

Global Education and Career Development

The mission of [Global Education and Career Development](#) (GECD) is to empower MIT students and alumni to achieve lifelong success through seamless access to transformative global experiences, comprehensive and holistic career services, and mutually beneficial connections with employers and with graduate and professional schools.

GECD finished the final year of work on initiatives identified in its strategic plan, including the following priorities: (1) to champion global education, (2) to create comprehensive career development programs, (3) to develop collaborative partnerships, (4) to develop a high-performing team, and (5) to employ emergent technology and assessment tools.

Changes and New Initiatives

GECD Relocation to Building E39 at Kendall Square

In June 2014, GECD relocated from Building 12 to Building E39-305, located at 55 Hayward Street. A major renovation of the building's third floor, which houses staff offices and the main reception area, was completed. The second floor and basement, which will house interview rooms for on-campus recruiting and classroom space, should be completed by September 1, 2014. Overall, the new space is a great improvement over the space in Building 12. However, there are concerns about how this relocation will impact delivery of services, particularly to undergraduates, because of the distance from the main campus. A satellite location will be opened in Building 5 late in the fall term to provide information and referral for GECD programs and services as well as limited global, career, and pre-health advising services.

Expansion through Social Media

GECD increased student engagement by hiring a social media specialist and implementing a more intentional communications strategy for our web, email, and social media platforms. GECD now manages 10 social media channels through Facebook, Twitter, LinkedIn, Instagram, Pinterest, and Tumblr. This initiative has expanded awareness and connections to students, and it has increased access to resources. The number of followers or "likes" on these platforms has increased by 25% to 100%, positioning GECD as a leader in the digital sphere. One popular blog (Social Media for Colleges) gave national attention to our Independent Activities Period (IAP) global photo contest, calling it the "[best social media idea of the month](#)."

Expanded Study and Research Abroad Programs

Global Education helped lead the implementation of two new undergraduate student exchanges with Eidgenössische Technische Hochschule (ETH) in Zurich (for Course 2 undergraduates) and Imperial College London (for Course 3 and Course 22 undergraduates). Two MIT students studied at ETH during the 2104 spring term, and the first two ETH students will attend MIT this fall. The Imperial-MIT exchange began with one MIT student at Imperial during the spring term, and Imperial students will

attend MIT in the fall. Additionally, the Imperial-MIT research exchange expanded from four students from each institution to 11–12 students, with six academic departments participating.

Guidance and Oversight of Student-Led Career Fairs

Career Services has expanded its role and responsibilities in MIT student-led career fair advisement and oversight in collaboration with the MIT Student Activities Office. Due to the growth in the number of new student-led career fairs and employer events and the complexity of these events, GECD efforts now include reviews of agreements, oversight to ensure consistent policies and effective processes, and review of the fee structure to ensure compliance with MIT policies and national ethical guidelines. GECD seeks to ensure a consistent, high-quality experience for students and employers that effectively represents MIT.

New Freshman Pre-Orientation Program

In August 2013, Jennifer Earls led the implementation of the Discover Prehealth Freshman Pre-Orientation Program, a new five-day initiative exposing 15 freshmen to medical careers. The week included visits with practicing physicians, tours of Massachusetts General Hospital and the Broad Institute, and a career panel featuring physicians and physician-scientists. In a survey of the participating students, 93% reported that the program increased their knowledge of medical careers, and all of the students reported increased knowledge of resources and an enhanced feeling of connection to the MIT community.

Expanded Role in Global Education

Global Education has increasingly taken on a leading role in providing expertise and consultation on best practices and facilitating greater program integration with other global programs at MIT through collaboration with MIT's International Coordinating Committee. New initiatives include educating academic units that send students abroad on best processes and practices and collaborating on the selection of a campus-wide travel registry for faculty, staff, and students.

Key Accomplishments and Activities

Global Education

Over the past year 967 undergraduates participated in global opportunities, as compared with 821 in AY2013, representing a 17.8% increase. These experiences included 554 internships, 163 research experiences, 136 study abroad opportunities, and 114 public service and service learning opportunities. The 2013 Graduating Student Survey indicated that 38.3% of graduating seniors reported participating in a global experience during their studies, a slight decrease from 2012. Among the survey respondents, 91% reported gains in understanding cultural differences, 88% reported increased adaptability, 84% reported an enhanced ability to communicate cross culturally, and 75% reported increased self-confidence. Preliminary results from the 2014 Graduating Student Survey indicate that 42% of graduating seniors reported participating in an international experience during their studies, a 3.7% increase over 2013.

In AY2014, as noted, 136 MIT undergraduates participated in study abroad opportunities, representing a 2.8% decrease from AY2013. Fifty-eight Li & Fung Scholarships (up from 44 last year), totaling just under \$200,000 (up from \$111,000), were awarded. Events recognizing these scholars and honoring the donor included a dinner in Hong Kong with Dr. Victor Fung and other foundation officials and a dinner and reception at MIT. Cambridge-MIT Exchange numbers increased by 20%, from 34 to 41 participants, accompanied by an increase in the average participant GPA, from 4.6 to 4.75.

During AY2014, 638 students attended 20 group sessions and events sponsored by Global Education, and 3,483 individuals participated in appointments, drop-in visits, email advising, and Skype or telephone conversations. These figures represent significant increases of 12.1% and 92.5%, respectively, over AY2013. Of the participants, 654 were unique contacts, with an average of 5.3 “touches” per student. A total of 270 students attended the Go Global Fair, an increase of 44% over AY2013.

Nearly all undergraduates participating in MIT-sponsored global experiences entered their emergency information in Horizons, the MIT system that tracks health and safety information; the overall average rate of completed entries was 90%, up from 49% in AY2013.

In its fourth year, the MIT Global Fellows Program, which collaborates with Imperial College London in training doctoral students in professional transferable skills, was held in the United Kingdom; 19 MIT PhD and 20 Imperial College PhD students took part in the program. According to responses from a post-program survey, all of the participants would recommend the program to another student, 97% reported improved teamwork abilities, and 84% reported more effective communication skills.

Distinguished Fellowships

The Distinguished Fellowships program had strong results this year, with one Rhodes, four Marshall, two Gates Cambridge, and nine Fulbright winners; this total of 16 scholars represented an increase from the eight taking part in AY2013. Over 36% of UK fellowship applicants and 53% of Fulbright applicants were selected as finalists. These results are due in part to full staffing, the addition of a new headcount to advise and support Fulbright applicants, and strong leadership from the Committee on Distinguished Fellowships.

Prehealth Advising

There were 133 MIT student and alumni applicants (52 undergraduates, 15 graduate students, and 66 alumni) in the 2013 medical school application cycle, up from 112. Seventy-seven percent of all applicants used one or more prehealth advising services. The acceptance rate for undergraduate service users was 82.7%, a 13.3% decrease from last year but comparable to prior years. The acceptance rate for all applicants who used prehealth services was slightly above 80%, and the national acceptance rate was 46%. Among 2013 MIT applicants, 118 were accepted into primary care medical schools and 67 were accepted into research medical schools that are ranked among the top 15 nationally.

There were 2,926 contacts, including appointments, drop-in visits, Skype, and emails, an increase of 16% in contacts over last year. Of these visits, 577 unique students and alumni used the service, with an average of slightly more than four “touches” per student or alumnus. A total of 784 students and alumni attended 49 workshops and events, a 44.7% increase over the prior year.

Prehealth Advising provides staffing and support for the [Committee on Prehealth Advising](#). Throughout the year, Prehealth Advising staff members set up meetings, helped frame discussions, provided background material and data, coordinated committee communications, and facilitated the full committee process to calibrate and approve the final candidate ratings. In AY2013, more than 75 committee letters were produced in support of MIT medical school applicants. Feedback from medical school admissions about the changes has been positive. During AY2014, there was a significant increase in MIT applicants, with 139 evaluation interviews scheduled with one of 13 faculty committee members and the Prehealth Advising associate director.

In 2014, participation in the Physician Shadow Program increased by 28%; 170 shadow opportunities were offered to undergraduates, as compared with 136 in AY2013. The number of sponsoring physicians grew from 24 to 86. In a survey of participants, 94% reported an increased understanding of a physician’s typical day and medical specialty areas.

Career Development Programs

There were 4,225 contacts for individual career counseling services via appointments, drop-in visits, Skype, and emails, an increase of 15% from AY2013. Of these visits, 2,042 involved unique users, with an average of 2.1 “touches” per student. Respondents to a survey focusing on counseling and drop-in services rated overall service effectiveness as 3.82 on a 4-point scale, and 90% indicated that they would refer others for an appointment.

A total of 118 career workshops, panel discussions, and seminars were presented to more than 4,400 students, postdocs, and alumni. This is a 7.3% increase in the number of workshops held and a 22.7% increase in workshop attendance relative to AY2013. Attendees included more than 3,000 graduate and postdoctoral fellows. The targeted graduate programming included nationally known speakers such as Dan Beaudry and Cynthia Fuhrmann, PhD, along with panel presentations and a career planning small group.

GECD continues to expand its portfolio of online career resources for students. In its inaugural year, Versatile PhD, an online resource and community for exploring nonacademic careers, had 217 users. There were 9,024 hits to Going Global and 4,258 hits to the online career video subscription Career Spots, and 218 users accessed MyPlan, an online assessment tool. Online workshops were accessed by 9,301 users.

Fifty-eight freshmen were enrolled in SP.800 Freshman/Alumni Summer Internship Program, a decline of 22% from AY2013; nearly half of all students completed the course. According to a course survey, all students agreed that the course helped them identify

potential occupations and write an effective resume. Over 90% reported that they could develop a career plan and that they would recommend the course to incoming freshmen.

Forty disclosed MIT students and alumni applied to law school during AY2014 and 80% were admitted, representing a 6% decline from AY2013. The mean grade point average for accepted MIT applicants was 3.31 (out of 4.0—converted from the MIT 5.0 scale), and the average Law School Admission Test score was 165.1.

Employer and Recruiting Programs

The undergraduate employment rate for the Class of 2013 within three months of graduation was 82.7%, and master's-degree recipients had an employment rate of 79.1%. The average salary for graduating seniors was \$73,567, a 10% increase from last year; the average for master's-degree recipients was \$105,547, a 1% decrease. This year's preliminary placement data for the Class of 2014 are favorable, indicating that 81% of undergraduates and graduate students seeking employment have already accepted a job offer. The survey period concludes in September 2014.

The 2013 MIT Summer Experience Survey showed that 55% of all undergraduate respondents had completed an internship during summer 2013, with 81% indicating that this experience helped them clarify future career goals and 66% reporting that it helped them identify their skills and abilities. Approximately 79% of graduating seniors reported completing an internship during their undergraduate years.

In AY2014, Career Services hosted 247 employers on campus, and these employers conducted 4,258 interviews, representing decreases of 10.3% and 16.7% from AY2013, respectively. The top five industries represented were computers/high tech/internet, consulting, finance, engineering, and energy. There were 3,424 jobs posted through CareerBridge, representing a nearly 9% increase over AY2013. Through iNet, an online internship consortium among peer schools, 210 registered MIT student users had access to 3,544 internship postings. The sixth annual Spring Career Fair had 728 student participants, a decrease of 9%, with 44 diverse companies represented. A total of 1,607 registered new employers posted jobs, attended career fairs, or conducted interviews.

Personnel and Professional Activities

Staff Transitions

During AY2014, four staff members departed GECD: Natalie Lundsteen, Alyssa Planeta, Ellen Stahl, and Alyssa Tasha. A new position to support event planning was established, and Lindsey Fernandez was hired to fill this role. Additionally, Todd Jamieson, Jacob Livengood, and Meredith Pepin were hired as staff members. Scott Murray was promoted to social media specialist/career and global education advisor, and Colin Smith was promoted to assistant director.

Leadership

Assistant director Kim Benard continued to serve on the elections committee of the National Association of Fellowship Advisors and as the secretary of Phi Beta Kappa. Career development specialist Christina Henry reviewed *The Manager and the Monk: A Discourse on Prayer, Profit, and Principles* for the spring 2014 issue of the *Career Planning*

and Adult Development Journal. Associate director Charles McClinton was one of five prehealth advisors selected to participate in the Future of Pre-Medical Preparation Admissions Summit at Mount Sinai's Icahn School of Medicine. Executive director Melanie Parker was named to the CSO Software Solutions advisory board and again served on the First Destinations Survey team for the National Association of Colleges and Employers. Assistant director Erin Scott was elected as treasurer of the New England Association of Advisors for the Health Professions. Career development specialist Lily Zhang served as an advisory board member for the Career Counselors Consortium and as a member of the National Career Development Association Task Force on International Students. Ms. Zhang also reviewed two books, *A Year Up: Helping Young Adults Move From Poverty to Professional Careers in a Single Year* and *Unlocking Your Brilliance: Smart Strategies for Women to Thrive in Science, Technology, Engineering and Math*, for the *National Association of Colleges and Employers Journal*.

Awards

Administrative assistant Sarra Shubart received the 2014 MIT Excellence Award for Serving the Client. Administrative assistants Debra Shafran and Nyasha Toyloy received 2014 DUE Infinite Mile Awards for Customer Service and Community, respectively.

MIT Committees and Service

Kim Benard continued to serve on the joint Division of Student Life/DUE committee. Career services director Deborah Liverman served as chair of the Dr. Martin Luther King Jr. Celebration Committee. Associate dean Malgorzata Hedderick continued to co-teach EC.A032 From Good to Great, a freshman seminar on women's leadership; she also served as a freshman advisor. Assistant dean Josh Nupp served on the International Emergency Project Committee and as a freshman advisor for the Residence-based Advising program. Associate director Tamara Menghi was a mentor for the Office of Minority Education, a staff member in the First Generation Program, and a member of MIT's Sophomore Year Council.

Conference Presentations

Kim Benard co-presented "Good vs. Great Teams" at the National College Innovators and Inventors Association's annual conference. Staff editor and advisor Nora Delaney co-presented "How to Apply Lessons from Premed Advising and Composition Instruction to Fellowship Advising" at the National Association of Fellowships Advisors' Small to Mid-Sized School Workshop. Jennifer Earls co-presented "Contemplative Career Counseling: Using Mindfulness to Enrich the Counselor-Client Relationship" at the National Career Development Association conference. At the Association for the Study of Higher Education conference, Deborah Liverman co-presented "Career Development among Engineering Doctoral Students: How Students Make Career Decisions in Graduate School." Melanie Parker presented "Innovative Strategies for Creating Successful and Sustainable Career Services" at the European Career Conference in Palermo, Italy. Associate director Marilyn Wilson co-presented "Careers in Big Data" at the National Graduate Careers Consortium. Lily Zhang co-presented "Best Practices for Working with International Students" at the 2014 National Career Development Association global conference.

Future Plans/Issues

Strategic Plan 2020

Following a six-month self-study, GECD is developing a new strategic plan to be implemented during 2015–2020.

GECDx: Expanding Access to Global, Career, and Prehealth Services and Educational Programming

In line with *MITx* and the newest innovations in educational technologies, as well as GECD's move to a less central location, GECD plans to use online technology to expand student access to resources and to enable more cost-efficient methods of program and service delivery. This will enable all MIT students (as well as alumni) to access knowledge and resources on demand, both locally and globally, to increase their learning and development in global and career management competencies.

Increasing Undergraduate Participation in Global Education

GECD is continuing work on a global awareness campaign designed to expand undergraduates' participation in global opportunities and ameliorate perceived and real barriers related to academic and research commitments, course and language requirements, and participation in athletics. Additionally, there is a lack of knowledge about global program choices, timing, and costs. GECD has finalized the campaign messages and has engaged a design firm to develop the campaign, including a website redesign for implementation in AY2015.

Ensuring Confident, Global-Ready Graduates

Melanie Parker will finalize a report on the comprehensive study of the MIT experience and its impact on student confidence. Also, she will complete work on recommendations related to DUE's Developing Empowered, Global-ready Leaders engagement initiative.

Melanie Parker
Executive Director