OVC, integrating the offices of the Dean for Undergraduate Education and the Dean for Graduate Education, was announced in April 2017.
Timeline

OVC

Realign

Refine

Integrate & Prioritize

April 2017
DUE+
ODGE come together

July 2017-
March 2018
Defining models for the future organization

March 2018 -
Jan 2019
Living in the new org and adjusting

Jan 2019 -
Present
Office-based strategies
Major changes

• The **Office of Undergraduate Advising and Academic Program** (UAAP) evolved to **Office of the First Year** (OFY).

• New **Office of Experiential Learning** (OEL) created: UROP, Edgerton, D-Lab, Global Ed, and the PKG.

• GECD transitioned to **Career Advising & Professional Development** (CAPD), focusing on mentoring, career services, distinguished fellowships + prof development (new).

• The **Office of Graduate Education** (OGE) remains as a dedicated unit, and benefits from OVC HQ, others.

• **International Students Office** (ISO), formerly reporting into OGE, is now a separate unit.
# 1: Transform the first-year undergraduate experience at MIT
Key needs identified by the community

- More support for intellectual exploration & choosing a major
- Advising, advising, advising *(vital in the first year and beyond)*
- Feeling inspired by a topic / love of learning

More flexibility, fewer GIRs to enable above
Aspects of the experiment

- **Control Group** (Class of 2021)
- **Test Group** (Class of 2022)
  - Up to 3 Science Core GIRs may be taken P/NR after first semester (declare by ADD date)
- New messaging: first-year is for exploration
- Improved roadmaps for majors
- Development of more exploratory options
  - Initial list from departments had 190 subjects
  - Also identified first-year UROP coordinators for departments and other opportunities
Change in science core GIRs taken under experimental policy

3+ GIRs reduced from 74% (fall 2017) to 44% (fall 2018)

<table>
<thead>
<tr>
<th>Advanced credit</th>
<th>Fall 2017</th>
<th></th>
<th></th>
<th></th>
<th>Fall 2018</th>
<th></th>
<th></th>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
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<td>2</td>
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<td>0%</td>
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<td>91%</td>
<td>5%</td>
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<td>2%</td>
<td>31%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>90%</td>
<td>3%</td>
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<td>44%</td>
</tr>
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<td>0%</td>
<td>3%</td>
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<td>62%</td>
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<td>50%</td>
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<tr>
<td>3+</td>
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<td>33%</td>
<td>45%</td>
<td>9%</td>
<td>0%</td>
<td>38%</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Total</td>
<td>2%</td>
<td>5%</td>
<td>16%</td>
<td>74%</td>
<td>3%</td>
<td>6%</td>
<td>10%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Percent of students with X science core GIR credits through AP/AS/TC

<table>
<thead>
<tr>
<th>X</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>1</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>2</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>3+</td>
<td>13%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Early results

• 538 fewer enrollments in Science Core GIRs this fall.

• 75% of the new enrollments (freed-up by delaying GIRs) were in the 190 Academic Exploration Subjects identified by departments.

• The number of unique subjects first-years are taking increased by 14% (from 280 to 318).

• Only six subjects had enrollment increases of 20 or more first-year students (we provided TA help).
Three approaches to major selection
Different students explore differently

**Focused**
- Firm about their desired major at entry
- Seek to engage and explore within that major

**Open/Focused**
- Have 2-4 majors in mind
- Seek to explore to choose among them

**Open**
- No idea what their major will be
- Seek to explore to discover their major interest

*Source: CUP Study Group first-year student study, Fall 2017 interviews*
What's next

- Potential CUP experiment for the Class of 2023
- Advising pilot for the Class of 2023
- Testing “blue-sky ideas” in first-year learning communities
- Aligning CPW + orientation messaging (balance, exploration, support)
#2: Become a leader in advising & professional development of grad students
Roadmap for graduate students (with DSL)

- Onboarding & Orientation
- Diversity and Inclusion
- Professional Development and Advising
- Financial Stability
- Housing & Food Security
- Community
- Support & Wellness
- Business Practices
Mental health and the connection to advising

Erin C. Dunn, Assistant Professor at the Massachusetts General Hospital (MGH) and Harvard Medical School.
First Job after PhD for 2017 MIT Graduates

PhD

42% Postdoc

29% University
13% Other

58% Permanent Employment

12% Academic Faculty
46% Industrial Research
46% Non-research roles

2017 Doctoral Exit Survey
THE PLANS:

THE PLAN YOU TELL YOUR ADVISOR: "I'M GOING TO BE A PROFESSOR AT A MAJOR RESEARCH UNIVERSITY AFTER I GRADUATE."

THE REAL PLAN: LOOK FOR CAREER ALTERNATIVES.

THE SECRET PLAN: BECOME A BAKER/ROCKSTAR/WRITER.

From Piled High and Deeper (PhD) by Jorge Chan
UC 2016 Well Being survey

Risk and protective factors for depression

Correlation with Depressive Symptoms

- Poor mentor relationships: 0.19
- Financial concerns: 0.31
- Program bias: 0.23
- Social support in general: -0.36
- Support from department: -0.37
- Optimism about career prospects: -0.40

Charles et al., submitted
Student Professional Development Competencies

• Career & Professional Advancement
• Leadership and Mentoring
• Interpersonal Skills
• Communication
• Social Responsibility
• Personal Development
What's next

- Student professional development framework roll out
- Continued collaboration with GradSAGE (School of Engineering) + other schools / departments
- Individual Development Plan pilot
- TLL led faculty advising cohort pilot
- Create a week of Graduate Professional Development
- During the reaccreditation process for MIT encourage departments to formally adopt learning goals for professional development competencies
#3: Lead and manage OVC to provide enhanced services + programs for students
Development of OVC cross-functional teams

• Graduate Family Support Working Group
• Wellness Committee
• Data and survey coordination
• Designing the First Year at MIT
• Graduate Housing (with DSL, GSC)
• Career Explorations
• Student Professional Development Working Group
• International Students of Color Onboarding

• And others…
What's next

- Potential change in spring academic calendar and commencement timing
- Future learning management / student information systems
- Policies to minimize students on partial funding
- Graduate personal support network
- Collaboration between Interphase EDGE & MITx
- College of Computing?