Chair of the Faculty

In AY2019, Professor Susan Silbey (Anthropology) served as chair of the faculty, Professor Rick Danheiser (Chemistry) as associate chair, and Professor Craig Carter (Materials Science and Engineering) as secretary. Professor Danheiser also served as chair-elect.

There were 1,056 faculty members during AY2019, of whom 167 were assistant professors, 226 were associate professors, and 663 were full professors. In addition, there were 63 post-tenure professors.

Seven Institute Faculty meetings were held. These meetings resulted in the approval of a new undergraduate major leading to an SB degree in engineering, as recommended by the Department of Nuclear Science and Engineering; a new undergraduate major and a new master of engineering program in computation and cognition; updates to *Rules and Regulations of the Faculty* to clarify language regarding term regulations and grading on a curve; the addition of a third graduate student to the Committee on Student Life; and changes to the academic calendar to permit Commencement to be held a week earlier each year.

During AY2019, the faculty officers continued the successful practice of including topics for open discussion during Institute Faculty meetings, allotting 45 to 60 minutes for each. This practice drew a somewhat increased number of faculty to the meetings. Discussions addressed the following issues: the curricular experiment allowing the Class of 2022 to take up to three of the science core General Institute Requirements (GIRs) with pass/no record grading after the first semester; a proposal for a curricular experiment for the Class of 2023; the MIT Stephen A. Schwarzman College of Computing, announced in October 2018 and launched in February 2019; the findings and recommendations of the National Academies Report on the Sexual Harassment of Women; and the draft recommendations of the Task Force on Open Access to MIT's Research.

The faculty officers also hosted a special forum in April to provide faculty with updates on the progress of the five working groups tasked with engaging the community to evolve ideas to inform the development of the MIT Schwarzman College of Computing. Additional meetings, open to the entire community, were held with each working group to enable further discussion. This afforded faculty opportunities to comment publicly on the process.

In addition to these discussions, the faculty heard the standard annual reports on underrepresented minority faculty and graduate student recruitment and retention, tuition and financial aid, the Committee on Discipline's caseload and disciplinary trends for the previous academic year, the slate of nominations for faculty officers and the standing committees of the faculty, and citations for faculty moving from tenured status to professor, post-tenure professor, or professor emeritus/emerita.

The faculty received briefings and updates on the implementation of MIT's climate action plan; construction projects in Kendall Square; fundraising activity; the newly established Center for Research on Equitable and Open Scholarship, housed in the MIT Libraries; the MIT Task Force on the Work of the Future; and the Institute's re-accreditation process.

On April 4, Professor Gerald Fink (Biology) presented the 2018–2019 Killian Lecture, "What is a Gene?" Associate Professor Vivienne Sze (Electrical Engineering and Computer Science [EECS]) was recognized as the recipient of the Harold E. Edgerton Faculty Achievement Award in April, and in May Professor Susan Silbey was named the winner of the James R. Killian Jr. Faculty Achievement Award; Professor Silbey will present the 2019–2020 Killian Lecture in February 2020.

On behalf of the Faculty, the three officers met monthly with the Institute's senior administration. The officers, in collaboration with the Office of the Provost, continued the long-held tradition of hosting informal monthly dinners for Institute faculty, known as Random Faculty Dinners. The officers also conducted a listening tour both semesters, visiting with each school council to learn what was on the minds of faculty members. All three officers participated in the monthly department heads' lunches as well; in previous years, only the chair of the faculty had been invited. The officers also participated in the search for a dean for the new MIT Schwarzman College of Computing, and Professor Silbey in particular was instrumental in the creation of the five working groups referenced above regarding the college. Finally, the officers charged an ad hoc working group, led by Professor Danheiser, with critically evaluating the current science/math/engineering GIRs during spring 2019.

As chair of the faculty, Professor Silbey served as a member of the Academic Council, the Academic Appointments Subgroup, and the Deans' Group as well as serving on the MITx Faculty Advisory Committee, the standing Institute Committee on Race and Diversity, and the Enrollment Management Group. In collaboration with the president and the provost, Professor Silbey brought forward two nominations for Institute Professor: Suzanne Berger (Political Science) and Daron Acemoglu (Economics). The two cases were discussed by the Academic Council during spring 2019, reviewed internally and externally, and approved by the Executive Committee in June 2019. Professor Silbey also hosted two dinners and two lunches for women faculty and a small group of senior women staff. Professor Danheiser served as a member of the Committee on the Undergraduate Program and the Committee on Graduate Programs. Professor Carter served on the International Advisory Committee and participated in weekly informal gatherings of senior administrators who deal with issues pertaining to students.

Professor Silbey, in collaboration with her counterparts at Brown and Yale, brought together the first-ever summit of faculty governance leaders from many of the Ivy+ institutions and several others. Professors Silbey and Carter attended the event, as did Tami Kaplan, MIT's faculty governance administrator. MIT will host the second summit in 2020.

In addition, Professor Silbey wrote the following articles for the MIT Faculty Newsletter:

- "How Not to Teach Ethics" (September/October 2018)
- "The MIT Stephen A. Schwarzman College of Computing" (November/December 2018)
- "A 21st Century Education at MIT" (March/April 2019)
- "Time to Up Our Game" (May/June 2019)

Faculty committees are often referred to by acronym, as follows:

Faculty Policy Committee: FPC

Committee on Academic Performance: CAP

Committee on Campus Planning: CCP

Committee on Curricula: CoC

Committee on Discipline: COD

Committee on Graduate Programs: CGP

Committee on the Library System: CLS

Committee on Nominations: CoN

Committee on Student Life: CSL

Committee on Undergraduate Admissions and Financial Aid: CUAFA

Committee on the Undergraduate Program: CUP

Subcommittee on the Communication Requirement: SOCR

Subcommittee on the HASS Requirement: SHR

Faculty Policy Committee

Chaired by Professor Silbey with Tami Kaplan as staff person, the Faculty Policy Committee met on 16 Thursdays during the fall and spring terms to conduct consultative, oversight, and policy-making activities.

Committee members were informed about and discussed a wide range of education-related issues during AY2019. Key among them were updates on the pass/no record curricular experiment for first-year undergraduates sponsored by the Committee on the Undergraduate Program and a discussion of a proposal from the Office of the Vice Chancellor for a second phase of the curricular experiment for first-year undergraduates entering in fall 2019 (both experiments are described below). FPC also reviewed three new degree proposals for new SB and master of engineering (MEng) programs in computation and cognition (Courses 6 and 9) and for a new flexible SB degree in Course 22 (nuclear science and engineering). Staff from CUP and its subcommittees and staff from the Committee on Curricula led a discussion at one meeting about the recent increase in joint degree programs, especially in combination with Course 6, and potential commonalities that could assist in preparing new proposals for such programs. Professor of Physics and Dean for Digital Learning Krishna Rajagopal and Professor of Mechanical Engineering and Vice President for Open Learning Sanjay Sarma provided FPC with an overview of the work being done in the Office of Digital Learning. Associate Provost Krystyn Van Vliet and Registrar Mary Callahan spoke with FPC about the current state of classrooms across the Institute and the processes for renovating classrooms and making additional classroom space available (e.g., outside of a single department). Vice Chancellor Ian Waitz and Callahan sought FPC's feedback on a proposal to change the academic calendar to permit Commencement to be held a week earlier.

FPC spent considerable time discussing issues pertaining to the MIT Stephen A. Schwarzman College of Computing, announced in October 2018 and launched in February 2019. This began with a September visit by Provost Martin Schmidt and Professor Anantha Chandrakasan, dean of engineering, during which the provost and the dean spoke about the future of computing at MIT and a vision for a college that would partner with all five of MIT's schools rather than functioning like another school. Internal FPC discussions focused on issues such as the most effective process for determining structural and organizational elements of the college and a review of existing practices regarding dual and joint appointments, both within MIT and externally. Professor Silbey provided updates to FPC on the five college working groups once they were established.

In its role providing oversight of the faculty governance system, FPC was consulted by the Committee on Discipline regarding proposed changes to its policies and by the Office of the General Counsel on proposed revisions to MIT's complaint handling process. The co-chairs of the Ad Hoc Task Force on Open Access to MIT's Research, Libraries director Chris Bourg and Professor Hal Abelson (EECS), sought FPC's input on preliminary recommendations of the task force. The Committee on Campus Planning presented its annual report; the cost of housing remains a critical concern for both committees. FPC also discussed and approved several housekeeping changes to *Rules and Regulations of the Faculty* intended to clarify various term regulations as well as what "grading on a curve" means. These modifications were approved by the Faculty in April 2019.

To develop a broader context on Institute activities, FPC invited a number of visitors on a wide range of key issues. In addition to the issues described above, these briefings included an introduction to a new publication titled *MIT Faculty Guide: Recognizing and Responding to Students in Distress*; an update from the Office of the Vice Chancellor's Career Explorations Committee, chaired by Professor David Darmofal (Aeronautics and Astronautics); an overview of the report of the subcommittee of the Corporation Joint Advisory Committee on Institute-Wide Affairs on the status of student perceptions of the MIT administration; and an overview of the Work of the Future Initiative. Sarah Rankin, director and Title IX coordinator, and Kelley Adams, assistant dean and director of violence prevention and response, spoke to FPC about a successful, comprehensive program they designed and implemented with the Department of Chemistry to increase awareness toward preventing harassment, and there was a broad discussion of ways to scale the program so that it could be implemented across the Institute. A critical topic of discussion at two meetings was Associate Provost Richard Lester's preliminary report on MIT's relationships with the Kingdom of Saudi Arabia.

In discussions with the president, provost, and chair of the MIT Corporation, the committee expressed continuing faculty interest in the cost of higher education and MIT's competitiveness in this regard, the Institute's lack of "legacy" admissions, MIT's overall financial condition, and the way in which tuition is charged for graduate students. Additional topics of note that were discussed with the provost included the MIT Schwarzman College of Computing and climate change. With regard to the latter, there was encouragement for MIT to expand its pursuit of philanthropic support.

Professors Sandy Alexandre and Charles Harvey completed their terms on June 30, 2019, as did Susan Silbey, chair of the faculty, and Craig Carter, secretary of the faculty. Rick Danheiser served during 2018–2019 as both associate chair and chair-elect of the faculty. Professors Deepto Chakrabarty, Malick Ghachem, and Caroline Jones were elected to join FPC for three-year terms beginning in 2019–2020. Clarence J. LeBel Professor in Electrical Engineering Duane Boning and Professor David Singer (Political Science) were elected to serve, respectively, as associate chair of the faculty and secretary of the faculty from 2019 to 2021.

Committee on Academic Performance

Chaired by Scott Hughes with Jocelyn Heywood as staff person, the Committee on Academic Performance concerns itself with the academic progress of undergraduate students at MIT. The work of the committee typically revolves around consideration of petitions to change a student's academic record (mostly to allow the late dropping and adding of subjects), reviews of students who appear to be making insufficient academic progress, and recommendations of SB degrees to the Faculty. The committee also makes recommendations to the Faculty on academic standards, the academic calendar, examinations, degree requirements, and grading.

Petitions

CAP reviewed 747 petitions this year, as compared with 701 in AY2018. While last year the committee saw a slight reduction in the number of petitions because of the increased familiarity with the online add-drop process, this year there was a significant increase. This was due to the first-year curricular experiment and students not understanding that they could choose a pass/no record grading option for certain General Institute Requirements. Also, CAP continues to see high numbers of "failure to click" petitions. In AY2020, the committee will continue to work with the Registrar's Office to track these petitions.

Of this year's petitions, 600 (80%) were approved and 147 (20%) were denied.

End-of-Term Academic Actions

In AY2019, 531 undergraduate students (approximately 12% of the student body) were flagged for review at CAP's grades meetings. (As a general matter, a student is flagged for review if she or he has a term grade point average of 3.0 or lower or has registered for fewer than 36 units.) More students were flagged in the fall (282) than in the spring (249). It is not uncommon for the load to vary significantly from term to term. For example, based on comments from faculty, academic advisors, and students and information provided in petitions, the intense hurricane season of fall 2017 affected the academic performance of many of our students, providing a good example of how CAP reviews can reveal non-academic stressors that impact students' lives.

CAP issued 239 academic warnings as a result of its reviews, as compared with last year's number of 250. A total of 15 students were required to take an academic leave. Last year's number was 16. Details of this year's actions are given below.

CAP End-of-Term Action Summary, AY2019

Year	Fall 2018 warnings	Fall 2018 required academic leaves	Spring 2019 warnings	Spring 2019 required academic leaves
First-year students	17	0	27	0
Sophomores	29	0	30	0
Juniors	40	3	20	5
Seniors	50	0	26	7
Total	**136**	**3**	**103**	**12**

The committee continued to send commendatory emails to students who completed their first term back from taking a leave with an excellent academic record. The committee also commended students who were on warning for the term and performed well above minimum expectations. CAP sent four of these emails during AY2019. Student Support Services also sent unofficial recognition emails to students who did well.

Degrees

In AY2019, CAP recommended degrees as follows:

September 2018: 9 students, 9 majors

February 2019: 79 students, 89 majors

June 2019: 1,054 students, 1,235 majors

Returning Students

Student Support Services reported returning student data to the committee in September 2018 and February 2019 as follows:

- Student Support Services received 49 completed requests for return from personal, medical, or required academic leave for fall 2018. Of these requests, 47 (96%) were approved and two (4%) were denied. Thirty-four students returned under the new leave of absence category. Their returns were automatically processed without CAP approval.
- Student Support Services received 31 completed requests for return from personal, medical, or required academic leave for spring 2019. Of these requests, 29 (93.5%) were approved and two (6.5%) were denied. Eighteen students returned under the new leave of absence category. Their returns were automatically processed without CAP approval.

Policies and Procedures

The online add/drop/change form has now been in place for five full years. In AY2019, 189 petitions included a student statement citing ignorance of the requirement that the form be sent to the registrar through a final step initiated by the student clicking on a "submit to registrar" link in the online form. (This is despite the fact that the registrar's staff sends individual emails the day before the deadline to all students with a pending form.) The figure in AY2018 was 198.

CAP has named these "failure to click" petitions and has authorized the chair to approve them administratively where the evidence is clear. Such approval is given "with neglect," which carries a fine and puts the student on notice that a similar future petition will likely not be approved.

The Registrar's Office continues to monitor the number of "failure to click" petitions, comparing it with the number of students who successfully complete an online add/drop/change form. There have been some complaints from students and faculty that the fee for these petitions should be waived. Based on data and discussions within CAP, the committee voted at a meeting in April 2018 to waive the petition fee for "failure to click" first-time offenders.

Membership

The committee enjoyed a year of stable membership, with no changes during the year. The average attendance of the nine voting members at petition review and end-of-term meetings, which are scheduled a year in advance at fixed times, was seven for each term.

Three faculty committee members are not returning due to their term ending and/or a scheduled sabbatical: Scott Hughes (chair), Professor Nazli Choucri, and Professor James Orlin (scheduled sabbatical). We thank them for their service to the MIT community.

Committee on Campus Planning

The Committee on Campus Planning is chaired by Deborah Ancona with Amy Kaiser as staff person. CCP was created five years ago when faculty members called for more input in the Kendall Square project. Since that time, the committee has learned about the complex process of campus planning at MIT and developed a set of principles for design. CCP has also established a presence in the planning process by keeping a finger on the pulse of ongoing projects and sending lists of considerations to key stakeholders and architects on emerging projects such as Volpe, West Campus, and the MIT Schwarzman College of Computing.

During AY2019, the committee built upon its previous efforts to learn about and participate in the campus planning process by exploring questions about how campus planning should evolve and what role faculty should have in it. More specifically, the committee met with the MIT Investment Management Company (MITIMCo), the associate provost responsible for planning and space, the dean for student life, and various Institute committees to weigh in on planning and to determine future actions.

Issues and Actions

Current CCP issues and actions are outlined below. Issues include how to ensure a faculty voice in planning, forms of future planning for the Institute, building priorities, and the existential threat of housing costs on the MIT culture. The committee has started to develop responses to these issues and solicit feedback from the broader faculty.

Issue: The Planning Process is Opportunity Driven and Local

Emerging needs and opportunities drive renovations and new buildings across the campus. The decision to take advantage of such opportunities is made by the administration and affected units relatively quickly, leading to surprises for everyone else. Should this local response to opportunities drive the planning process? How could MIT lessen the impact of surprise and sometimes subsequent resentment? Adding to the confusion is the fact that MITIMCo constructs commercial buildings close to, or on, what many faculty think of as the campus. Should faculty have any voice in MITIMCo decisions?

CCP plans to continue to push for representation in key decisions and greater communication about what is decided.

Issue: The Faculty is Not Well Informed on Campus Planning

While faculty are asked for input in large planning projects, often they are uninformed regarding the issues involved. The tradeoffs are difficult to assess and, as such, require an informed set of faculty participants to weigh in on major decisions. How can MIT obtain more faculty input when the learning curve to understanding the issues is so steep? Alternatively, should faculty just allow the administration to make these decisions? CCP believes that faculty should be informed and represented.

CCP members will be available to give presentations on the key aspects of campus planning on an ongoing basis and prior to requests for faculty feedback. The committee members will also serve as faculty representatives so that there are educated faculty voices at the table.

Issue: There is No Comprehensive Planning Process

MIT does not have a comprehensive plan for the campus as a whole; campus development is based around sectors. With sector-based planning, decisions about uses and needs in different areas of the campus can be somewhat decoupled. Additionally, campus-wide needs in such areas as parking, overall environmental and efficiency goals, and allocation of scarce land resources may not be as carefully coordinated.

CCP plans to examine the pros and cons of sector versus comprehensive planning and then make a recommendation.

Issue: Does MIT Have the Correct Allocation of Space on Campus?

The MIT physical plant is about 10 million square feet of usable space. A total of approximately 2.5 million square feet is used for teaching and research, while the rest comprises student living, dining, and recreation space and services and administration. This allocation of space may seem like MIT's "core" activities are being shortchanged, but the Institute's teaching and research rely on the functioning of the campus complex as a whole.

CCP will be asking faculty whether they have adequate educational and research space and, if not, what their greatest needs are.

Issue: Is the High Price of Housing Having an Impact on MIT's Culture?

Real estate prices in Cambridge and Boston are soaring and housing is becoming more and more expensive, pushing faculty, staff, and students (similar to other Cambridge residents) to live farther away. Should MIT step in to address these housing needs? If MIT starts to lose students or faculty due to housing costs, what will the results be? Will the Institute's ability to attract and retain world-class people on campus be compromised? What will it mean if students and faculty work more at home and stay on campus less?

CCP will further explore the impact of housing prices on MIT's culture and discuss the issue with the administration.

Looking Forward

CCP is tasked with representing the faculty voice on the evolving campus plan. The committee looks forward to developing effective ways to do so while continuing to participate in the campus planning process. CCP plans to provide future briefings to the faculty on topics such as the Main Group, parking, green space, academic space, and MITIMCo. Additionally, the committee will work to advance the actions laid out in this report.

Committee on Curricula

The Committee on Curricula is chaired by David Vogan, with Pam Walcott as executive officer. CoC acts on proposals to create, revise, or remove undergraduate subjects; proposals to create, revise, or terminate undergraduate curricula; student applications for double majors; and petitions concerning General Institute Requirements. The voting members consist of six faculty (including the chair) and four student members. The committee met seven times during the fall term, four times during the Independent Activities Period (IAP) in January, and seven times during the spring term.

Review of Undergraduate Subjects

During the academic year, the committee acted on 630 subject proposals, including proposals for 79 new subjects, and approved numerous minor changes to degree charts.

Review of Undergraduate Curricula

The committee approved a number of major curricular changes, as follows.

> Course 1: substantial revisions to the 1-ENG SB and minor in environmental and engineering science to transition from six-unit modular offerings to a 12-unit, full-term format for several subjects
>
> Course 6: addition of several advanced subjects to the list of electives within the minor in computer science to provide more flexibility
>
> Courses 6 and 9: approval (in conjunction with other faculty committees) of new joint SB (Course 6-9) and MEng (Course 6-9P) programs in computation and cognition

Course 7: termination of the Course 7-A SB degree and substantial revisions to the Course 7 SB to make it more flexible by significantly restructuring its laboratory/Communication Intensive in the Major (CI-M) component, with the new 7.002/7.003 sequence replacing 7.02 and 7.19 replacing the 30-unit project lab 7.18

Course 10: adjusted units for subjects that resulted in a net decrease of three units beyond the GIRs for Course 10, 10-B, and 10-ENG SBs

Course 17: revisions to the SB to make the thesis optional, with students able to take additional electives rather than completing a thesis

Course 21L: substantial revisions to the minor in literature to include a film studies track

Course 21W: removal of the three pre-defined tracks in the SB and the minor (in creative writing, science writing, and digital media) in favor of a more flexible structure

Course 22: approval (in conjunction with other faculty committees) of a new flexible SB program in engineering as recommended by the Department of Nuclear Science and Engineering (Course 22-ENG)

Other Actions

- Provided feedback to the Committee on the Undergraduate Program on a draft proposal for phase two of the experiment to evaluate options for promoting exploration in the first-year undergraduate experience.
- Approved six new "discovery" subjects designed to expose students—primarily those in their first year—to various fields of inquiry. The subjects range from two to three units, are graded P/D/F, and will count toward the nine-unit, discovery-focused credit limit for first-year students approved as part of the aforementioned experiment. In addition, discovery subjects will not count toward any requirement except unrestricted electives. SP.245 The Sum of All Courses will be administered by the Office of the Vice Chancellor.
- Under phase one of the exploration experiment, approved seven new "exploratory" subjects designed to help students understand what different majors are like. The subjects are typically three to six units, graded P/D/F, and included in the standard fall and spring credit limits for first-year students. These subjects can count as GIRs, major requirements, and/or minor requirements.
- Endorsed a motion by the chair of the faculty to revise Sections 2.5 and 2.6 of *Rules and Regulations of the Faculty*, which govern assignments/examinations and grades.
- Endorsed a proposal to establish an exchange program with the Tokyo Institute of Technology for students in Course 22.
- Provided feedback on an interim report on the first year of a two-year pilot exchange program with Imperial College London for students in Courses 3, 5, 6, 10, 12, 16, 18, and 22.
- Provided feedback on a student proposal to establish a program for student-designed majors.

- Discussed how much subject overlap should be permitted across academic programs, particularly between majors and minors. A conclusion was not reached on whether to alter CoC's current practice, in which a certain amount of coursework (normally 48 units) completed for an interdisciplinary minor cannot also count toward a student's major or other minor. The committee may revisit the issue in AY2020.
- Conducted a biennial review of subjects that fulfill the restricted electives in science and technology and Institute laboratory requirements.
- Reviewed spring 2018 and fall 2018 subject evaluation data on subjects for which students reported spending significantly more time than expected based on assigned units. The committee notified departments of subjects that fall into this category.
- Continued to monitor developments with respect to IAP. The committee reviewed data concerning both academic and non-academic activity during IAP and shared the data with the same committees that had participated in the review of IAP (CGP, CUP, and FPC).

Committee on Discipline

The Committee on Discipline is chaired by Professor Andrew Whittle, with Tessa McLain as executive officer.

Reported Cases

There were 286 total complaints brought to the attention of COD in AY2019. The committee resolved complaints by adjudicating cases of alleged misconduct. Of the 286 complaints, 242 (85%) were complaints alleging individual student misconduct and 44 (15%) were complaints alleging student organization misconduct.

The tables below summarize alleged policy violations from 2018–2019 compared to previous years. There is often more than one alleged policy violation per complaint.

Types of Alleged Policy Violations for Student Organization Misconduct, AY2017–2019

Type of student organization misconduct	AY2017	AY2018	AY2019
Alcohol	10	20	38
Other drugs	0	0	3
Exceeding occupancy	8	8	11
Fire safety	2	1	2
Hazing	0	2	0
Harassment (other than sexual)	1	1	0
Disorderly conduct	0	5	2
Noise complaints	19	7	15
Recruitment violations	2	0	3
Social event policy violations (e.g., unregistered, no guest list)	28	38	49
Other	8	4	8
Total	**78**	**86**	**131**

Note: It is common for there to be more than one alleged policy violation in a case, so there are more alleged policy violations than cases.

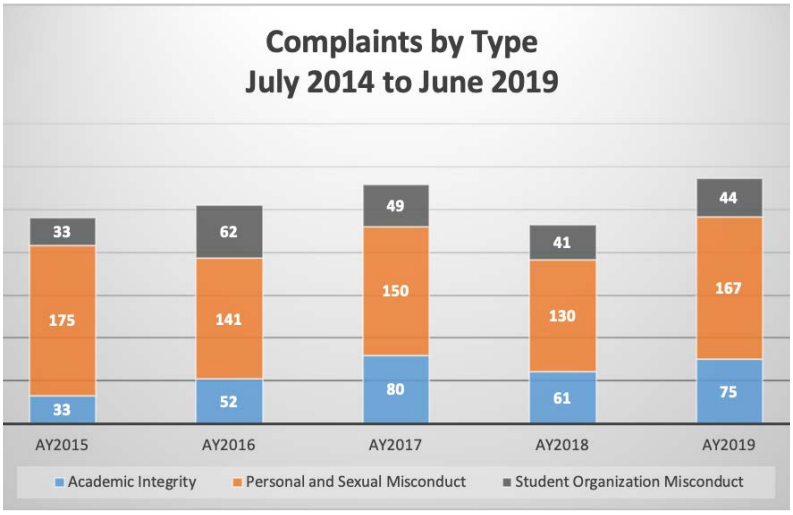
Types of Alleged Policy Violations for Individual Student Misconduct, AY2017–AY2019

Type of individual student misconduct	AY2017	AY2018	AY2019
Academic misconduct	**80**	**61**	**87**
Cheating and/or facilitating academic dishonesty	47	20	28
Plagiarism	6	17	40
Unauthorized collaboration	22	10	18
Other academic misconduct	5	14	1
Personal misconduct	**197**	**204**	**239**
Alcohol	60	55	79
Other drugs	14	6	22
Assault, reckless endangerment, threats/intimidation	12	14	25
Harassment (other than sexual)	7	4	4
Property damage	0	9	11
Disorderly conduct	29	17	5
Theft	5	5	1
Unauthorized access/improper use of MIT property	16	17	23
Fire safety, arson	6	17	2
Weapons, dangerous objects	2	2	1
Residential life and housing policies	11	14	15
Institute expectations of student behavior/integrity	28	25	33
Other	2	2	7
Community well-being	4	8	8
MITNet rules of use	1	9	3
Title IX–related cases	**7**	**2**	**14**
Sexual harassment	1	0	5
Stalking (including nonsexual stalking)	0	1	2
Nonconsensual sexual contact or penetration	6	1	4
Intimate partner violence	0	0	3
Total	**284**	**267**	**340**

Case Trend

The total number of reported cases was 23% higher in AY2019 than it was in AY2018.

The chart at right shows that the number of cases reported to COD increased from 241 in 2014–2015 to 255 in 2015–2016 and 279 in 2016–2017 before decreasing to 232 in 2017–2018. This was followed by an increase to 286 cases in 2018–2019.



Case Resolutions

COD uses the resolution methods described in the Committee on Discipline Rules. The table below shows the committee's resolution methods in AY2019 relative to previous academic years.

For the fifth year, COD was responsible for student organization misconduct. COD continued its strong partnership with student organization coordinating groups (e.g., the Interfraternity Council, the Panhellenic Council, the Association of Student Activities) to resolve most cases of alleged student organization misconduct by referring them to student-run judicial boards.

Case Resolutions by Type, AY2017, AY2018, and AY2019

Resolution type	AY2017	AY2018	AY2019
COD administrative resolution	100	119	121
COD hearing	1	2	4
COD sanctioning panel	6	2	7
COD sexual misconduct hearing	4	0	2
COD sexual misconduct sanctioning panel	0	1	0
Faculty letters to file	63	47	62
Complainant withdrew case or dismissal*	19	9	19
Good Samaritan Amnesty Policy (GSAP) applied: referred to Alcohol and Other Drug Services (AODS)**	9	7	7
Non-adjudicative resolution: restorative justice, mediation, referral to other office	28	4	20
Delegated to student-run judicial mechanism	36	27	30
Cases pending (as of June 30)	13	14	14
Total	**279**	**232**	**286**

*Dismissal is not the same as a finding of not responsible. It means that the situation did not rise to the level of a possible policy violation but still may have involved educational follow-up.

**Most GSAP cases were referred directly to AODS; only a few were referred to the Office of Student Conduct because at the onset it was unclear whether or not the GSAP applied in the case.

Case Outcomes

COD strives to meet its educational philosophy of student accountability through intentional educational sanctions (e.g., substance abuse education, mentoring programs, projects, reflections, and workshops). Through these structured sanctions, students learn about various interpersonal skills and are able to reflect on their own personal development. A small number of cases (2% in AY2019) require a student to be separated from the Institute, either temporarily or permanently. About 98% of cases are resolved without suspension or expulsion.

The table below shows sanctions assigned during AY2019 relative to the previous three academic years.

Case Sanctions by Type, AY2016, AY2017, AY2018, and AY2019

Sanction type	AY2016	AY2017	AY2018	AY2019
Degree revocation	0	0	0	1
Expulsion	3	2	1	3
Suspension	3	8	4	3
Probation	35	34	29	25
Removal from Institute housing (house or FSILG*)	2	2	0	0
Housing relocation	0	2	1	0
COD letter to file	73	59	79	74
Faculty letter to file	35	63	47	61
Substance abuse education or treatment	109	53	58	55
Restitution	3	1	0	0
Other educational sanctions or referrals	153	181	148	138
Decision-making workshop	**	**	29	15
No contact order, directive to stay away from certain buildings	10	9	4	4
Academic integrity seminar	15	5	3	6

Note: It is common for COD to assign more than one sanction in a case, so there are more sanctions than cases. Sanctions exclude all cases in which the respondent was found not responsible, the case was dismissed, the case was delegated to a student-run panel for action, or the case is still pending.

*Fraternity, sorority, and independent living group.

**Not previously counted; would have been captured in "Other educational sanctions."

Additional Notes

In addition to responding to complaints of misconduct, COD pursued a number of initiatives this year.

COD Sexual Misconduct Subcommittee

The COD Sexual Misconduct Subcommittee worked to continue training related to Title IX–specific cases. Over the past few years, this subcommittee has developed expertise and consistency in hearing these unique cases and has received over 20 hours of training specific to such cases.

The subcommittee also met regularly to examine the COD process for adjudicating sexual misconduct under the committee's sexual misconduct rules and procedures and made small revisions to the process as a result of its review.

Continued COD Training

The Office of Student Conduct continued to provide briefings and training to COD members. A total of approximately 20 hours of training was provided to all of the members.

Committee on Graduate Programs

The Committee on Graduate Programs is chaired by Bradford Skow with Jessica Landry as staff person. During AY2019, CGP received updates on recent changes to two master's programs and reviewed proposals to alter the Commencement schedule,

modify the Master of Finance (MFin) program, and establish a master of engineering degree program in computation and cognition. The committee met four times during the academic year; the October, December, April, and May meetings were canceled due to a low number of time-sensitive agenda topics.

During the fall term Professor Warren Seering, co-director of the System Design and Management (SDM) program, made a presentation to the committee. Professor Seering updated the committee on the status of the Integrated Design and Management (IDM) track within SDM four years after CGP reviewed and approved the new track and three years after the track enrolled its first cohort. It has been determined that the ideal IDM track cohort size is about 22 students, with an acceptance rate of approximately 17%. SDM/IDM is considered a professional program, and on average 65% of its students are self-supported. In response to the financial challenges that some IDM students face, the program staff has increased efforts to help students secure paid summer internships after their first year to defray the costs of year two. Professor Seering reported that the program successfully prepares its students for senior-level design and management positions with industry leaders. One point of concern for SDM/IDM is the need for a permanent institutional home since the dissolution of the Engineering Systems Division. SDM/IDM leadership currently reports directly to the deans of engineering and of the Sloan School of Management. The CGP chair has offered the committee's support, if needed, in this area.

At CGP's November meeting, Justin Reich (assistant professor in MIT's Comparative Media Studies/Writing program and executive director of the Teaching Systems Lab) and Joshua Littenberg-Tobias (research scientist in the Teaching Systems Lab and the Abdul Latif Jameel World Education Lab) presented their evaluation of the experience of the first cohort of 40 students to enter the Supply Chain Management (SCM) blended master's program (SCMb) in January 2018. In fall 2017, the Office of Digital Learning commissioned Professor Reich to conduct an evaluation of the SCMb program's launch. Professor Reich and Littenberg-Tobias asked the students about their personal backgrounds, as well as their motivations for embarking on the MicroMasters course and entering the SCMb program. SCMb students tended to be older than students in the SCM residential program (SCMr) and were likely to already have a master's degree. Almost all were working in a full-time job and looking to gain additional skills to enhance their current job and earn a salary raise rather than preparing for a new career. The evaluation revealed that SCMb students built an online community before arriving at MIT, succeeded in balancing an intense work-life schedule, found added value in the in-person courses when they came to campus, felt well prepared for the residential coursework, and earned grades that were the same as or slightly higher than those of SCMr students. SCMb students expressed that the short time on campus made it challenging to fit in time for the capstone project, so the program has made adjustments that allow students to begin capstone work before they arrive.

CGP also reviewed a proposal from Ian Waitz and Mary Callahan to modify the Commencement schedule as of 2020, which would require changes to the academic calendar. Several different scenarios were presented, and the committee felt that the plan that was ultimately adopted (reducing the Patriots' Day holiday break and adjusting the spring term dates for registration day, the first and last day of classes, and the final

exam schedule) was the least problematic and had several positive aspects for the Institute as a whole. The committee did note changes that may affect graduate students and programs: the shortening of the times between the grade deadline, department grade meetings, and the meeting of the Graduate Academic Performance Group, which approves degree lists and reviews student academic performance concerns, and the movement of registration day to the last day of IAP, when graduate students are often traveling back from visits home or off-campus activities. However, the consensus was that these issues would be manageable.

During the spring term, the committee reviewed and approved a proposal to modify the MFin program to incorporate a new admissions track that will admit students who have earned an MITx MicroMasters credential in finance. Admitted students will be granted advanced standing credit and finish the degree in residence over two regular semesters (fall and spring). MFin anticipates that the 2021 admissions cycle will be the first to include students who have the MicroMasters credential. The number of students who gain advanced standing credit in this manner is expected to be low, initially five to 10 students per year out of an average class size of 110 to 120. The target pool for this new admissions channel will be professionals already working in industry who have advanced science and engineering degrees, as well as students finishing their undergraduate degree with a strong background in fundamental mathematics. MFin does not anticipate any negative impact on the existing program and, in fact, believes that the reputation of the program and the overall quality of applications will be enhanced.

The committee also reviewed and approved a proposal to establish a master of engineering in computation and cognition that will be offered jointly by Course 6 and Course 9 led by Professor Dennis Freeman (Electrical Engineering and Computer Science) and Professor Michale Fee (Brain and Cognitive Sciences). The MEng degree will correspond to a joint 6-9 SB degree program. The faculty sponsors noted tremendous interest among Course 6 students in the emerging fields of human and machine intelligence and neural systems engineering; hence, the master's program recognizes an already existing population of faculty and students with a strong interest in this emerging interdisciplinary intellectual area. The faculty anticipate that 20 to 30 students will join the program each year and that graduates will succeed in finding employment with companies working in the area of machine intelligence. The program will be housed administratively in Course 9. A review of the program will be conducted after the first and second years and every five years thereafter.

Several issues came to CGP that did not require review by the full committee. The CGP chair, acting on behalf of the committee, approved the creation of the following new doctoral thesis fields: advanced urbanism (Course 4 and Course 11); cognitive science and statistics and neuroscience and statistics, as part of the interdisciplinary program of study in statistics (Course 9); and computational earth, atmospheric, and planetary sciences (Course 12, in conjunction with joining Courses 1, 2, 10, 16, 18, and 22 as one of the departments participating in the interdisciplinary computational science and engineering program). The chair also reviewed a request by Course 18 to make minor changes to its program requirements, including eliminating the language requirement, reducing the number of required 12-unit subjects, and requiring at least one semester of classroom teaching.

Committee on the Library System

The Committee on the Library System is chaired by Professor Roger Levy (Brain and Cognitive Sciences), with Tracy Gabridge as executive officer. The main themes of the work of CLS in AY2019 involved the upcoming renovation of Hayden Library and the recommendations of the Open Access Task Force (OATF). Subthemes included discussions about the March 2019 Libraries Visiting Committee meetings and additional categories of CLS membership. The committee met twice in November 2018 as well as three times during spring 2019, in February, April, and May.

At the November 2018 meetings, the committee welcomed and oriented new committee members and quickly moved into one of the main topics of the year, the renovation of Hayden Library. The firm Kennedy & Violich Architecture provided a presentation on possible design directions for the renovation and invited input from committee members. Members reacted positively to the concepts and urged the continued inclusion of book collections on the upper floors of the library. The committee discussed approaches for engaging with the MIT community, reacting to a proposed approach and questions shared by the Libraries. CLS members agreed with the approach and suggested that the communication and engagement plan start early in sharing how the renovation stages will affect Hayden users. At these meetings, the committee also initiated a discussion about the potential for including postdoctoral fellows/associates in the group, noting that this significant user population does not have representation. In addition, the meetings included discussions of expected committee topics for the rest of the year, including the OATF recommendations, implications for the Libraries of the MIT Schwarzman College of Computing, and the upcoming Libraries Visiting Committee meetings. Members of CLS noted that many of these issues will benefit from strong engagement on the part of the members to partner with the Libraries to bring tough issues forward in the community.

At its February 2019 meeting, CLS reviewed and discussed a preliminary version of the OATF recommendations for feedback into the initial draft of the task force report. The discussion centered on two recommendations in the "Advocacy and Awareness" section of the document, particularly concerning the creation of department-specific open access plans and the activation of CLS to foster campus-wide discussions about principles to put in place for negotiations with publishers. CLS members provided vital input that helped to shape the released preliminary version of the report and agreed in principle to the role suggested for the committee in the recommendations. This meeting also featured continued discussions on the potential inclusion of postdoctoral fellows/associates on the committee. Overall, members were supportive, and the group agreed to investigate this path. Finally, the group heard an update about the Hayden renovation, including the news about Hayden collections being inaccessible during the construction phase.

At the April 2019 meeting, CLS heard an update from the Visiting Committee meetings in March, including the high-level points made to the administration urging aggressive stands on open access and open science as well as continued work of the Libraries with respect to the formation of the MIT Schwarzman College of Computing. The group concluded discussions about the inclusion of postdoctoral fellows/associates on the committee, voting unanimously to add two postdoctoral fellows/associates. CLS heard

an update on the Hayden renovation focusing on the transition from the conceptual design to schematic design phases. Most of the meeting was spent discussing open access: the preliminary OATF report released in March included a recommendation "that the Faculty Policy Committee, in close coordination with the Faculty Committee on the Library System and representatives from this task force, review and ratify a set of principles for open science and open scholarship." CLS discussed this charge and the example list of principles included in the preliminary report. CLS also discussed and reflected on community feedback heard thus far. It was noted that there was not yet a strong voice of resistance, prompting discussion about how to make sure awareness reaches more of the community. CLS members agreed that the most important work for the committee is to raise awareness of the report and to identify pockets of skepticism or disagreement in order to have robust discussion and feedback. The agenda then shifted to a discussion of upcoming negotiations with Elsevier as an example of applying the principles discussed as well as engaging with the community. CLS members agreed that the committee could be helpful in tuning the messaging on this activity. These topics will continue to be addressed in the next academic year.

During the May 2019 meeting, CLS discussed recent letters between Libraries director Bourg and the faculty about the closure of the Hayden basement. The committee shared helpful suggestions about circulation and renewal policies to be considered during the renovation. The group also discussed a potential voting procedure going forward. The committee finished the year with a discussion of upcoming publisher negotiations. The group encouraged the Libraries to engage in efforts to identify how MIT can lead by defining an MIT model for principles in the negotiations.

The level of discussion of and engagement in the major themes of the year on the part of CLS members was strategically beneficial in advancing the priorities and vision of the Libraries that originated from the 2016 Task Force on the Future of Libraries Report. Looking ahead, CLS is well positioned to continue serving in its advisory role to the MIT Libraries as the Libraries embarks on major initiatives that impact the MIT community.

Committee on Nominations

The Committee on Nominations, chaired by Timothy Swager with Tami Kaplan as staff person, performed the majority of its work from October to December. In late September, the committee conducted an annual survey of all faculty to identify service preferences for standing faculty and Institute committees. The committee contacted deans and committee chairs for suggestions, noting that some schools consider Institute service as a factor in promotions, and updated materials to share with prospective committee members and officers. The committee made eight out-of-cycle (interim) appointments and nominated 31 faculty members for appointments beginning on July 1, 2019, with the slate including nominees from 14 academic units across all five schools and the Department of Athletics, Physical Education, and Recreation. The committee also led a process to nominate two faculty officers to serve from 2019 to 2021: Duane Boning for associate chair of the faculty and David Singer for secretary of the faculty. The slate was presented at the March Faculty meeting and unanimously adopted in May.

Committee on Student Life

The Committee on Student Life is chaired by Mark Bathe (Biological Engineering), with Judy Robinson as executive officer. CSL consists of six elected members of the Faculty, three undergraduate and three graduate students, and, as ex officio nonvoting members, the vice president and dean for student life and the senior associate dean for residential education, the latter of whom serves as the committee's executive officer. Because successful education depends on social and affective, as well as cognitive, aspects of students' experience, CSL is concerned with student life and the quality of the learning and living environment at MIT, with specific attention to issues of community. The committee is composed of an outstanding group of faculty, staff, and students from across the Institute, all deeply concerned with issues of student life. The committee met approximately every two weeks over the past year, for a total of 12 meetings.

Agenda

The agenda of CSL is set by the chair, in consultation with the vice president and dean for student life and the committee. In the fall semester, agenda items included a progress update on CSL's 2017–2018 recommendations and a review of student mental health and well-being resources and related quality of student life. The committee also learned about the Office of the Vice Chancellor's first-year curricular experiment and the progress of the Career Explorations Committee, chaired by David Darmofal. In the spring semester, agenda items included diversity and inclusion efforts at MIT, mediation and management of conflicts between students and faculty, leadership development for students and faculty, and the quality of faculty mentoring.

Guests

Over 30 faculty and senior administrators were guests at CSL meetings during the year, including (among many others) the chancellor, the vice chancellor, the Institute chaplain, ombudspeople, the medical director, the chief of student mental health and counseling, and the senior associate dean for graduate education. The presidents of the Undergraduate Association and the Graduate Student Council also visited with CSL, and a total of 34 students from numerous student organizations throughout MIT participated in committee meetings during the year.

Discussion Topics

Student Wellness and Well-Being

The major goal of CSL in the fall semester was to explore student wellness and well-being resources on campus. The committee met with representatives of the diverse range of campus support resources available to both undergraduate and graduate students and analyzed the nature and scope of student services. Based on these conversations, it is clear that mental health and well-being is an issue for campuses throughout the United States. While rates at which mental health and counseling services are used are higher at MIT than its peer institutions, it is unclear whether this is due to a relatively higher number of MIT students in need of assistance in comparison with national averages or whether students at the Institute are more likely to seek assistance due to lower stigma on campus associated with seeking mental health support.

The committee also explored various wellness efforts in place at MIT, including programs in religious and spiritual life, student support and well-being, graduate education, community wellness, and the Department of Athletics, Physical Education and Recreation. The committee met with representatives of numerous student organizations dedicated to student wellness. The range of offerings addressing physical, emotional, and social well-being is significant. Areas for further exploration include student awareness of campus wellness resources and how information is communicated to the student body, since it is unclear that students are fully aware of the myriad wellness resources available to them, and the quantity of wellness support resources dedicated to graduate students.

Diversity and Inclusion

During the spring semester, the committee explored diversity and inclusion programs and initiatives across campus, as well as leadership development for students and leadership and mentoring development for faculty. The committee met with administrative departments that focus on diversity and inclusion efforts and representatives from a number of student organizations whose work is focused on diversity and inclusion on campus. Students expressed an interest in more prominence being given to diversity and inclusion by way of space allocated to student organizations that address this issue, as well as training of faculty on topics such as mitigation of unconscious bias, management of conflict in academic departments (sometimes rooted in diversity-related issues), and Title IX issues.

The committee also discussed with students the need to place greater emphasis on diversity and inclusion efforts throughout MIT. As MIT works to increase diversity among students, faculty, and staff, students stated that they would like to see MIT dedicate resources to promote inclusion so that all members of the community can thrive and be successful. Students also noted that it was a positive step to have all academic departments develop a diversity statement. They would, however, like to see (1) an MIT-wide statement that demonstrates a commitment to diversity and inclusion and (2) an evaluation plan assessing MIT's steps to address diversity and inclusion across departments.

Leadership and Mentoring

The committee's final topic for the spring semester was leadership development for students and leadership and mentoring development for faculty. The committee appreciated exploring the various leadership development programs for students, including leadership and engagement initiatives in the Division of Student Life and the Gordon Engineering Leadership Program. The committee also sees an important opportunity in working with the MIT Leadership Center that will be explored further in fall 2019.

Based on discussions earlier in the semester, the committee chose to explore leadership development and mentoring for faculty because it felt that faculty members play a pivotal role in student wellness and well-being at both the graduate and undergraduate levels, as well as in promotion of and support for diversity and inclusion on campus. Faculty research advisors serve a particularly important function in graduate student life given the centrality of graduate students' MIT experience within their research groups. Testimony from students indicated that faculty could be better prepared in these areas

as lecturers and advisors, could better identify and manage conflicts related to these issues, and could better mentor students with respect to well-being and success in both academics and research. The committee learned about and applauded various faculty development programs being coordinated by Chemical Engineering department head Paula Hammond and Assistant Provost for Faculty Programs Donna Behmer and felt that these efforts should be supported and expanded across the Institute to improve the quality of undergraduate and graduate student life.

Actionable Topics

Faculty Vote on a Third Graduate Student Representative

To align undergraduate and graduate representation on the committee, a motion to increase the committee's voting membership from two to three graduate students was submitted to the Faculty Policy Committee in September 2018. The motion was presented at the October Institute Faculty meeting and subsequently approved.

CSL Recommendations

Based on guest presentations and related discussions and deliberations, the committee formulated several specific recommendations to the MIT administration to improve the quality of student life on campus, as outlined below.

Student Well-Being

1. Centralize and improve the visibility and accessibility of mental health and well-being resources for undergraduate and graduate students.
2. Take a leadership role in trying to address the nationwide growth in student mental health issues.
3. Broaden participation in well-being courses and activities beyond conventional physical education.
4. Task the new dining advisory group with reviewing and evaluating the overall strategy for dining on campus, including market analyses for retail concepts and competitive pricing.
5. Increase the scope of renovation of the Stratton Student Center.

Diversity and Inclusion at MIT

1. Formulate a strategic vision and mission statement for MIT at large on the topic of diversity and inclusion.
2. Require training for all faculty and staff on diversity and inclusion.
3. Facilitate campus efforts that advance diversity, equity, and inclusion.

Leadership and Mentoring

1. Invest in training of undergraduate and graduate students in leadership, communication, and conflict management.
2. Invest in training of faculty in mentoring, management, communication, and leadership.

Committee on Undergraduate Admissions and Financial Aid

The Committee on Undergraduate Admissions and Financial Aid is chaired by Raúl Radovitzky, with Stuart Schmill as executive officer. During AY2019, CUAFA worked on a new financial aid policy for US veterans and financial aid policy improvements for the lowest-income students, discussed MIT's admissions strategy to address concerns regarding cross-admit yields in some categories relative to peer institutions, and assessed updates to the Institute's diversity study addressing the rationale for considering race in MIT's admissions process.

New Financial Aid Policy for US Veterans

The Institute's financial aid is guided by the following principles: MIT offers only need-based financial aid, MIT meets 100% of the full demonstrated need of every student, and paying for students' undergraduate education is the responsibility of students and their family to the extent that they are able.

Because MIT considers this last guiding principle—the expectation that parents pay for students' first four-year college degree—an obligation of being a parent, it remains true regardless of the age of the student. Therefore, MIT does not consider students independent of their parents simply because they may be above a certain age.

CUAFA discussed an exception to this policy to consider veterans of the US Armed Forces as independent with respect to both federal and institutional financial aid. If this policy change were to be implemented, parental financial information would not be used when determining a veteran's financial aid eligibility.

After careful consideration and thoughtful discussion within the committee, CUAFA recommended to the MIT administration that this policy be approved and enacted immediately for the 2018–2019 academic year.

Financial Aid Changes

A number of financial aid changes were considered by CUAFA this year. The main motivation was to ensure that students have the necessary resources to attend MIT so that they can enroll regardless of their financial circumstances. MIT wants students to succeed here and to participate fully in their college experience. It also wants students to choose schools based on fit and not finances.

MIT's policies are not quite as generous as those of Harvard, Yale, and Princeton, and while its policies had been close to Stanford's, the Institute has more recently been losing

ground to that university as well. Considering the size of MIT's endowment relative to Harvard, Yale, and Princeton, MIT yields students well against these schools but less so with Stanford. MIT also enrolls fewer very wealthy students than its peers.

Historically, MIT has had the highest yield among its lowest-income students. This is likely because the Institute's policies have always been more generous for low-income students. In the higher income brackets, MIT has not been as competitive. Last year, however, MIT had a drop in its yield of low-income students because the Institute's peers have been competing more aggressively for these students. CUAFA's proposals therefore focused on this low-income group.

The main goal was to achieve this objective in a budget-neutral fashion (as mandated by the provost), which meant that financial aid policies for middle-income families would be adversely affected.

As a result of intense committee deliberations spanning three meetings in the fall, CUAFA recommended the following financial aid policy changes to the Enrollment Management Group:

- $2,000 start-up funding for first-year students with family incomes of less than or equal to $65,000: $450,000 per year cost
- Health insurance coverage for students with family incomes of less than or equal to $65,000 who are not otherwise covered on their parents' plans: $900,000 per year cost
- Increase in parental contribution for all families of $700: $1.58 million per year savings after four years (with more than the full calculated need still met)

The detailed rationale leading to these recommendations included the following arguments:

- Both of the enhancements are programs already engaged in by MIT's peers.
- Both enhancements will have a positive impact on low-income families and the ability of students from these families to succeed at MIT.
- Start-up funds will likely help with yield when students compare their aid packages with MIT's peers.
- Covering health insurance will not have an impact on yield, as students will not see the expense or charge in their initial financial aid award; however, it will reduce the significant and unexpected expense of the extended health insurance charge for low-income families.
- Because MIT generally grandfathers in reductions in aid and not enhancements, the net savings would be phased in over four years, but the costs would not.

One caveat is that the changes in aid may exacerbate financial stress among middle-income students and families, the group that already reports the most financial stress (according to MIT and its Consortium on Financing Higher Education peers).

Discussion of the MIT Admissions Strategy

At the Academic Council meeting on December 4, 2018, MIT President L. Rafael Reif requested that CUAFA review and identify strategies for addressing yield issues with certain populations, namely Stanford cross-admits. Specifically, he asked CUAFA to address the questions of whether improving yield is important and, more broadly, what the important considerations are.

To address the president's request, CUAFA engaged in a deep discussion spanning two meetings wherein the principles and rationale of MIT's admissions strategy were revisited. This included an in-depth presentation by Stuart Schmill, CUAFA executive officer and dean of admissions and student financial services, on the recent history of MIT's admissions strategy and how it has attempted to address the Institute's educational values, mission, and goals. This was followed by thoughtful discussions of the existing strategy and consideration of potential changes.

The main conclusion was that MIT's admissions strategy is already well aligned with the Institute's goals. There may be incremental changes that could further increase MIT's yield from the all-time high confirmed in the admissions process for the Class of 2023, but at some point this may result in conflicts with values such as academic excellence, fit with MIT culture, and equality and affect yield in a negative way. CUAFA plans to continue these discussions next year and take into consideration the impact of the new policies enacted this year on the admissions process for the Class of 2023.

Assessment of the Study on Considering Race in MIT's Admissions Process

Continuing with recent efforts to address this issue, and following the 2017–2018 CUAFA recommendation to enhance collection of supporting data, the Admissions Office finished updating its diversity study and submitted it to CUAFA for discussion.

A lively conversation ensued with additional perspectives on how diversity is important on our campus. However, in a meeting involving the chancellor, the vice chancellor, the chair of CUAFA, the dean of admissions and student financial services (also the executive officer of CUAFA), and MIT's general counsel, it was recommended that approval of the diversity study report be postponed until next year due to the impending resolution of important legal cases at other universities, which might better inform the committee's decisions.

Committee on the Undergraduate Program

During AY2019, the Committee on the Undergraduate Program made decisions and recommendations regarding a number of matters related to MIT's undergraduate educational programs and provided input on a range of issues cutting across faculty and institutional governance. The committee, chaired by Duane S. Boning with Genevre Filiault as executive officer, met twice over the summer of 2018 and on alternate weeks through the fall and spring terms.

While the committee does not usually work over the summer, this year it convened to consider iterations of a proposal from the vice chancellor for a possible educational experiment to be implemented in fall 2018. The proposal for the experiment, to "enable opportunities for exploration in the first year," was informed by ideas from many

sources including CUP, the CUP Study Group on Undergraduate Majors Selection, students, and a faculty workshop.

On August 2, 2018, after discussing the proposal and feedback from the community, the committee approved an experiment allowing incoming first-year students in fall 2018 to designate up to three of their science core General Institute Requirements to be graded on a pass or no record basis after their first term. All other regular MIT grading policies, including first-year grading, were to remain in effect. The Office of the Vice Chancellor was charged with implementation and assessment of the grading experiment in coordination with faculty governance and the Registrar's Office. Preliminary data on the experiment were shared with CUP (during several meetings) and the MIT community (during the October 17, 2018, Institute Faculty meeting).

Early in the spring semester the vice chancellor submitted a proposal for phase two of the experiment, to be implemented for students entering in fall 2019. CUP solicited feedback on the proposal from the MIT community (including during the February 20, 2019, Institute Faculty meeting). In April, the committee approved phase two of the experiment. Phase two extends the grading policy from phase one, changes the regular credit limit and creates an additional limit for approved discovery-focused subjects to foster both discovery and exploration, and replaces early sophomore standing with increased spring term credit limits and opportunities for advice in majors of interest for all students under the experimental policy. The Office of the Vice Chancellor was again charged with implementation and assessment and reporting findings to CUP.

CUP also discussed and recommended a new SB degree program in computation and cognition (6-9) and a master's in engineering in computation and cognition (6-9P), both of which were subsequently approved by faculty vote. Additionally, the committee consulted on other important topics in undergraduate education, including first-year advising, first-year learning communities, Commencement, and the academic calendar, and engaged in consultations with its Subcommittee on the Communication Requirement and Subcommittee on the HASS Requirement.

In addition to regular faculty committee work, CUP deliberated on several important issues over multiple meetings, including the role of early sophomore standing in the undergraduate program and a Department of Mathematics proposal (supported by the committee) to change how the GIR credit for 18.01 is awarded based on prior examination results (e.g., advanced placement).

The CUP Study Group on Undergraduate Major Enrollment, chaired by Professor Jeffrey Grossman (Materials Science and Engineering), concluded its effort this year. The work of this group and the data collected through its efforts influenced the development of the aforementioned educational experiment. Acronyms used by the CUP subcommittees include the following:

Humanities, Arts, and Social Sciences: HASS

HASS Humanities: HASS-H

HASS Arts: HASS-A

HASS Social Sciences: HASS-S

HASS Elective: HASS-E

Communication Intensive in HASS: CI-H

Communication Intensive in the Major: CI-M

Subcommittee on the HASS Requirement

CUP's Subcommittee on the HASS Requirement is chaired by Associate Professor Marah Gubar (Literature), with Patricia Fernandes as executive officer. During AY2019, the subcommittee met monthly and continued with its regular responsibilities related to the oversight of the HASS requirement.

SHR staff and the chair reviewed 101 student petitions for substitutions within the HASS requirement, of which 58 were for Harvard cross-registered subjects. SHR approved 30 new proposals for HASS subjects to count toward the HASS requirement: 14 for HASS-A, nine for HASS-H, five for HASS-S, and two for HASS-E. One of those proposals was for a new HASS exploration subject (21G.087J/21H.144J Introduction to Russian Studies). SHR also reviewed and approved a proposal for a new interdisciplinary HASS concentration in computing and society. Additionally, and prior to the review of the computing and society proposal, SHR developed guidelines for proposing an interdisciplinary HASS concentration. The guidelines were found to be valuable in the development of this new concentration.

The subcommittee continued its review of how students are moving through the HASS requirement by looking at the Class of 2018. In AY2018 SHR looked at the Classes of 2014, 2015, 2016, and 2017—the first cohorts to complete the HASS requirement under the revised distribution component. In AY2019, the subcommittee repeated this task. The results continue to be consistent across cohorts: for each cohort, close to 40% of students completed more than the required eight subjects; on average, students completed three HASS-H subjects, three HASS-S subjects, and two HASS-A subjects; approximately 80% of students completed a HASS-H subject in year one, approximately 80% completed a HASS-S subject by year two, and approximately 80% completed a HASS-A subject by the end of year three; and the highest enrolled HASS concentrations were economics (more than 200 students), global studies and languages (more than 200 students), and music (more than 100 students).

The bulk of the subcommittee's work this year was the continuation of a review of HASS concentrations. Over the past two years, SHR conducted the first full review of this component of the HASS requirement. During AY2018, SHR determined that the review should focus on gathering information for each concentration in order to learn what is working well and what challenges students and faculty are facing. This work continued into AY2019 and culminated with the composition of a final report. Overall, HASS concentrations are functioning very well. SHR's meetings with concentration advisors and administrative staff (20 meetings in total) have generated a wealth of information regarding how concentrations are structured, what advising techniques are being used, and how some HASS units and programs build a sense of community that benefits both students and faculty.

Drawing on information gathered from these meetings, the concentration websites, and findings from a student survey, SHR has outlined essential/minimum practices necessary to administer a concentration as well as best practices. SHR also catalogued some of the challenges faced by HASS faculty working to administer concentrations and made recommendations for how MIT can better support their work and improve the experience for concentrators.

Subcommittee on the Communication Requirement

CUP's Subcommittee on the Communication Requirement (SOCR) is co-chaired by Professors Chris Kaiser (Biology) and Rosalind Williams (Science, Technology, and Society), with Kathleen MacArthur as executive officer. During AY2019, the subcommittee engaged in a number of activities in its oversight of the undergraduate Communication Requirement (CR) at MIT, including reviewing both 115 student petitions and the rate of student noncompliance with the pace of the CR. SOCR also met with the teaching staff of 6.UAR Seminar in Undergraduate Advanced Research and considered phase two of the CUP experiment.

SOCR reviewed and approved the CI-M program for two new SB degrees: the SB in computation and cognition (Course 6-9) and the new flexible SB in nuclear science and engineering (Course 22-ENG). Early conversations with the sponsors of the 6-9 degree allowed time for development and approval of a new CI-M subject (9.58 Projects in the Science of Intelligence) designed for the joint major. While many of the original joint majors make use of one CI-M subject from each department, there has been an increasing desire by sponsors and SOCR to create new subjects designed specifically for the joint majors. In AY2019, SOCR reviewed proposals for nine new CI subjects (seven CI-M and two CI-H). This is a decrease from the number of subjects reviewed in recent years (12 in AY2018, 20 in AY2017, 18 in AY2016, and 20 in AY2015).

At the end of AY2018, SOCR acknowledged that it has a unique vantage point because of its work in reviewing proposals. Using insights garnered through the proposal review process, the subcommittee agreed that it should encourage innovation in approaches to professional communication across the Institute. In AY2019, the subcommittee was fortunate to find a convergence of its goals with the larger ones of MIT, including the overall goals of the broader educational mission, more flexibility without losing rigor, responsiveness to students and alumni, and the importance of interdisciplinary studies. As an example, an SOCR meeting with the leadership of the New Engineering Education Transformation Program (NEET) resulted in a newly approved CI-M subject for the final year of the autonomous machines NEET thread.

The subcommittee concluded the year with a reaffirmation of the opportunities ahead. First, dramatic changes in professional communication create an opportunity and an imperative to innovate how we prepare our students for their professional life. Second, changes at the Institute necessitate attention to the quality of offerings while creating innovative curricula. The subcommittee agrees that MIT should continue to lead by stressing the importance of developing the communication practices of our students.

Harold E. Edgerton Faculty Achievement Award Selection Committee

The Edgerton Award Selection Committee, chaired by Ian Hunter with Tami Kaplan as staff person, selected Vivienne Sze, associate professor in the Department of Electrical Engineering and Computer Science, as the recipient of the 2018–2019 Harold E. Edgerton Faculty Achievement Award.

Professor Sze received a bachelor of applied science (honors) in electrical engineering from the University of Toronto and master of science and PhD degrees in electrical

engineering from MIT. She served as a member of the technical staff at the Texas Instruments Systems and Applications Research and Development Center before returning to MIT in 2013 to join EECS as an assistant professor. In July 2017, Sze was promoted to associate professor without tenure. The two senior faculty colleagues who nominated her find her technical skills, insights, and research results to be deeply impressive, as well as her commitment and contributions to teaching and service.

Professor Sze has made significant contributions in two key areas. In the domain of deep learning, she created the Eyeriss chip for accelerating deep learning algorithms, building a flexible architecture to manage different convolutional shapes. Eyeriss is also the first deep neural network accelerator to exploit network data statistics to further reduce energy consumption twofold—a substantial accomplishment in this field. In addition, Professor Sze has provided innovative technical approaches and important technical leadership in low-power video coding. Her work on High Efficiency Video Coding has greatly influenced the development of standards that are now widely adopted. These improvements provide the enabling technology for media outlets such as YouTube and Netflix (among many others), having a visible impact on everyday life.

Professor Sze holds over 25 issued patents and is the recipient of the 2017 Qualcomm Faculty Award, the 2016 Google Faculty Research Award, and the 2016 Young Investigator Research Program Award from the Air Force Office of Scientific Research. In 2011, she received MIT's Jin-Au Kong Outstanding Doctoral Thesis Prize in Electrical Engineering.

Professor Sze's students comment on her ability to connect theory and practice through enjoyable and helpful lectures. Her educational contributions include a wildly popular conference tutorial on hardware architectures for deep neural networks that she has turned into a regularly offered MIT subject that can be used to satisfy the EECS doctoral qualifying procedures. Professor Sze is also passionate about promoting the participation and advancement of women and underrepresented minorities in the field. A recent example is her stellar service as co-chair of the 2018 "Rising Stars in EECS" workshop, a gathering of promising women who are approaching graduation and interested in academic careers and a program that she benefited from when she was a doctoral student.

Continuing the legacy of Professor Harold E. Edgerton, this award honors achievement in research, teaching, and service by a non-tenured member of the faculty. The selection committee recognizes Professor Vivienne Sze for her seminal and highly regarded contributions in the critical areas of deep learning and low-power video coding and for her educational successes and passion in championing women and underrepresented minorities in her field.

James R. Killian Jr. Faculty Achievement Award Selection Committee

The Killian Award Selection Committee, chaired by Anne McCants with Tami Kaplan as staff person, selected Susan S. Silbey as the recipient of the 2019–2020 James R. Killian Jr. Faculty Achievement Award. Silbey is the Leon and Anne Goldberg Professor of Humanities and professor of sociology and anthropology in the School of Humanities, Arts, and Social Sciences and professor of behavioral and policy sciences in the Sloan School of Management.

Professor Silbey joined the MIT faculty in 2000 following 26 years in the Department of Sociology at Wellesley College. A world-renowned sociologist of law, Professor Silbey is celebrated for her groundbreaking work on legal consciousness and regulatory governance, most recently in scientific contexts. She explores how the exercise of law, or legality, is based in the routine transactions and relationships among ordinary people, arguing that in order to understand how the rules of law operate, we need to see how they are interpreted, defended, negotiated, and resisted by people as they do their jobs and go about their daily lives. Toward this end, Professor Silbey has championed the use of narrative—the stories people tell about themselves and their experiences—as both an object of study and a method of sociological inquiry. In *The Commonplace of Law: Stories from Everyday Life*, she and coauthor Patricia Ewick explore the gap between the letter of the law and people's perceptions of legality; this work received special recognition from the American Sociological Association.

Professor Silbey has also investigated the gap between codes of legal regulation and the reality of what is being regulated through an ethnographic study of two scientific laboratories tasked with implementing a management plan to comply with newly imposed environmental and safety regulations. In research carried out over the course of a decade, she observed how successful managers approached their task pragmatically by facilitating conditions of "close to compliance" rather than insisting dogmatically on absolute compliance. In addition, Professor Silbey is engaged in a longitudinal study of gender stratification in science and engineering funded by the National Science Foundation. She and her collaborators define "professional role confidence"—"individuals' confidence in their ability to successfully fulfill the roles, competencies, and identity features of a profession"—and argue that this confidence predicts students' persistence in engineering majors and careers; men's disproportionately high professional role confidence relative to women helps to account for the widely observed attrition of women in science, technology, engineering, and mathematics (STEM) fields.

Professor Silbey has a tremendous record of service. She is currently chair of the MIT faculty, a role in which she has helped to guide the consultative process that preceded the announcement of the MIT Schwarzman College of Computing as well as the establishment of five faculty working groups to provide input on the structure, operation, and vision of the college. Professor Silbey previously served as secretary of the faculty, and from 2006 to 2014 she was head of the Anthropology Section. Outside MIT, Professor Silbey is currently a member of the National Academy of Sciences' Committee on Science, Technology, and Law and serves on the Board of Trustees of the Law and Society Association and the Board of Directors of the Boston Psychoanalytic Society and Institute. She previously served as president of the Law and Society Association. These are but a small sample of her leadership and contributions both within and outside of the Institute.

Professor Silbey has received numerous professional accolades, from—early in her career—research awards and fellowships from the Mellon Foundation, the Sloan Foundation, and the American Council of Learned Societies to election as a fellow of the American Academy of Political and Social Science in 2001. Also, she was the recipient of a Guggenheim Foundation Fellowship in 2009 and a Russell Sage Foundation Fellowship in 2014. She has been recognized for her teaching and mentoring at both

the undergraduate and graduate levels by Wellesley College, the American Sociological Association, the Law and Society Association, and MIT's School of Humanities, Arts, and Social Sciences, and in 2017 she received a Rookie Advisor Award for outstanding freshman advising at MIT.

All of this but scratches the surface of Professor Silbey's significant accomplishments. We are delighted to have this opportunity to honor Susan S. Silbey for her insatiable intellectual curiosity, unstoppable productivity, and overwhelmingly generous mentorship and leadership.

Susan Silbey
Chair of the Faculty