Chancellor

MIT president Charles M. Vest reestablished the Office of the Chancellor in August 1998. The office was assigned a number of responsibilities associated with President Vest's goal of enhancing student life and the Institute's education program. The office was also responsible for oversight of some of the Institute's emerging international and industrial initiatives. Under the administration of president Susan Hockfield, beginning in 2005, the responsibilities of the office evolved, while remaining centrally focused on student education and student life, including a leadership role in the capital campaign focused on students.

The current description of the Office of the Chancellor is captured by President Hockfield's phrase "all things students"—oversight responsibility for graduate and undergraduate education, student life, student activities, and student services. Over the past year, the office's purview has expanded to include oversight of MIT's growing interest in digital learning. In November, president L. Rafael Reif announced the appointment of professor Sanjay Sarma as MIT's first director of digital learning and the establishment of the Office of Digital Learning. Professor Sarma reports jointly to the chancellor and the provost.

Initiatives Within the Office of the Chancellor

While many of the activities of the Chancellor's office occur within the units devoted to the oversight of undergraduate education, graduate education, student life, and digital learning, the chancellor directly oversaw a number of specific activities. During the past year, major activities include those described below.

Dean for Undergraduate Education Resignation and Search

In January, after seven years as dean for undergraduate education, professor Daniel Hastings announced his intention to step down from his post, effective July 1, 2013. The chancellor charged a search committee, chaired by professor Graham Walker, that included faculty, staff, and student representation. The chancellor also invited members of the MIT community to submit recommendations either for specific faculty to be considered for the role, or for qualities that the community hoped the next dean would embody. The search committee met throughout the course of the spring semester and submitted a recommendation to the chancellor. In June, the chancellor announced that professor Dennis Freeman, of the Department of Electrical Engineering and Computer Science (EECS), would assume the dean's role on July 1, 2013.

Professor Freeman has been a member of the EECS faculty since 1995 and has served as the department's education officer and undergraduate officer. Throughout this time, Professor Freeman demonstrated a strong commitment to undergraduate education. He won numerous teaching awards, including selection as a MacVicar Faculty Fellow in 2006, and has on three occasions been the students' selection as the best academic advisor in EECS. In recent years, he has been a key contributor to the development and teaching of 6.01 Introduction to EECS I, and last fall helped launch the new SuperUROP—the Advanced Undergraduate Research Opportunities Program. He

also served on a number of committees charged with supporting and governing the undergraduate experience, e.g. the Committee on Curricula, the Task Force on the Undergraduate Commons, the Educational Commons Subcommittee, the Committee on Global Education Opportunities for MIT Undergraduate Education, the Corporation Joint Advisory Committee, and the Institute-wide Planning Task Force, and has chaired the Committee on the Undergraduate Program.

Digital Learning

Since the launch of MITx, MIT's online learning initiative, in late 2011, the Office of the Chancellor has played a leadership role in working with department heads and individual faculty to set priorities in developing online tools, coordinating online delivery methods for specific subjects, and identifying and initiating research opportunities in online learning.

As MITx became more ingrained in MIT's educational model, it became necessary to develop a more robust infrastructure to support and encourage MIT's commitment to online learning. In November 2012, President Reif announced the creation of the Office of Digital Learning (ODL), directed by Professor Sarma, who reports jointly to the provost and the chancellor, to lead these efforts.

ODL comprises several existing offices (the Office of Educational Innovation and Technology, MIT OpenCourseWare, and Academic Media Production Services) and a new office focused entirely on MITx. The mission of ODL is to help the MIT community lead the world in education by creating, using, and leveraging learning technologies and digital instructional content.

Student Support

The chancellor continued to engage with students regularly at dinners, dessert and coffee times; in discussions with dormitories, fraternities, and sororities; and at other events, in order to remain connected to and aware of the issues of importance to the students. These opportunities for engagement demonstrate to the student body the administration's interest in partnering with students on both academic and student life issues.

Student support is a topic that comes up frequently in interactions with students. At an institution as academically rigorous as MIT, ensuring that students have the resources they need to deal with the challenges of studying, working, and living at MIT will always be central to the chancellor's mission. A heartfelt and articulate blog post by undergraduate "Lydia K" on the MIT Admissions website describes the student's challenge of managing MIT's academic pressures. Her post describing feelings of sadness, isolation, and loneliness sparked an outpouring of support from MIT students and alumni as well as those from other universities across the nation.

In response to the blog post and the dialogue that followed, the Office of the Chancellor cosponsored (along with *The Tech*) an event called "Under Pressure: A Forum on Student Stress." The entire student body was invited to attend and hear about student resources on campus, learn about data collected by *The Tech* in its special issue "Under Pressure,"

and engage with administrators and with one another about the challenges students face on a daily basis. The event generated thoughtful discussion and served as a rare opportunity for students to share with one another some of the challenges that we know are faced by our entire student body.

Entrepreneurship Roadmap

The Corporation Joint Advisory Committee on Institute-wide Affairs (CJAC) fielded a number of student requests suggesting the need for a central, comprehensive roadmap of entrepreneurship resources available to MIT students. CJAC presented the issue to the chancellor in his role as overseer of "all things students." The office, in turn, worked with colleagues across the Institute, including the Martin Trust Center for MIT Entrepreneurship, to develop a roadmap that now resides on the chancellor's website. The roadmap identifies classes, centers, labs, organizations, programs, and competitions that support students' entrepreneurial interests. The roadmap was spotlighted in the April Student Life and Learning Digest and has been well received.

Office of the Dean for Student Life

The Office of the Dean for Student Life (DSL) saw several major initiatives completed in the past year. These are summarized below. Descriptions of notable projects, services, and events for DSL from the 2012–2013 academic year are included in the separate DSL report.

Institute Support During Emergencies

The last month of the academic year was a tragic and difficult one for the Boston and MIT communities. Following the bombings at the Boston Marathon and the murder of MIT police officer Sean Collier, DSL staff provided support to the campus in a number of ways. Staff worked with housemasters and house teams to counsel students in the residences, scheduled activities in the residence halls to encourage open dialogue, and worked with offices on campus to coordinate a community healing event at which staff, parent volunteers, and therapy dogs were available to help students cope with the stress from the preceding weeks.

Closure of Bexley Hall

Towards the end of the spring semester, DSL received an engineering report indicating structural damage inside the walls of Bexley Hall (W13). The damage was significant enough that DSL announced that Bexley would close at the end of the academic year and that students would need to find alternate housing for the following year. This was a significant disruption and caused a great deal of anxiety for students and parents who were concerned both about locating suitable housing and maintaining the community that Bexley Hall had come to represent.

DSL staff worked swiftly and effectively to keep students and parents apprised of the situation and to respond to questions and concerns. Residential Life opened a response center at which Bexley residents could sign up for a special housing lottery and speak with staff about identifying other options for alternate housing. A total of 92 Bexley Hall

residents applied for the lottery, and all were matched with housing. DSL made a variety of other accommodations for Bexley residents in an attempt to mitigate the stress and inconvenience associated with the building's closure.

Progress on Residence Community Standards

Dean for student life Costantino Colombo and the chancellor charged Student Outreach and Support staff and housemasters and graduate residents of Senior House to facilitate the creation of health and safety standards for the Senior House community. This action was taken in response to ongoing concerns about substance abuse and other behavioral issues at Senior House. Residential Life staff have started replicating the community standards process with East Campus students and house leadership. Baker House and Burton Conner will start their own processes this fall. Two additional undergraduate residence halls will be identified to participate in the spring semester. The process will be assessed, evaluated, and adjusted on an ongoing basis.

Office of the Dean for Undergraduate Education

The Office of the Dean for Undergraduate Education (DUE) saw several major initiatives completed in the past year. These are summarized below. Descriptions of notable projects, services, and events for DUE from the 2012–2013 academic year are included in the separate DUE report.

Fisher v. University of Texas

In anticipation of the Supreme Court ruling in Fisher v. University of Texas, a case that challenges race-conscious college admissions, DUE took steps to position MIT to respond, if needed, with regard to the use of race in undergraduate admissions. The dean charged the Committee on Undergraduate Admissions and Financial Aid (CUAFA) to undertake a study of how racial diversity benefits MIT in meeting its educational goals. CUAFA's final report included data showing different levels of learning reported at different levels of diversity experienced. This effort supports MIT's goals for a racially diverse student body.

Online Learning

Several DUE offices were involved in supporting, providing input to, and assessing MITx, and in discussing how online learning can add value to a residential education. In collaboration with faculty from MIT's Department of Physics and Harvard University's Graduate School of Education, the Teaching and Learning Laboratory engaged in a National Science Foundation–funded study of data from the first MITx class, 6.002x, and published a substantial analysis of massive open online course (MOOC) learning using data from the class. Findings from this research were reported in the *Chronicle of Higher Education*, *Inside Higher Education*, and at a presidential panel at the American Education Research Association.

Admissions

MIT Admissions achieved MIT's highest yield on admitted students ever, 73%, up from 70% last year. Part of this increase can be attributed to recent changes to early admissions programs at peer institutions; the proportion of students admitted to both MIT and one or more of its primary peer schools remained at about one-third of the admitted class, but MIT's yield of those students increased from 36% to 40%. Cross-admitted students most frequently cite cultural fit with MIT and social affinity with its students as the primary reason for choosing to enroll at MIT over one of its peer schools.

Study Abroad

MIT's ability to provide its students with interesting and educational experiences around the world continues to grow. Global Education has implemented or piloted several new programs. A departmental exchange was developed in Zurich for Course 2 undergraduates. A new spring break educational trip to Pretoria was conducted with 10 undergraduates from Courses 2 and 16. And in collaboration with D-Lab (Development through Dialogue, Design, and Dissemination), a study abroad pilot was implemented, with two students working with a community partner in Brazil while taking MIT courses remotely.

Office of the Dean for Graduate Education

The Office of the Dean for Graduate Education (ODGE) also saw several major initiatives completed in the past year. These are summarized below; descriptions of notable projects, services, and events for ODGE from the 2012–2013 academic year are included in the separate ODGE report.

Graduate Program Assessment: Graduate Student Outcomes

During fall semester 2012, ODGE sponsored a survey of graduate alumni whose degrees were awarded approximately 5, 10, 15, 20, and 25 years prior. The purpose of the survey, implemented by the Office of Institutional Research, was to elucidate postgraduate trends in employment and career trajectories, entrepreneurship activities, professional activities and accomplishments, and the necessary knowledge and skillsets for various career paths. This information will be useful in the development of graduate curricula, co-curricular professional development activities, and engagement with graduate alumni.

ODGE also organized the Graduate Program Goals and Learning Assessment process in preparation for MIT's next Institute accreditation report. Each graduate program has been asked to prepare and submit a one- to two-page learning assessment plan. Discussions have begun among program graduate committees to describe learning goals, systematic evidence, and opportunities to create feedback loops for improvement.

Improving Graduate Admissions

In February 2012, the Committee on Graduate Admissions was assembled to serve as the primary Institute body for review and oversight of the graduate admissions transition to the opt-in, centralized, all-electronic admissions system recommended by

the Graduate Admissions Task Force in 2011. This body carried out its work during the 2012–2013 academic year, and reports that the number of graduate programs utilizing the GradApply software platform has increased to 30, from 14 the year before, a much greater number of programs than previously projected. 15,004 applications and 50,443 letters of recommendation were received. As anticipated from the favorable review of the 2012 admissions season, the users overwhelmingly found the admission platform to be extremely beneficial to their admission process by enabling remote access of applications for reviewers, reducing the time necessary to administer the applications, and providing significant savings in costs.

Support for Online and Technology-enabled Education

In spring 2013, dean for graduate education Christine Ortiz chaired the Task Force on the Future of Graduate Education and MITx, one of several task forces that feed into the Institute-wide Task Force on the Future of MIT Education. The task force was given the following charge:

- Formulate a strategic vision for the deployment and development of MITx to enhance MIT residential graduate education based on extensive outreach to the MIT community, current literature, and best practices in the field of technology-enabled education

- Identify and prioritize key areas of opportunity for the use of MITx to improve the quality of graduate education in the areas of graduate administration, finances, resources and personal support, coursework, research, and professional development

- Develop a product roadmap and recommended technical functionalities for the edX platform

- Create rigorous pilots and assessment plans

- Formulate a set of principles, guidelines, training, expectations, certification, and opportunities for MITx graduate student teaching assistants (TAs), and consider implications of MITx on the TA funding model

- Consider and recommend steps to plan for future challenges with assessment of online certification in graduate admissions

Office of Digital Learning

The Office of Digital Learning was established in November to shepherd efforts to integrate elements of online education into traditional MIT courses. A summary of ODL's early efforts is described below; a more detailed description of ODL's mission and efforts to date is included in the separate ODL report.

Creation of the Office of Digital Learning

In the eight months since it was established, the Office of Digital Learning has played a key role in advancing MIT's interests in online education and leading the Institute forward as the new world of MOOCs continues to grow. ODL provides a variety of services to MIT and to learners and institutions around the world. Many of its

contributions—such as offering open education resources to over two million visitors per month through MIT OpenCourseWare, helping students in Haiti and Pakistan with digital tools developed by the Office of Educational Innovation and Technology, and producing videos of major MIT events—have been performed by units that have now shifted to the ODL umbrella. The newest unit, MITx, is responsible for course production and encourages experimentation with the deployment of online tools on campus.

MITx

On campus, more than 1,200 students and 10 different classes have already used the residential MITx system. Usage of residential MITx ranges from providing students with pre-lecture questions to exam preparation videos and auto-graded assessments, as well as complete interactive online project problems involving auto-graded python code. Through its work with departments, a newly established fellows program, and various forms of outreach, MITx continues to evolve to support the needs of the MIT community in generating content for the edX platform.

Strategic Planning

Shortly after its formation, ODL embarked on a comprehensive process to guide its work. Professor Sarma launched eight task forces to offer a series of recommendations around a variety of topics related to online education. Also, President Reif appointed Professor Sarma as a co-chair of the Institute-wide Task Force on the Future of MIT Education. The task force met throughout the second half of the academic year and is due to present a preliminary report to the president in fall 2013. ODL has recently launched a strategic planning process to refine and articulate its mission and to help streamline activities and processes.

W. Eric L. Grimson
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