years, CLS prepared and discussed an amendment to publishers' copyright agreements, with the purpose of retaining more rights for authors. The MIT libraries, led by Ann Wolpert and Ellen Duranceau, met with a number of individual departments to discuss this issue, and found considerable support for open access. A point that came up several times during discussions was that it would be more effective if open access were the default position (unless a faculty member decides to opt out), rather than placing the burden of negotiation with publishers on each faculty member. The Committee on Intellectual Property is also considering open access. At our last meeting, on June 5, Ann Wolpert mentioned that a faculty committee is currently being organized to consider questions related to faculty rights and copyright. Since this is an important issue for the entire faculty, this new committee will address it in more depth.

Also at CLS's last meeting, the committee discussed plans for renovating Dewey Library. An architect has been hired and work should be completed in 2009. Plans for renovation include additional and improved study spaces for individuals and groups. Compact shelving will be added to create increased capacity for books. Committee members who use Dewey library will discuss the plans with the Dewey librarian organizing renovations.

The committee continues to stress the need to consolidate the science and engineering libraries and hopes that the administration will find a way to achieve this goal. A more centralized library has many advantages, including elimination of duplicate services, and consolidating collections. These changes will lead to improved convenience and productivity for students and faculty.

In response to a request from the Graduate Student Council and feedback from the fall 2005 library survey, the library introduced a beta version of Vera Multi-Search, a tool to identify journal articles and other materials from several different library research databases all at once. This tool will replace the earlier Vera database by the end of the year.

Another matter taken up by the committee was related to security at work stations and in the libraries in general. Password protection has been added to most work stations and improved guidelines for proper use of the libraries have been developed, posted on the library web site, and made available to users in the libraries.

Dr. Jerry Grochow, vice president for information services and technology, brought to the committee's attention a new project focused on Stellar, OpenCourseWare, and DSpace. The goal is to achieve improved integration and workflows between these systems.

Student theses are currently prepared in print form, submitted and approved in print, and are then scanned for deposit in DSpace. The Libraries are engaged in a project to make the submission and approval process electronic. The dean supports this for graduate education and CGP. The anticipation is that graduate theses, and later, undergraduate theses, will be submitted electronically by 2010.

The committee was pleased to note strong budgetary support for the Libraries from the provost, especially support for the collections and the digital library.

Committee on Nominations

The AY 2008 Committee on Nominations was comprised of six faculty members, committee chair Professor Catherine Drennan, and staff associate Peggy Peterson. The slate was assembled considering preferences expressed by the Faculty in a form distributed to faculty members at the beginning of the academic year. The committee also consulted with current chairs of the Faculty standing committees and staff assistants regarding upcoming topics of discussion in their respective committees. The Committee on Nominations gave preference to tenured faculty but did not preclude consideration of untenured faculty members. Committee members strove for balance across the slate and in individual committees in terms of gender, ethnicity, and school affiliation. This was not always easy as many faculty members from underrepresented groups are often overrepresented in terms of service asked of them. Due to the high level of service of

many of these individuals, requests for additional service were often turned down and understandably so.

The Faculty unanimously approved the nominations slate (29 faculty for 12 standing committees of the Faculty). The committee approved the nomination for chair of the Faculty with six votes in favor and one abstention. This abstention is not related in any way to the qualifications of our nominee, Professor Thomas Kochan. Indeed, the committee was grateful to Professor Kochan for accepting to have his name placed in this slate as chair of the Faculty. The abstention was related to the process followed to select our nominee. While the committee followed the *Rules and Regulations of the Faculty* and honored prior practices of this committee, one committee member thought standard practices should be changed due to deficiency in terms of inclusiveness and transparency. Because the process did not change during this nomination cycle, this individual abstained from voting for the nominee. Following the completion of our slate, the Committee on Nominations met three times to discuss possible improvements to the nominations process.

The slate including the nominee for chair of the Faculty was presented at the April Faculty Meeting and approved in May.

Committee on Undergraduate Admissions and Financial Aid

Much of the first semester was spent on the preparation of recommendations on enhancements to the financial aid offerings of the Committee on Undergraduate Admissions and Financial Aid (CUAFA). This task was particularly challenging this past fall due to major increases in financial aid at most peer universities, which followed Harvard's announcement late in the fall. At Harvard these financial aid changes amounted to dramatic reductions in the parental contributions, as well as elimination of loans for all students. CUAFA recommended that MIT commit to a multiyear plan that would reduce parental contributions by eliminating home equity from need calculations and by eliminating loan expectations for all students. The objective was to accomplish these changes as quickly as possible, but with the understanding that these changes might require two to four years due to financial constraints. These recommendations were partially adopted by the Academic Council: for the coming year the self-help level was reduced by \$500 for all students, and the loan expectations were eliminated for all students from families with incomes of less than \$75,000; home equity was eliminated from need calculations for all families with incomes of less than \$100,000. In addition, the Academic Council guaranteed that all students from families with incomes of less than \$75,000 received grants from MIT or other sources that were at least equal to MIT tuition and fees. This allowed MIT to announce that it was tuition-free for this group of students.

CUAFA also examined the cap on admissions of international students. Currently, this cap is at eight percent of the incoming class. CUAFA recommended that this cap be raised to 10 percent over a two-year time period. The primary rationale is the exceptional quality of the applicant pool of international students; an important secondary consideration is the value to all students that would result from a more diverse community. The Academic Council did not act on this recommendation, as it spent all of its time focused on the consideration of the financial aid changes.

In the spring, the committee considered a proposal from the ROTC Oversight Committee to provide room and board for ROTC cadets. CUFAFA prepared for Dean Hastings an assessment of the proposal and recommendations on possible next steps. CUFAFA also spent several meetings reflecting upon changes in the financial aid landscape over the past few months and their implications; the committee brainstormed possible innovations in how we support and finance undergraduate education. The committee has prepared a summary report on these discussions for Dean Hastings.

Edgerton Award Selection Committee

The Edgerton Award Committee reviewed diverse and deserving nominations, received from departments across MIT in winter 2008. The committee ranked, discussed, and deliberated on those most deserving candidates, and finally converged unanimously on the selection of one candidate to receive the award. The committee announced the award recipient at the April 16, 2008 Institute Faculty Meeting. The award went to Jay Scheib, associate professor of theater arts within the Music and Theater Arts faculty.

Professor Scheib is a visionary theater director, who maintains an energetic and complementary mix of academic teaching, research, and professional theater life here at MIT. He is the winner of the Richard Sherwood Award, the Wade Award, and numerous other fellowships. Scheib is also a frequent guest professor at the Mozarteum Institute für Schauspiel und Regie, in Salzburg, Austria. His unique, innovative, and experimental approach to theater blends a bold and imaginative approach, a high level of excellence, and an entrepreneurial spirit, which, combined, embody all the characteristics that are treasured and admired here at MIT. Professor Scheib's engaging teaching, creative professional theater explorations, and outstanding national and international reputation, combine to make him a very deserving 2007–2008 Edgerton awardee.

As a teacher Professor Scheib is both charismatic and clear. He has encouraged students to engage in experimental theater, opening for them new worlds to which they might not otherwise be exposed. Via the techniques of "composition," Scheib offers new analytical and expressive territory in the curriculum. He has enriched theater arts at MIT by evolving work conducted with undergraduates into professional productions. Very much in the spirit of MIT, classroom efforts are translated into real-world products. Of equal importance has been his spearheading classes that explore the intersection between live performance and digital media. This is especially crucial at MIT, enabling students to combine their exceptional technical skills with creative avenues for developing meaning and content.

Professor Scheib's pursuit of a career as an artist/professor is as demanding as any other disciplinary track here at MIT, since it requires lengthy residencies at professional theaters, without compromising other high priority academic duties. Professor Scheib's weekly commute between Budapest, where he directed his adaptation of Tolstoy's *Power of Darkness* at the noted Pont Muehly Theatre, and Cambridge, where he was teaching, is emblematic of the pace and productivity he sets. To quote a colleague of Scheib's, "He is one of the few young American directors who bring intellectual rigor from a cultural and philosophical center" to the stage. His colleagues both here and abroad recognize Professor Scheib as young director already realizing a brilliant career.

Professor Scheib embodies outstanding qualities admired at MIT. He is a bold experimental innovator, a respected national and international leader, an inspiration to students by both teaching and example, and someone who has a deep influence on the quality of student and professional life here at the Institute.

Killian Award Selection Committee

The 2008–2009 Killian Award Committee, chaired by Professor Wanda Orlikowski, announced its nomination selection at the May 2008 Institute Faculty Meeting. The Killian Award went to Professor Rafael Bras, an internationally acclaimed researcher in surface hydrology and hydrometeorology, and a pioneer in the interdisciplinary field of hydrologic science.

When Professor Bras started his research career as an assistant professor of civil engineering at MIT in 1976, the study of water in the environment was understood as a specialized problem of hydraulics. Together with MIT colleague Peter Eagleson, Professor Bras spearheaded a fundamental rethinking of the crucial role of water in all the various components of the earth system, resulting in the creation of a new discipline, hydrologic science, formed from the innovative integration of traditional land hydrology with such earth sciences as atmospheric science, ecology, geology, and geomorphology. Two key milestones in the emergence and establishment of this new discipline were the publications of Professor Bras's two books, now considered classics in the field: *Random Functions and Hydrology* in 1985, and *Hydrology: An Introduction to Hydrologic Science* in 1990. With these books, as well as in his numerous influential research articles, Professor Bras has pioneered and refined the application of quantitative methods to deal with the complexity and heterogeneity of hydrologic processes. This groundbreaking work has not only established a whole new interdisciplinary research field, but has also transformed the education and practice of environmental engineering.

Professor Bras's expertise in issues of water and the environment is recognized worldwide, and he has participated in a number of significant international projects. He currently serves as the chair of a distinguished panel of experts that oversees the development and construction of tidal gates to protect the city of Venice and safeguard its lagoon against flooding. His leadership on this and other projects has been exemplary. Colleagues praise his depth and breadth of expertise, his commitment to excellence, his tireless hard work, and perhaps most importantly his wisdom, patience, and ability to foster mutual respect in the face of complex technical and political realities.

Professor Bras's scientific and engineering achievements have been recognized by numerous awards and honors, including the Robert E. Horton Medal from the American Geophysical Union, the Clarke Prize for outstanding achievements in water science and technology, and the Simon W. Freese Award from the American Society of Civil Engineers. He is a fellow of the American Meteorological Society, the American Geophysical Union, and the American Society of Civil Engineering. In 2001, he was elected to the National Academy of Engineering.

Professor Bras has displayed an outstanding commitment to education throughout his career. He is an inspirational teacher fully engaged in teaching and mentoring students

at all levels, from undergraduates through to post-graduates. Currently, he serves as the principal faculty member on the highly successful freshman subject 12.000 Terrascope.

Professor Bras has a distinguished record of leadership and service both to the scientific community and to MIT. He has headed the influential NASA Earth Science Advisory Committee, a national strategic science body, and his contributions were recognized with the NASA Public Service Medal in 2002. At MIT, Professor Bras has served the community in countless ways. He was department head of Civil and Environmental Engineering for nine years, and chair of the Faculty from 2003 to 2005. He has received the highest award granted by the MIT Alumni Office for his effective work in fostering relations with MIT alumni, and the Martin Luther King Jr. Leadership Award for his dedicated efforts to make diversity a reality at MIT.

For his transformative scholarship in science and engineering and his exemplary contributions to education, policy, environment, and society, the Killian Award Selection Committee is delighted to honor Professor Rafael L. Bras with the 2008–2009 James R. Killian, Jr., Faculty Achievement Award.

Bishwapriya Sanyal
Chair of the Faculty
Ford International Professor of Urban and Regional Planning

Lily U. Burns
Staff Associate