

Dean for Student Life

This year marked the beginning of Suzy Nelson's tenure as vice president and dean for student life. Among her first actions as head of the [Division of Student Life](#) (DSL) was to update the division's mission and establish goals for the coming year in a collaborative process with her direct reports and division staff. The new mission, adopted on November 21, is as follows:

We are here for students. We come together for a common educational purpose: to help our diverse community of students thrive intellectually, physically, spiritually, and personally.

How we fulfill our mission: We partner with students, faculty, and staff to develop enriching environments and experiences that promote students' knowledge, well-being, independence, and accountability. As educators, we facilitate opportunities for learning more about ourselves and others, developing the capacity for human understanding, and solving problems in creative and innovative ways. We support students in discovering a sense of purpose, meaning, and joy. We call upon members of our community to serve locally, nationally, and globally. We foster a safe, accessible, and inclusive MIT campus and sense of belonging for all. We value shared governance and collaboration, and lead with integrity, innovation, and a commitment to continuous improvement.

The goals coalesce around six key areas:

- Student development and well-being
- Residential life and spaces
- Welcoming community
- Graduate students
- Experiential learning, social responsibility, and ethical leadership
- Leadership and student-centered approach

This mission and these goals shaped DSL activities throughout the year and provided a framework through which staff serving in working groups could set priorities.

Highlights and Accomplishments

Senior Leadership Appointments

Four key staff members joined the DSL team. Kirstin Boswell-Ford was named chaplain to the Institute (MIT's second such chaplain) and director of religious life, succeeding Robert M. Randolph, who retired in fall 2016. The Reverend Boswell-Ford came to MIT from Brown University, where she was associate university chaplain to the Protestant community. David Friedrich was named the senior director of housing operations and renewal, and will play a critical role in managing the future of housing renewal and development. He was associate dean of students at Harvard College, where he worked on Harvard's extensive house renewal project. Gustavo Burkett, the senior associate dean for diversity and community involvement, joined MIT from Boston College, where he

was director of student involvement. And Kate Trimble was named the senior director of the Priscilla King Gray Public Service Center (PKG Center), reporting to Dean Burkett. Trimble came to MIT from Brown University's Swearer Center for Public Service, where she was deputy director.

Realignment and Reorganization

To meet emerging needs and enhance collaboration, three groups from outside DSL — Student Support Services (S3) and Student Disabilities Services (SDS), from the Office of the Dean of Undergraduate Education, and Violence Prevention and Response (VPR), from MIT Medical — were realigned into the division on July 1. Subsequently, some DSL offices were reorganized to support students' needs better.

- Student Support and Well-being under Senior Associate Dean David Randall incorporates S3, SDS, VPR, Community Development and Substance Abuse (CDSA), and the new Coordination, Assistance, Response, and Education (CARE) Team, which works with other DSL and MIT groups to help students who face hospitalization, family issues, and other personal challenges.
- Diversity and Community Involvement under Dean Burkett incorporates the Office of Religious Life and the chaplains, LGBT Services, the Office of Multicultural Programs, the PKG Center, and the Campus Activities Complex.
- Residential Education, under Senior Associate Dean Judith Robinson, incorporates the Dean on Call system, the Office of Fraternities, Sororities, and Independent Living Groups (FSILGs), Residential Life Programs, Conflict Management, Office of Student Conduct (formerly the Office of Student Citizenship), and the new Graduate Student Residential Support group, which helps graduate student communities.
- Housing and Planning, under David Friedrich, oversees capital renewal and renovations, evening operations, housing assignments, and security.
- Administration and Operations, under Executive Director Peter Cummings, includes Business Services and Technology (e.g., TechCash, Audio-Visual, and Endicott House), dining, the DSLx Life Learning initiative, Environmental Health and Safety, Finance and Accounting, Assessment, and Human Resources.

External Reviews

In keeping with DSL's student-centric approach and desire to align services with best practices, the Office of Student Conduct undertook an external review and began the search for a new dean following the previous director's mid-year departure. The review identified opportunities for improvement in several areas, including communications and transparency, relationship building between staff and students, and case intake and processing.

The Division of Student Life also undertook an extensive food and dining review that noted, among other things, a need to enhance meal plan flexibility, to expand late-night dining options, and to make food more widely available for students in cook-for-yourself and off-campus communities (see the Dining section for more details). In addition, DSL worked with MIT Human Resources and the Provost's Office to update

the job rubric with roles and responsibilities that better reflect the duties of a dean. Staff titles in key areas were adjusted accordingly, bringing greater parity with similar roles and responsibilities across the Institute and with peer institutions.

Staff Engagement Advisory Board

The Staff Engagement Advisory Board (SEABoard) was formed to help energize staff and to address key issues highlighted in the 2016 Staff Engagement Survey, such as the need for enhanced communication, professional development and mentoring, and teamwork. Comprising 34 staff members from across DSL, SEABoard formed a steering committee and subcommittees focusing on three areas: professional development, social events and wellness, and diversity and inclusion. In addition to monthly deans' and directors' meetings, all-division meetings, and a summer conference, SEABoard planned 16 staff engagement events ranging from professional development opportunities (a book talk by Mahzarin Banaji, a Harvard University professor and co-author of *Blindspot: Hidden Biases of Good People*), to athletic competitions (DSL fielded 11 teams for the annual getfit@MIT contest in spring 2017), to social networking events with other departments in the chancellor's organization.

Divisional Diversity and Inclusion Statement

A key achievement of SEABoard's Diversity and Inclusion subcommittee was developing a diversity and inclusion statement for the division. Through a far-reaching process, 12 subcommittee members developed drafts and incorporated comments from DSL staff to arrive at the following statement:

Our mission, as a division that is here for students, is to attract, to hire, and to retain talented staff members who represent the diversity of the MIT student body. We strive to provide all DSL staff members with the skills, tools, and support to create and to maintain a respectful and responsive environment for living, teaching, and learning. We achieve this by:

- Creating a climate of inclusion that reflects our division's values and that promotes an open exchange of ideas where each voice is heard
- Advancing DSL's policies, practices, and programming for diversity, inclusion, and equity
- Promoting DSL staff equality of access, opportunity, representation, and participation within the division and beyond
- Enhancing the awareness, knowledge, and skills of MIT community members through our work across campus

Residence Hall Construction

In concert with a team of students, faculty, and Chancellor's Office staff, DSL helped lead the development of the Architectural Principles for Undergraduate Residences, a residence hall program document that synthesizes recommendations aimed at ensuring a vibrant student life and learning experience in new residence halls. These principles informed the pre-design recommendations for the new Vassar Street undergraduate residence hall that will go up on the West Garage site (W45).

Additionally, the principles were considered in plans for the renovation of New House (W70) and will guide MIT in future residence hall renovations. A working group of students was engaged to help architects design the renovations, which began shortly after Commencement and are expected to be complete in fall 2018.

Policy Updates

In collaboration with the Committee on Student Life, DSL leadership modified the Good Samaritan Amnesty Policy (GSAP) to further reduce barriers to students or groups calling for help in instances of alcohol or drug overdose. Following the policy change, the number of calls for assistance increased by 21% (65% in academic year 2016 and 86% in academic year 2017). Additionally, staff made improvements to student support activities in support of the updated undergraduate leave, return, and hospitalization practices. Their contributions include ensuring that students in crisis receive coordinated, compassionate, and ongoing support during wellness checks, evaluations, hospital transports and stays, and throughout their time away from MIT.

Following the legalization of recreational marijuana in Massachusetts, MIT updated its marijuana policy. All students, regardless of age, are prohibited from using, selling, manufacturing, distributing, possessing, or facilitating the use of marijuana on campus, including in all FSILGs, or as part of any MIT-sponsored activity. The prohibition applies to medical marijuana as well. The policy does not restrict the lawful possession and use of marijuana while off-campus by members of the MIT community over age 21, unless it takes place in MIT-approved living groups or as part of an MIT-sponsored activity.

The FSILG staff developed a recognition policy that details the criteria for recognizing and operating an FSILG. The policy includes information for new organizations, organizations returning from a suspension, and city-wide chapters. The policy was developed with input from DSL leadership, FSILG governing council leaders, organization presidents, and the Association of Independent Living Groups (AILG), which is made up of FSILG alumni.

Student-Athlete, Team, and Coach Recognition

Former swimming All-American Margaret Guo '16 became the first MIT student-athlete to earn the NCAA Woman of the Year Award, which is the highest honor given annually to a female student-athlete in all NCAA divisions. Fourteen MIT varsity athletic teams advanced to NCAA Championships, including five teams that placed among the top 10 nationally. Additionally, Austin Filiere '18 and David Hesslink '17 of the baseball team were selected in the Major League Baseball draft.

Academically, 21 student-athletes earned Academic All-America honors from the College Sports Information Directors of America, marking the all-time, single-season national record for all divisions and setting an MIT record. The Institute now has 271 all-time Academic All-America honorees—the most in Division III and the second most across all NCAA divisions. Maryann Gong '17 (cross country/track and field) and Arinze Okeke '17 (track and field) were named Academic All-America Athletes of the Year for their respective programs. Gong was also named the overall Division III Academic All-

American of the Year for the second straight year. She is the first Division III student-athlete to earn the honor twice and just the second in the history of the award, which dates back to 1987–1988. Also, Gong, Helen Sakharova of fencing, and Aidan Gilson of men’s outdoor track and field earned the prestigious NCAA Elite 90 Award, presented to student-athletes competing in an NCAA national championship with the highest cumulative GPA.

Lastly, seven coaches were recognized by their sports’ governing bodies as coach of the year. Most notable was Halston Taylor, director of the track and field program, who received three New England Women’s and Men’s Athletic Conference awards and three US Track & Field and Cross Country Association New England Division III awards for excellence in his work with MIT’s men’s and women’s track and cross country teams.

Program Updates

Student Support and Well-being

The Student Support and Well-being group completed a successful first year in DSL, coalescing around a unifying vision: SSAW aspires to empower the MIT community to access support proactively by providing services that are compassionate, trustworthy, transparent, and accessible to all.

Student Support Services

Utilization of student support services continues to rise. This year, S3 had 6,057 contacts with students. Of these, 49% (2,942) were in-person appointments, 45% (2,735) were walk-in visits, and 6% (380) were notable phone contacts. Compared with the previous year (5,678 contacts in AY2016), the number of contacts increased by about 6%. Since AY2011, contacts have increased by 52%. Over the past few years, walk-in visits have increased dramatically. This year, walk-ins made up 52% of in-person office visits.

There were 2,180 unique student contacts this year, up 13% over the past year. Out of 1,066 undergraduates who graduated in September 2016 or February and June 2017, 75% (796) visited S3 at least once during their time at MIT, up from 68% in the past year, and up from 66% and 62% in the previous two years.

The group processed 86 leaves from the Institute; 28% were medical leaves, 16% were personal leaves, and 56% were leaves of absence. The addition of the leave of absence category—following the Committee on Academic Performance’s Withdrawal and Readmission Committee’s review of MIT’s withdrawal and readmissions processes—has significantly shifted these totals from previous years. Of 106 leaves in AY2016, 45% were medical and 55% were personal.

The group processed 75 requests to return from a personal, medical, or required academic leave this year. Of these, 97% (73) were approved and 3% (2) were denied. All together, 60% were students requesting to return from medical leave, 13% were requests to return from personal leave, 25% were requests to return from required academic leave, and 2% were from a no-show. Thirty-four students returned from leaves of absence. In total, 107 students returned from some kind of leave during AY2017.

Student Support Services also engaged in significant programming related to returning students, low-income students, students in crisis, and residential communities. The S3 Connector program, which links S3 deans with residential house teams, was a pilot program this year. The goal of the program is to intentionally connect academic support and personal support to enhance assistance available to students. Staff from S3 were regularly available in Senior House (E2) and East Campus (Buildings E62 and E64), and although use of these services was low, they were received positively.

In partnership with the Undergraduate Association leadership and its Wellness Committee, S3 developed a survey tool to gather feedback on student experiences with the group. The survey was sent weekly to students throughout the spring semester. In total, 182 students completed the survey (a response rate of about 7%). Similar to past surveys, the feedback on S3 was positive: approximately 90% would recommend S3 to a friend, were satisfied with their visit, and would return in the future.

Coordination, Assistance, Response, and Education Team

The Coordination, Assistance, Response, and Education (CARE) Team consists of three staff members who support undergraduate and graduate students through difficult times, such as hospitalizations and follow-up care. They also facilitate wellness checks and support families, friends, and living communities who are dealing with a student emergency. This student-focused resource empowers students to be in control of their personal information, treatment plans, and future. With student consent, the CARE Team also works with family members and other community members who may be providing support to students. This year, the CARE Team directly managed 277 cases.

Table 1. CARE Team Case Category

Category	Number
Family deaths	10
International SOS	5
Well-being checks (did not transition to ongoing care)	100
Well-being checks (transitioned to ongoing care)	42
Physical health	25
General concerns	14
Psychiatric hospitalizations	40
Families and friends support	41
Total	277

Community Development and Substance Abuse

There were 62 alcohol-related and three other drug-related transports this year. Of these transports, 86% were covered under GSAP (compared with 65% last year under the old help-seeking policy). Interventions were completed on 113 students, and two students were referred for drug testing.

Table 2. Transports

Type of substance abuse	AY2016	AY2017	Change (#)	Change (%)
Alcohol (GSAP)	41	53	12	29
Alcohol (not GSAP)	24	9	-15	-63
Other drug (GSAP)	4	3	-1	-25
Other drug (not GSAP)	0	0	0	0
Total	69	65	-4	6

Programming and Education

The Community Development and Substance Abuse group used print, web, and in-person training content to support faculty members in engaging with students in distress, and hosted numerous community events (e.g., Wellness Fair, Laser Tag Extravaganza, Dive-In Movie) to strengthen the community healthfully.

This year, CDSA offered online education programs on alcohol (AlcoholEdu), sexual misconduct (Haven), and mental health (At-Risk) for all first-year students. Additionally, 2,100 graduate students completed the Haven program. In a pilot program, 60 academic administrators and faculty took the At-Risk program.

In partnership with the Department of Athletics, Physical Education, and Recreation (DAPER), CDSA supported the 360-Proof Alcohol Education Program, which reached approximately 600 students and coaches. These programs were in addition to the continued rollout of other programs, including Before1More, Alcohol Poisoning Education Campaign, Other Drug Risk Campaign, and Notice and Respond training and presentations.

Finally, CDSA helped move the location of the sample collection for student drug testing from an off-campus, third-party provider to MIT Medical.

Student Disabilities Services

Demand for services continues to remain strong in Student Disabilities Services, with 812 student appointments and 441 users of accommodations this year. Of students who have accommodations, about 75% are undergraduates and 25% are graduate students. Most services support students with learning disabilities, attention deficit disorder, or psychiatric, physical, or medical disabilities. Temporary accommodations accounted for 78 users this year. The group has seen a 90% increase in users of accommodations over a five-year period, despite a leveling off of requests over the last two years.

Requests for therapy pets increased, with a total of 11 approved pets on campus, representing a 120% increase over AY2017. Also, SDS engaged in some programming efforts, including campus-wide training, videos disseminated to academic departments, and social events for students with disabilities.

MITx Accommodations

To meet the growing demands of people who are taking classes online, SDS worked closely with the MITx accessibility team on policies and procedures for faculty and course developers, as well as accommodation request review and approval for students. Requests for accommodations for MITx students increased fourfold, going from two students requesting two accommodations last year to eight students requesting 15 accommodations this year.

Digital Accessibility

After several years of work, substantial progress was made on an institutional digital accessibility policy. A team comprising SDS, MITx, the Assistive Technology Information Center, and the Office of General Counsel delivered presentations to the Information Technology Governance Committee and faculty officers, resulting in a request from senior leadership to draft a charge for an IT accessibility working group.

Violence Prevention and Response

The number of new VPR clients rose to 138 students, an increase of 5%. Despite that increase, VPR staff members do not believe this reflects an increase in incidents, but rather an increase in reporting. Staff from VPR are working in the community, and a close relationship with the Title IX Office has led to increased visibility, awareness, and willingness to use services.

In addition to providing advocacy and in-person support services to 514 survivors and loved ones, VPR has staffed a 24-hour hotline continuously since 2011. All VPR salaried staff members train to become state-certified rape crisis counselors and join the weekly hotline shift rotation schedule upon certification. This year the hotline received 180 calls, a 35% increase over AY2016 (133).

Numerous prevention and education efforts came out of VPR (in collaboration with CDSA and other groups), including Party Safe Plus (350 trained), Sorority Training for Addressing Risk (350 trained), Consent Awareness and Prevention for Fraternities (250 trained), and Branded a Leader for athletes (150 trained). A new program for faculty and staff, the Interpersonal Violence Disclosure Response training, was received positively and VPR intends to expand this program. Prevention and awareness efforts include Peers Leading Education About Sexuality and Speaking up for Relationship Empowerment (PLEASURE), the Silent Witness Exhibit in the Student Center, many activities during Sexual Assault Awareness Month, and three mobile clinics for sexually transmitted infections, which had 212 visitors. Of those visitors, 45% were tested for the first time.

Diversity and Community Involvement

Student Activities Office

This year, the Student Activities Office (SAO) and DAPER pilot-tested a leadership development lunch series for student organization officers in the fall and spring. The reception was positive enough to warrant plans to repeat the series next year. Also, SAO and the MIT Alumni Association celebrated the 10th anniversary of the Community Catalyst Leadership Program with Vice Chancellor Ian Waitz at the Samberg Conference Center.

In collaboration with other DSL groups and MIT Police, SAO staff became Training for Intervention Procedures (TIPS) Server Certified, allowing them to teach the TIPS university alcohol awareness program to students. A schedule of training for students who want to be sober monitors or servers at events with alcohol was developed for the coming year.

In collaboration with the Undergraduate Association (UA), the Student Activities Office launched a pilot program during the fall with 24 student groups to simplify student use of UA funding. Also, SAO issued controlled-value cards to ease the burden on students who use their own money to fund organization activities, expanding on a program that had included only graduate and undergraduate residence halls.

Intercultural Center

Space was identified in the duPont Athletic Center (W31) for the new Intercultural Center, which combines lesbian, bisexual, gay, transgender, queer/questioning (and others) (LGBTQ+) Services and the Office of Multicultural Programs into one, centrally located and dedicated space. The Tech Caller program used that space for several years and will relocate to the basement of Building W20 in fall 2017. To ensure that LBGTQ+ students on the east side of campus have resources nearby, the Rainbow Lounge will be moved from the basement of Walker Memorial (Building 50) to the Pritchett Lounge on Walker Memorial's third floor.

Office of Multicultural Programs

This year, the Office of Multicultural Programs (OMP) reimagined its diversity orientation program for new students. The initiative, a product of the Black Student Union's recommendations, incorporated 30-minute debriefing conversations facilitated by faculty and staff. This endeavor received outstanding feedback from faculty and staff facilitators, orientation leaders, and first-year students.

In response to national tragedies, OMP partnered with MIT Mental Health, the Office of the Dean for Graduate Education (ODGE), the Office of Minority Education, and S3 to provide a haven for marginalized students and any MIT community member affected by events such as the Pulse Nightclub shooting in Orlando, FL, and the protests in Ferguson, MO.

The Annual MC² Multicultural Conference took place the first week of the spring semester. This year, the theme "Radical Healing, Critical Hope: So What Now?" addressed and encouraged discussion of student thoughts and feelings regarding the 2016 presidential race. Topics included classism, privilege, bystander intervention, allyship, and navigating difficult conversations.

The OMP partnered with the Office of Minority Education, ODGE, and the Institute Community and Equity Office for the fifth annual Multicultural Award Banquet, recognizing the growing number of community members who are helping to advance the Institute's mission of equity and inclusion. Also, OMP, ODGE, and the Office of the Dean for Undergraduate Education collaborated on the annual Graduating Minority Luncheon to celebrate degree completion for students of color at MIT. All together 500 community members accepted the invitation.

LBGTQ+ Services

In addition to its primary mission of assessing and addressing the needs of all LBGTQ+ students across MIT, LBGTQ+ Services worked with academic, staff, and student group partners across campus to help make the MIT community more welcoming. With the Registrar's Office, the group worked to simplify the process for students to change their gender marker in MIT records. With FSILG students, they supported the development of Affiliated, a student group committed to fostering LBGTQ-inclusive communities in the FSILGs. And the group continued to pursue a pilot program to offer a few multi-stalled all-gender restrooms in the Infinite Corridor.

Following the changes made to the Senior House community, LBGTQ+ Services collaborated with G@MIT, Queer West, and senior leaders to address concerns of LBGTQ+ students who had been displaced from Senior House. In support of gender-inclusive housing options, the group worked with Housing to develop gender-inclusive housing applications for incoming students. They also partnered with Information Services and Technology to provide a way for students and employees to change their Kerberos username when necessary because of gender identity issues.

Campus Activities Complex

A total of 23,799 event space requests were accepted last year. Of those, 13,640 became actual events, including 7,008 student group events, 6,632 department events, and 232 personal events. Highlights of the event season ranged from the OneWorld@MIT community dance party to the Solve 2017 Conference. Additionally, the Campus Activities Complex (CAC) supported recurring programs, including graduate and undergraduate orientations, Family Weekend, Campus Preview Weekend, and MIT Commencement and Reunion.

The Department of Facilities and CAC collaborated on a pilot program to improve energy efficiency by connecting the Chapel and Kresge Auditorium heating, ventilation, and air conditioning system with EMS Enterprise scheduling software, allowing for automated temperature management during times when the facilities are not in use. The group also helped organize the third annual MIT Day of Play with the Student Activities Office, DAPER, MIT Medical, International SOS, and student leaders. The event featured food trucks, therapy animals, and other activities aimed at easing stress at the end of the spring semester.

Space Enhancements

The CAC undertook space enhancement projects across campus. New elevators were installed in Building W20. In collaboration with MIT Admissions, Lobdell Food Court in Building W20 received a new audiovisual system, including a projector and sound system. Additional electrical outlets were installed in the Building W20 first-floor lobby, and the fifth-floor reading room received a facelift with new electrical outlets, paint, and reupholstered furniture. Kresge Little Theater received a new sound system, and theatrical lighting and safety gear was replaced and upgraded. In the Religious Life Center (W11), the main and small dining rooms received new furniture to increase capacity, especially for Shabbat dinners. A two-year process to restore the Chapel's historic ladder-back chairs was begun.

Priscilla King Gray Public Service Center Center and IDEAS Global Challenge

Almost 700 MIT students engaged in PKG Center-sponsored public service activities. The PKG Center provided more than \$600,000 in direct support to students through fellowships, development grants, and prizes from the Innovation, Development, Enterprise, Action, and Service (IDEAS) program; Learn, Explore, Act and Prepare grants; and community work-study and other programs. In addition to Cambridge and the greater Boston area, MIT students worked in 13 US states (plus Washington, DC, and Puerto Rico) and 33 countries around the world. Forty-two percent of the participants were graduate students, with the remaining 58% coming from all four undergraduate class years.

The IDEAS Global Challenge, an annual innovation, service, and social entrepreneurship competition run by the PKG Center, awarded prizes totaling \$95,000 to 10 MIT student-led teams, including two that will help communities address the opioid epidemic, an ambulance trailer that can be attached to a motorcycle for rural areas in Tanzania, an app to connect university students seeking housing with so-called empty nesters, and other ideas designed to help solve community challenges.

During Independent Activities Period (IAP), the PKG Center piloted a Four Weeks for America medical track program, inspired by the similarly named K-12 education program. In addition to volunteering full-time in Boston Medical Center's pediatric autism unit for four weeks, 10 participants attended preparatory training in the fall semester, weekly dinners with their peers during IAP to reflect on their experiences and learn from each other, and a final dinner for reflections at the program's conclusion.

The program was successful even before it launched: the number of applicants exceeded the number of spots by 400%. It was popular in part because the program helped students intending to go to medical school to make progress on their community service requirement.

Hobby Shop

The Hobby Shop leadership changed from longtime director Ken Stone '72, who retired in AY2016 after a quarter-century at MIT, to Hayami Arakawa, who worked with Ken for many years. Subsequently, Coby Unger was hired to be the new associate instructor. Over IAP, the shop ran a very successful session that included the popular electric-guitar making class and a new build-your-own skateboard class. Both programs filled up within a day.

The shop supplemented instruction in three engineering courses: 2.70 Medical Devices, 2.73 Furniture Mechanisms, and 2.73 Professional Practices. The shop also designed and fabricated a trophy for the Beaver Cup, DAPER's intermural sports league championship.

Religious Life

In addition to the appointment of Reverend Boswell-Ford, the Muslim Student Association and DSL teamed up to hire Muslim chaplain Nada El-Alami without adding to the headcount of the division. The initial appointment was part time, and DSL has been working with former chaplain Robert M. Randolph to identify potential donors with an interest in sustaining funding for the Muslim chaplaincy.

Residential Education

House Teams

Three undergraduate residences and one graduate community welcomed new house team members last year. Pablo Jarillo-Herrero and Empar Rollano-Hijarrubia became the heads of Next House. Jarillo-Herrero, the Mitsui Career Development Associate Professor of Physics, has been on the MIT faculty since 2008. Jared and Laurie Lynn Berezin took over as heads of Random Hall. Jared Berezin is a lecturer in the Writing, Rhetoric, and Professional Communication Program within the Comparative Media Studies/Writing Program. Alberto Rodriguez and Nuria Jane joined the Sidney Pacific house team as associate heads. Rodriguez is the Walter Henry Gale (1929) Career Development Professor in Mechanical Engineering. He arrived at MIT in 2014, and holds degrees in mathematics and telecommunication engineering from Carnegie Mellon University and the Polytechnic University of Catalonia in Barcelona, Spain. And Kristen Covino, former area director in Baker House since 2013, joined the Senior House team as associate head of house.

Residential Education developed, documented, and implemented a search process that was used in the spring semester to select new heads of house for Eastgate (E55) and the Warehouse (NW30). Professor Adam Berinsky, head of house in Ashdown, chaired a search committee composed of graduate heads of house, graduate students from Ashdown and the Warehouse, and DSL staff. The search committee identified finalists and forwarded their names to Chancellor Barnhart and Vice President Nelson, who selected the new heads of house. Also, role descriptions and expectations for house team members—including heads of house, area directors, graduate resident tutors, and house managers—were finalized.

Data on all undergraduate houses were collected to provide house teams with information about their residents, including majors, class year, involvement in FSILGs or athletics, and an overview of financial aid. Each house team was subsequently briefed on the summarized data and engaged in a discussion on how the data could inform community-building efforts and individual student support.

Residential Life Programs

Graduate Resident Tutor Education

Recommended language to address seven common situations was developed to guide graduate resident tutors (GRTs) in their responses to recurring student issues such as academic concerns, Title IX incidents, wellness checks, and bias incidents. Feedback from heads of house was integrated into these scripts, and work started on adapting the content for online delivery through the DSLx Life Learning platform.

For the second year, Residential Life Programs enhanced its GRT training to focus on skill building for new GRTs and strengthening skills for returning GRTs. Topics included outreach, student support, and developing a welcoming and inclusive community. Skills and knowledge were assessed before and after training. The assessment was on a scale from 1 to 7, and 98% of the 88 GRTs completed the assessment. The GRTs also took online training on topics such as the Clery Act, a budget overview, the Dean on Call program, and Haze-free MIT.

Table 3. Graduate Resident Tutor Training Self-Assessment

Competency	Preparation for role	Would like more training	Percent change from prior year
Student support and resources	6.2	45%	+0.3
Notice and respond	6.23	52%	+0.5
Diversity and inclusion	6.01	67%	+0.1
Conflict management	6.22	57%	+0.2
Title IX	6.31	26%	+0.7
Average	6.19	49%	+0.36

Overall, GRTs saw more improvement in the 2016 training than in the 2015 training. DSL staff members believe this is the result of a specific change that better identified training focus areas and required all GRTs to attend one of the five core-competency sessions, allowing content to be tailored to the GRT role.

The GRTs were asked direct assessment questions pre- and post-training sessions to determine if they were better able to answer critical questions related to mental health referrals and Title IX issues.

Table 4. Direct Assessment

Assessment	Pre-training average	Post-training average	Common mistake
Mental health: Please list three campus resources you could refer someone to for help regarding their mental health.	95%	100%	Fewer than three options—only the Mental Health and Counseling office
Title IX: To whom, if anyone, would you report a Title IX violation?	90%	100%	VPR, Ombuds Office

Resident Peer Mentor Pilot Program

One of DSL's goals is to advance students' holistic development, well-being, and cultivating active learning, social responsibility, and ethical leadership. The Resident Peer Mentor (RPM) program trains upper-class students in a given residence hall to support first-year students living there, and to make them aware of campus resources. The RPM program was pilot-tested in AY2017. In this pilot year, mentors were selected by house teams and took in-service training on a number of topics, including how to support students in crisis, active listening, and common issues faced by first-year students as they transition to college. Each mentor receives a \$600 housing credit as compensation and is directly supervised by the Area Director.

The four participating houses were Maseeh Hall (14 mentors), Baker House (14 mentors), McCormick Hall (10 mentors), and Next House (14 mentors). Random and MacGregor Halls will add peer mentor programs in AY2018. Houses completed peer mentor recruitment and selection for AY2018 and planned a peer mentor training for August 2017, with an emphasis on increasing faculty involvement in the residences.

A Resident Peer Mentor Student Survey was administered in May 2017 to all students living in RPM residence halls. A total of 557 students were invited to take the survey, and 14% responded. Although the results are based on a low response rate, preliminary indications are that the RPM program is regarded positively by students. Additional program assessment will continue next year.

Table 5. Resident Peer Mentor Student Survey, May 2017

Survey question	"Strongly agree" or "moderately agree"
My peer mentor is approachable. (N = 57)	82%
My peer mentor is present in my community. (N = 58)	74%
My peer mentor is a resource. (N = 57)	82%
My peer mentor is a good role-model. (N = 58)	76%
I feel supported by my peer mentor. (N = 58)	69%

Dean on Call

As with other student support areas, Dean on Call cases increased by 6% from AY2016 to AY2017. The program manual was completely reviewed in summer 2016 and more comprehensive information for Dean on Call responders was included.

Table 6. Dean on Call

Type of case	AY2016	AY2017	Change	Percent change
Alcohol transport	67	66	-1	-1%
Medical	148	176	28	19%
Well-being checks	75	68	-7	-9%
Mental health	56	44	-12	-21%
Other	96	113	17	18%
Total calls	442	467	25	6%

Fraternities, Sororities, and Independent Living Groups

The FSILG Office put on a retreat for new FSILG student leaders in February 2017. Planned by the FSILG governing councils, the AILG board, and the FSILG Cooperative, its goal was to orient new leaders to their roles and responsibilities. The FSILG Office worked with FSILG student leaders to create goals for specific leadership positions for the year, with the intention of promoting the tenets of shared governance among FSILGs and AILG members.

West Campus Village

This partnership between staff, alumni, and students seeks to provide opportunities for FSILG residences as part of the West Campus Planning effort. This year's steering group consisted of 28 students, alumni, and staff volunteers. A benchmarking working group interviewed 22 colleges and organizations who have done work on housing for independent living groups this past year, which resulted in a benchmarking report that went to Chancellor Barnhart and Dean Nelson in the spring.

The group also organized two productive student design workshops that produced broad features for an architectural program, and held seven community meetings with various constituencies (e.g., the Interfraternity Council, the Panhellenic Association, alumni) to develop recommendations for consideration by MIT. MIT's senior administration received the working group's phase one West Campus Village Report in the spring. As of this writing, eight FSILGs have inquired about possible involvement in the West Campus Village development.

Facilities Assessment Project

This wide-ranging project is intended to assess all FSILGs to identify the needs for physical renewal of buildings' envelopes and existing safety and building systems. It is a collaborative effort with MIT's Facilities Department, the AILG, and more than 30 FSILG alumni house corporations. Ultimately, the project will provide a baseline of FSILG facility conditions and offer data for several FSILGs to use as they calibrate interest in the West Campus Village.

In a summer pilot project, three firms were hired to assess building and system conditions in three FSILGs that volunteered to help. The pilot project reports are due in August. If bid costs are reasonable, a single vendor for the full project will be selected in AY2018. In addition to producing actionable short-term results, the project team sought to develop a process for regular review and maintenance of FSILG facilities condition data, and to integrate periodic physical condition review processes into AILG accreditation processes.

Panhellenic Advising

The office guided the Panhellenic Association (Panhel) as the association revised its Sorority Training for Addressing Risk (STAR) program, which incorporates bystander intervention, sexual assault awareness, mental health, substance abuse, women's health, and policy awareness. Additionally, DSL worked with Panhel as they hosted their first-ever all-Panhellenic Campus Preview Weekend, where the association planned and hosted all events in partnership with MIT's seven sorority chapters. The FSILG Office also partnered with Panhel to create a new, more robust judicial board process.

Living Group Council Advising

The Living Group Council partnered with the FSILG Office for a sushi study break with representatives from all of the independent living group houses. This event was among the first events of its kind for an independent living group.

Interfraternity Council Advising

The Interfraternity Council (IFC) in partnership with the FSILG Office started a Wellness Committee to support the health and well-being of fraternity members. In collaboration with the FSILG Office and VPR, the IFC's Sexual Misconduct Committee developed the Consent Aware and Prevention education program and was the student group selected to receive the Change Maker Award at the first VPR and Title IX: Change Maker Awards Ceremony, held in April. And the IFC and the FSILG Office worked together to host a mixer with MIT Police in the spring to build relationships between chapters and police officers.

Recognition Policy and Theta Tau

After two years of work with students and alumni, staff completed the FSILG Recognition Policy for new and returning organizations, which is published in *The Mind and Hand Book*. That policy was helpful in overseeing the implementation of a memorandum of understanding between Theta Tau and DSL. Theta Tau continues to seek an affirmative vote to join the IFC. In the interim, the FSILG staff met regularly with Theta Tau leadership to support them in their efforts to develop their organization.

Office of Student Conduct

The Office of Student Conduct (OSC) participated in an administrative program review intended to enhance its programs and services. The review had two components: first, a department self-study that comprised a review of OSC's a) profile, mission, goals, and key functions; b) structure, staffing, and key campus partnerships; and c) resources, planning, and assessment practices. Second, an external peer review of the self-study report identified areas for improvement, including communication and transparency, relationship building and trust, faculty governance oversight and investment, case intake and processing, and staffing and training.

Staff continued the second year of outreach to promote awareness of the Institute's community standards. They revised, printed, and distributed *The Mind and Hand Book* to all incoming undergraduate and graduate students. For the second year in a row, 97% of students who responded to OSC's intake survey reported knowing what *The Mind and Hand Book* is, an increase from 68% in AY2015. These results are due in part to OSC's outreach presentations, which doubled this year despite limited staffing.

Additionally, OSC worked with IFC's and Panhel's judicial committees to revise their bylaws. This will speed resolution of student organization cases and align processes more with the Committee on Discipline process.

Committee on Discipline

The Committee on Discipline (COD) and OSC helped develop a sanctioning rubric for cases of sexual misconduct and helped begin a preliminary review of the 2015 rule changes for resolving sexual misconduct cases. This year-long process illuminated issues for consideration by OSC and COD in preparation for the fall 2017 task force recommendations review and the 2015 COD rule changes implementation. The OSC continued to expand and enhance training for the COD. This year, OSC staff expanded training on issues such as drugs and sanctioning, stalking, harassment, implicit bias, deliberation models, alcohol blackouts, and case studies.

Case Trend

The total number of reported cases was 10% lower (230 in AY2017, 255 in AY2016). The decline is mainly because of changes in categorization and tracking of GSAP alcohol cases. Academic misconduct complaints against individual students increased 54% (80 in AY2017, 52 in AY2016). Unauthorized access complaints, which usually involve hacking or "tours," decreased 48% (13 in AY2017, 25 in AY2016).

Graduate Residential Student Support

Staff who are working to improve support for residential graduate students established working goals to develop and enhance leadership training for graduate executive boards, to support families living on campus, and to establish programs promoting health and wellness within their communities. All of these initiatives are designed to enhance resident graduate students' quality of life.

Since June 2016, staff members have reached more than 650 students with wellness and nutrition programs, including instruction in Zumba, yoga, mindfulness, and cooking. Student communities were able to take part in approximately 200 programs, including social events for adults and families with children. Due to facilities issues in Building E55, a lot of attention was focused on the community's student leaders and residents to address concerns, and on the student executive board when their head of house was affected by a medical issue.

Conflict Management

The 40-hour Conflict Management Training certifies graduate students to become peer-to-peer coaches (called Resources for Easing Friction and Stress, or REFS). The training was once again over-subscribed this year. Graduate students from four departments joined the ranks of REFS: Aeronautics and Astronautics; Earth, Atmospheric and Planetary Sciences; Brain and Cognitive Sciences; and Computational and Systems Biology. Additionally, Conflict Management@MIT collaborated with departments and concentrations, club sports and athletics, individual labs, MIT Libraries, residence halls, student groups and organizations, the Teaching and Learning Lab, the Gordon-MIT Engineering Leadership Program, Freshman Pre-Orientation Programs, the Office of Undergraduate Advising and Academic Programming, Human Resources, and a Mechanical Engineering (Course 2) capstone class.

In collaboration with the Institute Community and Equity Office, MindHandHeart, and the Media Lab, Conflict Management spearheaded an initiative to bring awareness to the role of whites in anti-racist work. This initiative included on-campus workshops facilitated by outside presenters and off-campus workshops as part of MIT's Day of Action. The group also collaborated with the Physics Department on a code of conduct, which was under review for final comment over the summer.

Athletics, Physical Education, and Recreation

The athletics program finished 11th in the Learfield Directors Cup standings, marking the top finish by a school in the New England Women's and Men's Athletic Conference (NEWMAC). The program also captured the NEWMAC President's Cups for both the men and women for the second straight year and for the third time in the five-year history of the award.

A gift from Walter C. Price '70 endowed the director of sports medicine position in support of DAPER's Sports Medicine/Athletic Training Unit. The resulting position, the Walter C. Price '70 Family Director of Sports Medicine, allowed the Department of Athletics, Physical Education and Recreation to develop and implement a business model supporting access to sports medicine services for participants in MIT's club sports

program. Designated as “Athletic Trainer Office Hours,” this appointment-based injury evaluation service was designed to serve those students who sustain minor injuries while participating in club sports.

In addition to these highlights, intercollegiate athletics developed Branded a Leader, a year-long program for varsity student-athletes who were interested in developing their leadership identity and skills. They also initiated a welcome-back event for coaches to introduce them to such campus support services as S3, OSC, and the Title IX Office. Also, DAPER and OSC collaborated on proactive educational interventions for all athletic teams on alcohol and substance abuse, hazing, and community standards as part of their annual athletic team orientation. More than 750 student-athletes received targeted instruction on topics including community standards, drug and alcohol abuse, academic integrity, and de-escalating conflict.

Longtime coach Walter Alessi, who led men’s soccer (1975–2007) and men’s lacrosse (1975–2017) announced his retirement.

Club Sports and Intramurals

Cricket and League of Legends were added to intramural competitions this year to appeal to expanding interests. Intramurals also added the Beaver Cup, a points-based system through which FSILGs, graduate departments, and clubs can compete across leagues. The Beaver Cup allows groups to score points toward an overall championship on the basis of participation and success in each sport, making new connections between sports.

The Club Sports Office collaborated with SAO to offer a series of leadership workshops for each club’s student officers. Workshops were interactive and conversation based, with topics including recruiting and retaining members, fundraising, leadership transitioning, and conflict resolution.

Many clubs excelled at the regional, national, and even international level this year. The Shotokan Karate club won first place at the International Karate Shotokan Cup competition. The Men’s Ice Hockey club collaborated with the Mechanical Engineering Department to host a sled hockey game between students and a traveling team of physically disabled youth. Participants reported that playing on the sleds was more physically demanding than they had expected, which was a humbling experience. The Women’s Water Polo club earned a spot at the National Collegiate Club Championships for the first time in nine years.

Physical Education

In partnership with the Chemistry Department, Physical Education facilitated a research study into the relationship between exercise, sleep, and learning. The group created six health and wellness videos for DSLx Life Learning. Also, grants from MindHandHeart funded development of classes, including Healthy Relationship/Healthy Body/Fitness and Meditation/Fitness, which will launch in AY2018.

Recreation

In partnership with S3, Recreation developed ENGINEERyourHEALTH+, a pilot program that refers students who may benefit from increased physical activity

to exercise, fitness, or wellness programming and services regardless of financial considerations. Recreation also added booking functionality to its very popular mobile app, allowing members to reserve a place in group exercise classes about a day in advance of class time. Lastly, Recreation developed a comprehensive membership communication and retention plan.

Facilities

Steinbrenner Stadium received expanded grandstands and new bathrooms. The outdoor track was resurfaced and named for donors Sharie and Don Morrison '61 PhD '65. This gift extends their already generous support of MIT track and field. The baseball and softball fields were renovated and renamed in honor of longtime coach Fran O'Brien. Plans for renovation and expansion of the Pierce Boathouse (W8) have been approved to the extent that fundraising for the project can begin.

Housing

Numerous enhancements were introduced into residence halls last year. In collaboration with student leaders, the summer storage program was standardized and placed under professional management. Housing added hand soap and paper towel dispensers to semi-public bathrooms. The Westgate (W85) playground area was cleaned up and refreshed.

As noted, preparations were made to close New House to perform a full building renovation in AY2018. In July 2016, a fire on the roof of Random Hall caused the building to be evacuated and closed for the summer as repairs were made to prepare the building for fall term occupancy.

With the beginning of the Kendall Square construction project and efforts to address the deferred maintenance backlog in Building E55, mitigation efforts were undertaken to assist residents. These efforts included a new playground, a staffed front desk, air conditioning in the penthouse lounge, and new laundry facilities.

The DSL Renewal Logistics Planning group was formed with colleagues from the Facilities Department and Capital Planning and Renewal to coordinate facility enhancement efforts across DSL.

A new web-based service was launched to promote and match off-campus apartment listings with students. The service is managed by a third party but linked to the housing section of DSL's new website.

Facility Renovation and Construction Projects

A number of important projects were completed during the academic year, including:

- Radiator trap upgrades, GRT bathroom enhancements, and kitchen repairs in E62 and E64
- Landscaping outside Building E55
- Installation of baby carriage storage around Building W85
- Upgraded AV equipment in Buildings W1 and NW30

Sidney Pacific HVAC Renovation

The Sidney Pacific graduate residence hall returned to full occupancy in August 2016 following the completion of significant improvements to its heating, ventilation, and air conditioning system—a project that spanned two academic years. The project began in August 2015, when half of the building was closed and residents moved to the other half. In February 2016, the residents moved to the completed half, allowing work to commence on the remainder of the building. Students who had continuing status could choose to move within the house during the project, or could move out and retain their continuing status as long as they returned to Sidney Pacific in August 2016. Altogether, about 250 graduate students remained in the community during the second phase of construction.

Senior House

Following concerns over behavioral issues in Senior House and their effects on student wellness and academic performance, Chancellor Barnhart and Dean Nelson worked with student leaders and residents in the fall to turn the community around. The turnaround team was composed of four subcommittees: academic and personal well-being, community, self-governance, and physical space. Each subcommittee developed a charge to guide its work, and student and staff member co-chairs of each subcommittee provided regular reports about their progress to a steering committee chaired by Chancellor Barnhart.

Despite encouraging progress through fall 2016, credible reports of ongoing unsafe and illegal behavior in Senior House surfaced in spring 2017. A formal review into the allegations revealed a prevailing environment that enabled and even encouraged such behavior, as well as a culture that tended to silence students who were troubled by the behavior. Subsequently, it was decided that the community needed to be reset.

A plan to have residents depart the community and then reapply for residency in Senior House was undertaken. After it became clear that former residents and alumni were pressing prospective applicants to continue as Senior House, that process was suspended. As of this writing, work is under way to relocate Senior House students who requested on-campus housing for fall 2017. Staff from across DSL are working with any Senior House students who need extra support.

Administration and Operations

Dining

Food and Dining Review

The Dining Data Review Working Group examined existing data and collected new data on MIT's residential and retail food and dining program. Over the course of six months, data were examined from a variety of sources, and major opportunities for improvement were identified in six areas: flexibility, options, food quality, staff–student connections, cost, and social experience and community building.

Using the findings, MIT engaged Envision Strategies, a strategic planning and operations consulting firm for restaurants and food service, hospitality, and retail enterprises, to probe food and dining at MIT and develop a creative, engaging conceptual plan for food

and dining that also meets MIT's business needs. Envision reviewed data gathered by the working group and started collecting more feedback from stakeholders, including undergraduate and graduate students, meal-plan holders, cook-for-yourself residents, FSILG members, and student-athletes. They also conducted an in-depth food and dining survey, which closed in March with a total of 3,404 student respondents (1,694 undergraduates, 1,704 grad students, and six who did not identify their standing). Several key findings surfaced in the survey, including five of particular interest:

- Meal plans can be more flexible. Plans should conform to students' eating habits rather than students having to adapt their eating habits to fit meal plans.
- Students need a dining option in the Main Group (east of Massachusetts Avenue). DSL is looking at options for a food service facility in the Main Group that will allow students to obtain a meal using a dining swipe or for a fixed price.
- Proximity, value, and speed of service are the driving factors for choosing where students go for a meal or snack. Both undergraduates and graduate students cited these factors as being most important.
- Hours of operations need to be adjusted for facilities in and adjacent to the Main Block for students in the area from 5–9 pm. This is especially valuable for graduate students, who tend to remain in the area later than undergraduates.
- A large majority of cook-for-yourself community residents said they would use a pantry where they could purchase groceries to use in preparing their own meals.

The 2017 Student Quality of Life Survey (total invited = 10,812; response rate = 42%, $n = 4,541$), which was administered to both undergraduate and graduate students in February/March 2017, provided additional insight into student satisfaction with dining since the last iteration of the survey in 2013 (total invited = 10,452, response rate = 54%, $n = 5,644$). In total, 51% of respondents in 2013 indicated being satisfied with the food MIT provides during the day, which increased to 56% of respondents in 2017. Some 37% of respondents in 2013 had indicated being satisfied with the food MIT provides during the day, which increased to 40% of respondents in 2017. Overall, satisfaction with MIT food and dining provided during the day and at night is significantly higher since 2013, but there is still room for improvement.

Over the summer, DSL started the process of selecting a dining vendor to fulfill a new food and dining strategy conceptualized by Envision. The first step was to develop a request for proposals that would be issued to potential dining partners in fall 2017. The process is expected to extend through AY2018, with a new food and dining contract to start in fall 2018. In the meantime, the contract for the current house dining vendor, Bon Appétit, was extended through summer 2018 to ensure a smooth transition.

House Dining Enhancements

House dining provider Bon Appétit appointed a new executive chef and regional district manager. The company also developed innovative concepts for house dining, including a satay grill station and Asian breakfast in the Howard Dining Hall in Building W1, vegetable-and-quinoa power bowls and earlier breakfast hours in Baker, monthly chef's table events and fresh-baked desserts in all dining halls, and wellness education with a registered dietician.

Samberg Conference Center

Staff played a key role in helping to launch this new community resource. The facility completed its first full year of operation and service to MIT in AY2017.

Student Engagement

To address inequities with the allocation of the Student Life fee and proceeds from the Fall Career Fair, a review of student group funding processes was undertaken with representatives from DSL, the Office of the Dean for Undergraduate Education, the Undergraduate Association, the Graduate Student Council, the Senior Class, the Society of Women Engineers, and the Office of the Vice President for Finance. A pilot program was started in Random Hall that encourages graduate resident tutors to eat meals with their residents. To help the UA with finance and administrative work, the Office of the Dean for Student Life provided a grant to underwrite the hiring of temporary administrative staff.

Human Resources

This was a busy year for searches and reorganization of staff in DSL. The Human Resources team played a significant role in 43 searches, hired 50 employees, and helped to make possible transfers of staff from S3, SDS, and VPR.

Communications

On September 25, the new DSL website was launched to the community, culminating a process that had started in fall 2013. All groups within the division are represented on the new site except DAPER, which maintains landing pages that point to the NCAA-mandated site for MIT Athletics as well as to sites for club sports and intramurals, physical education, and recreation. Since its launch, the site averaged approximately 19,100 users per month, compared with 1,920 per month in the previous year.

Social media engagement continued to be strong. Facebook followers increased from an average of 3,900 in fall 2016 to 5,400 at the end of June 2017. Twitter and Instagram followers also continued to rise, with ongoing Instagram student takeovers driving increased engagement.

Assessment

As evidence of DSL's commitment to continuous improvement, staff developed and implemented more than 115 assessment projects—including surveys, polls, rubrics, document reviews, interviews, and focus groups—this year. Highlights include the MIT Food and Dining Survey, Varsity Athletics' Diversity and Inclusion Climate Survey and focus groups, a PKG Center needs assessment survey, RPM mentor interviews, the FSILG Village Benchmarking Study, conflict management rubrics, and the LeaderSHAPE learning outcomes assessment survey. In support of data-driven decision making, a DSL data dashboard and a support-and-conduct usage tracker were developed to provide high-level information about key performance indicators to DSL senior leadership. With the hiring of Research Analyst Meagen Hildebrand, DSL assessments were expanded to include leadership of MindHandHeart evaluation efforts.

Suzy M. Nelson

Vice President and Dean for Student Life