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CAPTURING AND COMMUNICATING MIT'S CULTURE, VALUE AND HISTORY THROUGH MIT2016: CELEBRATING A CENTURY IN CAMBRIDGE

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Table of Contents

Executive Summary	Page 2
Background	Page 3
Scope	Page 5
Current State and Detailed Findings	Page 7
Recommendations	Page 9
Opportunities and Challenges	Page 12
Success Criteria	Page 13
Appendix A: Original L2L Project Charge	Page 14
Appendix B: Problem Statement	Page 16
Appendix C: List of Interviews	Page 18
Appendix D: Self-Guided Walking Tour	Page 19
Appendix E: Initial Thoughts for Potential Short Videos	Page 20
Appendix F: Short Video Treatments	Page 21

Capturing and Communicating MIT's Culture, Values and History Through MIT2016: Celebrating a Century in Cambridge

Executive Summary

In the winter of 2016, Kirk Kolenbrander, MIT Vice President, Glen Comiso, Senior Director for Institute Affairs, and Kathryn Liede, Senior Advisor to the Senior Vice President, scoped a project for Leader To Leader (L2L). The objectives were to explore the capture and communication of MIT's culture and history, specifically through MIT2016, and develop recommendations for next steps and other uses. *(See the original L2L Project Charge in Appendix A on page 14.)*

We -- Martha Broad, Martha Jane Gagnon, Sarah Rankin, Magdalena Rieb, and Lisa Schwallie -- were assigned to the project. This report summarizes our project work and recommendations.

Our first step was to define success. To do so, we identified an audience and purpose. After discussion with the project sponsors and others, we narrowed the focus of the project to helping staff joining MIT to acculturate more quickly and effectively by leveraging the MIT2016 assets. *(See the Problem Statement in Appendix B on page 16.)*

To this end, we recommend that MIT develop a series of short (less than 2 minute) videos, each of which would communicate a discrete aspect of MIT's values, culture, or heritage. *(See Potential Short Videos in Appendix E on page 20.)* We recommend deploying these videos for at least three uses:

- **Employee Onboarding Site:** The current employee onboarding site is an effective tool for communicating action steps and logistics to new employees. We recommend broadening its scope to include information about MIT's culture and values, so that new employees can acculturate more quickly. Employees would be able to access this information after hire, and throughout their first year at MIT.
- **Atlas Service Center:** All new employees will stop by the Atlas Service Center to pick up their ID card and conduct other onboarding transactions. Visitors to MIT will also frequent the Center. The short videos could be viewed on screens by people waiting for services or who are curious about MIT.
- **Self-guided Campus Tour:** To augment the current paper map *(as shown in Appendix D on page 19)*, short videos about the campus physical infrastructure and what happens within the buildings could be linked electronically to an interactive map, perhaps on the MIT app, to develop a more dynamic and informative self-guided campus tour. New employees could watch the short videos as they find their way around campus. Short videos would also be useful for potential students, their parents, and other campus visitors.

In order to bring this plan to fruition, we recommend MIT provide resources for an FY18 pilot project. Specific next steps to support this recommendation include:

- **Submission of a budget request for FY18**: The Vice President request a budget for FY18 to fund this pilot project.
- **Formation of a digital asset project team:** The Vice President appoint a project manager to coordinate and drive the project and the Vice President work with the Executive Vice President

and Treasurer (EVPT) to form a project team of existing employees that includes representatives from at least:

- Human Resources: Hiring and Onboarding
- EVPT: Atlas Service Center
- Admissions: Campus Tours
- News & Communications
- Institute Events
- MIT Video Productions

This digital asset project team would be charged with forming a plan for an FY18 pilot project to create and deploy such videos, and then to oversee implementation. A primary goal of this team will be to streamline the process of producing short videos from concept to delivery. Interest in and appetite for the maintenance and curation of digital assets could be assessed at the close of the fiscal year and responsibility and funding could be strategically established upon successful evaluation.

The digital asset project team would leverage valuable video content, in an extremely cost-effective way, to form a body of work that conveys MIT's history, values and culture. Not only would this serve to more quickly acculturate new staff members; it would also promote communication about what makes this place so special to potential students, faculty, staff, donors, and the world at large.

Background

MIT has a rich and unique culture and history that are tightly connected to the Institute's inspiring mission:

The mission of MIT is to advance knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century.

MIT community members are committed to the mission and driven by it. The community knows the Institute as a special place which can not be replicated elsewhere. What sets MIT apart from other globally known institutions of higher education and research are values and core messages which create a culture of excellence.

In 2011, the Institute celebrated its sesquicentennial anniversary of founding (MIT150), and in 2016, the Institute commemorated the centennial anniversary of MIT's move from Boston to Cambridge (MIT2016). Over the course of these past five years, much effort and investment has been made to mark these once in a lifetime occasions with grand fanfare. Both special occasions showcased a series of academic and celebratory programming which yielded valuable historical and cultural assets, sometimes referred to during the course of our research as "nuggets".

All MIT community members, including faculty, students, staff, and alumni, as well as neighbors in Cambridge and visitors from afar were invited to participate and join the festivities in 2011 and 2016. Programming for MIT150 is archived on the MIT150 website (http://mit150.mit.edu/) and includes:

- The *Next Century Convocation,*
- The *FAST Arts Festival*, MIT's confluence of art, science, and technology,

- an exhibit and reception at the MIT Museum, *MIT150 Exhibition,*
- symposia
    - *Economics and Finance: From Theory to Practice to Policy*
    - *Conquering Cancer through the Convergence of Science and Engineering*
    - *Leaders in Science and Engineering: The Women of MIT*
    - *Computation and the Transformation of Practically Everything*
    - *Earth, Air, Ocean and Space: The Future of Exploration*
    - *Brains, Minds and Machines,*
- an open house, *Under the Dome,*
- the *Institute Diversity Summit 2011,*
- video collections which featured:
    - *Elemental MIT*
    - *From the Vault*
    - MIT150 Events and Symposia
    - *Infinite History*, chapter 1, capturing first person recollections of individuals who have shaped or been shaped by MIT,
- assorted photo collections, and
- the *MIT IDEAS Global Challenge* launched by the Public Service Center to inspire and support innovative public service work.

Current year programming for MIT2016 is documented on the MIT2016 website (http://mit2016.mit.edu) and features:

- an exhibit and reception at the MIT Museum, *Imagining New Technology: Building MIT in Cambridge,*
- video collections which featured four documentaries about MIT's century in Cambridge:
    - *A Bold Move*
    - *Function Follows Form*
    - *Good Neighbors*
    - *The Next 100 Years,*
- symposia
    - *The Campus – Then, Now, and Next*
    - *Beyond 2016 – MIT's Frontiers of the Future,*
- a concert by MIT Music and Theater Arts,
- the play *Small Infinities,* by Professor Alan Brody,
- *Infinite History*, chapter 2
- sponsorship to the *Cambridge Science Festival,*
- a community *MIT Day of Service,*
- the *All-MIT Diversity Forum 2016,*
- an open house, *Under the Dome: Come Explore MIT,*
- Moving Day which featured:

    - a reenacted *Crossing the Charles* with MIT family and friends
    - Mind and Hand: A Pageant!
    - *Let's Dance!* dance parties,
- and a Toast To Tech!

In an effort to record Institute history marked during MIT150 and continue the celebration, the MITstory website (http://mitstory.mit.edu/) was created. The site highlights key historical points of education, discovery, culture, people, and service on a timeline since 1846. While the site is actively maintained through collaboration among the Office of the President, MIT Libraries, MIT Archives, and the MIT Museum, it is not comprehensive, and by its chronicled nature does not effuse the culture and spirit that the MIT community embodies.

Also of great importance to the Institute's history during these last few years was the inauguration of L. Rafael Reif as MIT's 17th President in September 2012. President Reif's inaugural address highlighted the need to educate more students in the world to serve and solve global challenges and promote a powerful social and economic equalizer, while enriching and strengthening the model of the research university. President Reif spoke of "One MIT" that focuses interdisciplinary thought and resources to address difficult and perplexing problems with great success to make unique contributions.

And very recently this summer, President Reif addressed the MIT community in the wake of racial tragedy and violence across the nation, inviting all to a community dialog and to consider the most effective ways that MIT can address these problems and explore contributions to progress. President Reif shared his thoughts on MIT Together in Service:

"We are one community, 'One MIT,' united in serving a single mission, which includes bringing knowledge to bear on the world's great challenges. Our community contains wide differences in background, culture, class, race, religion, language, profession and life experience. We do not all think alike, and we are not afraid to disagree. Yet at our best we strive to ensure that there is a place at the table and space in the conversation for everyone. E pluribus unum. Let us draw on that strength now. I hope you will join me in answering this call for the country and the world we serve."

In discussion with project sponsors, Glen Comiso and Kathryn Liede, and executive sponsor, Kirk Kolenbrander, our project team learned that Institute senior leadership is committed to exploring the preservation of these historical and cultural treasures and experiences for future sharing with greater impact. Leadership seeks to open the doors of the Institute to everyone in the community, from veterans to newcomers. Although there have been extensive efforts in the past to communicate events and stories of MIT broadly to the world, there is aspiration to actively welcome all who come to MIT as well as the desire to promote a sense of real connection to the City of Cambridge and surrounding neighborhoods. It would be powerful to create a lasting experience in an organized and accessible fashion that could be read and understood.

Scope

The question that repeatedly emerged during our conversations with community members was *What is so special about this place?* Many shared that it is the heart that brings us together. The MIT150 and MIT2016 events brought many from different segments of the MIT community together. Commemoration

and celebration events in past decades have largely focused on the faculty and student populations, and not necessarily the staff. MIT150 and MIT2016 encouraged faculty, students, staff, alumni, neighbors, and visitors to take part, learn, experience, have fun and embrace physical expression at the same time and in the same place.

Our project group gave careful consideration to senior management's challenge to explore the preservation of historical and cultural nuggets and experiences for future sharing with greater impact, and determined that we could discern our project's specific goals by thinking about how to open the doors of the Institute to the community. To establish a manageable framework for thought and discussion, we identified three specific activities targeting groups of potential newcomers to MIT who could be beneficially impacted by specific efforts to open the doors of the Institute:

- recruiting faculty,
- engaging underrepresented students to apply for admission,
- and onboarding new administrative staff.

In early conversations with interviewees and project sponsors, there was general agreement that all the suggested activities would be worthy of project focus, but that the most opportunistic group to connect with would be new staff engaging and onboarding. Vice President of Human Resources (HR), Lorraine Goffe-Rush, is currently directing an effort through the HR Strategic Talent Management team to redesign the existing orientation and onboarding website (http://welcome.mit.edu) and process with an eye to shortening the learning curve and understanding the Institute's culture. Our project team embraced HR's objectives to improve a new staff member's orientation experience. We suggested that the preservation of MIT historical and cultural nuggets and experiences could complement new employee engagement, and in turn enhance talent attraction and retention. In the midst of redesign, there exists opportunity to shine a light on the approximately ten thousand employees who are committed to the Institute's mission and responsible for maintaining a robust infrastructure to support effective and efficient operations. And so was composed the challenge statement for our group project *(see the Problem Statement in Appendix B on page 16)*:

Help staff who are joining MIT acculturate more quickly and effectively by leveraging the MIT150 and MIT2016 assets and recommending how to distill and incorporate the most pertinent excerpts into employee onboarding to convey MIT's culture, values and history.

Our early research also led to a compelling conversation with Ed Bertschinger, Institute Community and Equity Officer, during which we discussed the community's passion and energy to fulfill the Institute's mission through service. We discussed strength in unity, and considered the contribution of individuals toward the greater good as people are brought together through individuality. Ed shared further thoughts about core values he presented in his February 2015 report entitled *Advancing a Respectful and Caring Community – Learning by Doing at MIT:*

> *In this document we are interested in the role of values in shaping MIT as an institution, as signposts to its vision and guides to its members pursuing the MIT mission. We seek to understand values in the service of culture.……The list (comprises) 11 core values to provide a more complete mapping of MIT's culture and ideals.*

The values articulated within *Advancing a Respectful and Caring Community are:*

- learning by doing
- meritocracy
- equity and inclusion
- excellence
- collaborative problem solving
- innovation and entrepreneurship
- diversity of thought, experience, ability, background, and perspective
- humility
- integrity
- openness
- service

As our project group examined the current state of employee onboarding and engagement at MIT, and developed related recommendations for enhancing the newcomer's experience, we kept focus on these 11 core values as the crucial underpinning to what incites MIT's culture of excellence.

Current State and Detailed Findings

Our team conducted thorough field research on current new employee onboarding practices in order to assess and determine how MIT history, values and culture are communicated, as well as how resources from MIT150 and MIT2016 could be applied during this process *(See the List of Interviews in Appendix C on page 18)*:

- We interviewed key MIT employees who study MIT culture, history and values. Among the interviewees were Institute Community and Equity Officer, Ed Bertschinger, MIT Chaplain, Bob Randolph, MIT Vice President for Communications, Nate Nickerson, and the Executive Director, Events and Protocol, Gayle Gallagher.
- We met with HR officers Vice President for Human Resources, Lorraine Goffe-Rush, HR Director of Communications, Janet Walzer, Manager of Staffing and Career Development Services, Julienne Dean, and Manager of the Atlas Service Center, Kathleen Flynn. From this group we received detailed demonstration about the Institute's online orientation, new employee recruitment initiative and the role of the new Atlas Service Center. We also attended the MIT onsite employee orientation and documented the current process.
- We interviewed the Manager for Communications and Community Office Outreach at Lincoln Lab (LL), Dave Granchelli, about the LL employee onboarding and orientation process and possible use of video material from MIT2016 for onboarding, outreach and recruitment.
- We had the opportunity to work with Larry Gallagher and Jean Dunoyer from the MIT Video Productions team to prepare five different video treatments from the existing MIT2016 video bank and came up with a prototype of a short video titled, "Together in Service." https://youtu.be/O9ajENppQ7c
- We participated in several MIT tours for visitors and new employees and talked to communications staff in the School of Engineering about new employee experience.
- We compared the MIT current onboarding process against our competitors at Stanford and Harvard.

Below are our detailed findings of current MIT employee onboarding practices:

Online Onboarding/Orientation

MIT offers two kinds of online resources for new employees:

Atlas for New Hire Dashboard - http://atlas.mit.edu/newhire/welcome.html
Atlas for New Hire Dashboard is an all-in-one portal for new MIT employees. This website offers step-by-step instructions on how to fill out an I-9 form, get an MIT ID card, enroll in MIT benefits, set up direct deposit, sign up for MIT Alert, take a mandatory course on preventing sexual harassment, and set up an email address as well as securely connect to certificate protected websites. This site also offers an option to sign up for a voluntary on-site employee orientation. Our team found that the Atlas for New Hire Dashboard offers no reference about MIT history, values and culture. Its focus is transactional.

New Employee Orientation & Onboarding website - http://welcome.mit.edu/
Unlike the Atlas for New Hire Dashboard, the New Employee Orientation and Onboarding website is an informational tool which walks an employee through their first year at MIT. It includes a built-in timeline: before the start at MIT, the first day, first week, first month, and first year at MIT. Almost all content on this site is in text form. There are no videos. Even though the New Employee Orientation & Onboarding website has some tips on fun and wellness at MIT, it offers minimal reference about MIT history, values and culture.

Atlas Service Center - https://adminconnect.mit.edu/initiatives/atlas-service-center
Atlas Service Center will be a physical space and is defined as an informational and transactional hub for MIT employees. It will be located in E17 and open to MIT employees in March 2017. The purpose of the Atlas Service Center is to streamline routine transactional processing, enhancing the online Atlas New Hire Dashboard experience. Our team looked at how the Atlas Service Center could communicate to MIT employees the rich content of MIT history, values and culture. The original design of the Atlas Service Center included a smart wall which would show short videos about MIT history, values and culture. However, due to maintenance and expense concerns, the plans for a smart wall were put on hold. Instead, the Atlas Service Center will offer an interactive map of MIT: https://www.youtube.com/watch?v=rfU3eSJYRTg&feature=youtu.be. This map includes pointers to MIT art, architecture, facilities and information about buildings.

Onsite Employee Orientation

The Onsite Employee Orientation is a three-hour session which takes place every week on Monday. It is run by Human Resources and attendance is not mandatory. It offers a detailed walkthrough of basic services and benefits for MIT employees such as parking and transportation, banking services, recreation facilities, benefits, etc. It is an excellent source of information. Our team felt that the orientation was rather long and some of the content presented was too detailed for a new employee to absorb. We also found that the orientation offered minimal reference about MIT history, values and culture. Its main focus is presentation and explanation of all the benefits MIT offers.

MIT Tours

New employees can learn about MIT by participating in various tours of the MIT campus. Tours are organized by Admissions, individual schools and departments, and private travel agencies. MIT

Admissions offers a self-guided tour as well. Our team also explored online tours of the MIT campus, some of which specialize in public art and Institute history, etc.

MIT Tour with a Student Guide
MIT walking tours are conducted by MIT students, so visitors learn about MIT from a student's perspective. Students know a lot about MIT history, values and culture, which knowledge they share with visitors in an entertaining way. The MIT hacking culture is a favorite. The student guide tours are organized by MIT Admissions and, as such, the focus is on prospective students and their parents.

MIT Self-guided Tour
Visitors can pick up a two-page flyer in the MIT Welcome Center showing an MIT map with points of interests *(see Appendix D on page 19.)* The flyer offers a marked route; the alphabet letters (A through P) are further described in the flyer's agenda. Some trivia and interesting facts are included in the descriptions. Five QR codes are included for the visitor to scan and learn more about hacking, public art around the MIT campus, basic statistics of MIT, MIT research and Edgerton's photography. Our team found that the MIT Self-guided Tour offered rather limited information and is an outdated form of sharing information about MIT history, values and culture.

Employee Onboarding at Other Universities
Per advice from our sponsors, our team conducted a limited comparison study of new employee onboarding practices against Stanford University and Harvard University.

Stanford University requires new employees to attend a day-long orientation on their first day. It concludes with a walk around campus. One source that our team interviewed found the orientation interesting and exhilarating, however he felt that there was a weakness in the system in that it set high expectations (employees sign up for interest groups, etc.) and then there was no follow-up.

From the website, Harvard University appears to have a very similar new employee onboarding process to MIT in that employees attend a half-day session (held three Mondays a month) which primarily covers benefits.

Recommendations

The current MIT new staff orientation and onboarding process do a good job of explaining benefits and helping the new employee process the necessary paperwork (e.g., ID, certificate, etc.) However, based on a series of interviews with a number of key MIT offices/individuals *(see the List of Interviews in Appendix C on page 18)*, our overall recommendation is that the staff onboarding process should include a stronger focus on the unique aspects of MIT culture. We understand this would require financial resources and commitment; the benefits for MIT would be significant and result in an energized and deeply committed staff who take great pride in their place of work.

Leveraging Existing Video Content
This L2L project started with the recognition that there is a treasure trove of video assets capturing the history, values and culture of MIT, but that there are few in the MIT community (or beyond) who take the

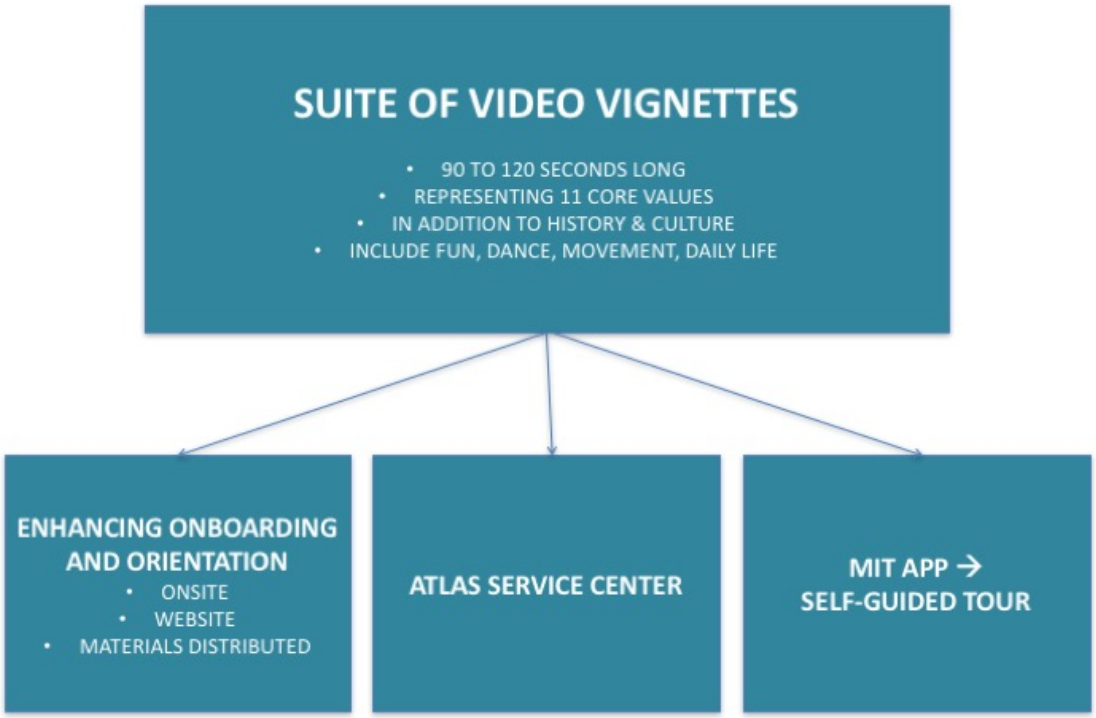
time to reference it when it is no longer current. As previously described, our goal is to develop ways to make the most valuable and relevant parts of the videos easily accessible to new staff so that they could quickly learn about a variety of aspects of MIT's culture.

We conferred with Larry Gallagher, Senior Director, MIT Video Productions, and he agreed that a suite of 90-120 second (short) videos which distill the most salient video segments would be of great use. We provided him with five draft video treatments which script the content, structure and flow for video production. Three of these treatments focus on values outlined in *Advancing a Respectful and Caring Community*. The other two focus on key moments in MIT's history as well as future plans for discovery. *(Please see Appendix F for the entire content of the Short Video Treatments on page 21.)*
Larry Gallagher and his staff were kind enough to collaborate with us and produce one of these treatments, "Together in Service." https://youtu.be/O9ajENppQ7c

Building on the "Together in Service" video and the other treatments, we propose that the existing content on both the MIT2016 and Infinite History sites be culled strategically to highlight the following through the making of 90-120 second (short) videos:

- each of the values outlined in the Ed Bertschinger's 2015 report (above)
- several videos about key moments in MIT's history
- several videos addressing the future educational and research reach of MIT
- several videos about MIT day to day campus life
- several videos about special places at MIT

The following summarizes recommendations for short videos and applications to enhance onboarding:



Deployment of Updated Content

Key to the success of this effort will be to strategically place short videos so that they can be efficiently and easily accessed by interested new staff (and others). We propose deployment of a series of short videos (representing the five categories above) in one or more of the following venues:

- staff orientation program administered by MIT Human Resources and the related key websites that new hires frequent, such as the MIT onboarding website for and the main MIT HR website
- Atlas Service Center to push culture, history, and values out to the Institute community
- A self-guided tour that highlights interesting and significant places on campus. The short videos linked via electronic map at strategic locations throughout campus would complement current student-led tours which primarily focus on prospective students. These short videos would provide an engaging way to convey MIT's rich history, values, and culture; they would throw open the doors of the Institute by telling interesting stories in a fun and memorable way. We recommend that the tour be made available via an MIT app for accessibility by the MIT community including, but not limited to, new staff.

Stewardship of Digital Assets

We recommend that a member of senior management be charged with stewardship of digital assets for the benefit of the Institute's use and investment. Stewardship would grant authority to strategically gather and coordinate resources to develop, maintain, and curate a robust digital asset inventory. To effectively incorporate digital asset stewardship into operations, we advocate the following:

- Assembly of a team of existing employees from at least the following areas:
  - Human Resources: Hiring and Onboarding
  - EVPT: Atlas Service Center
  - Admissions: Campus Tours
  - News & Communications
  - Institute Events
  - MIT Video Productions
- Allocation of budgeted funds to support the initiative (incorporate in FY18 budget planning)
- Communication to get the message out that content is available
- Consideration of the balance between producing useful content for a single group (staff) versus producing content more broadly applicable

Pilot Initiative: Leveraging, Deploying, and Stewarding Digital Assets

It would be opportune to run a pilot initiative throughout FY18 to achieve the above recommended goals to prove concept or not. Such pilot could entail temporary financial resources approved to fund short video development based on existing content in an existing shop (e.g., Video Productions or the News Office). Ideally, staff assigned to the pilot project would be close to the market needs to enable understanding and translation; staff would make a deliberate effort to produce more short videos. The streamlining of process from concept to delivery would be a focal point. Interest in and appetite for the maintenance and curation of digital assets could be assessed at the close of the fiscal year, with the thought that permanent charge for responsibility and funding could be strategically established upon successful evaluation.

We are excited about the benefits these short videos of MIT's culture, values, and history can bring to enhance the staff onboarding process, while recognizing that implementation poses opportunities and challenges for MIT. These are addressed in detail in the following section.

Opportunities and Challenges

In order to support management's consideration of project costs and investment with respect to potential value, the project team identified high-level opportunities and challenges associated with the proposal.

Opportunities include the ability to:

- **leverage existing content -** MIT has already invested in developing a series of outstanding video assets to commemorate these recent anniversary celebrations, most of which are now available but not widely accessed, as MIT150 and MIT2016 are old news. MIT could productively and cost-effectively repurpose some of this material so that it continues to provide value to the MIT community.
- **develop a deliberate strategy to engage new employees -** MIT's current focus on staff recruiting and onboarding emphasizes the practical ("need to know"). Repurposing video content will promote intentional thinking about how MIT can acculturate employees, reinforce core values, and encourage efficient and effective productivity.
- **apply content to additional uses, e.g., recruitment and retention –** Short videos could be used to recruit staff and faculty, as well as refresh a sense of belonging and excitement for long-standing employees, potentially even supporting the Institute's strategic talent management initiative. Short videos might also be incorporated in campus tours and welcoming initiatives.
- **build cultural alignment -** By exposing new and existing staff to video content which takes a fresh look at MIT's cultures, values, and history, we can build a greater individual and community sense of oneness, respect and pride.

Challenges include:

- **synergistic alignment of goals for digital assets –** Sources and applications for video assets lie in different organizational areas: Human Resources (for staff onboarding), EVPT (for the Atlas Welcome Center), and Admissions (for campus tours.) As there is no one singly responsible for the visitor experience and employee acculturation, the development of goals, sourcing of funding, and execution of activities to leverage and curate digital assets may not be optimized and therefore successful.
- **currency and relevancy of digital assets** - Once complete, the short videos need curation and maintenance. For example, upon appointment of new senior leadership, the material will need to be updated. Concurrent with the above challenge, it will be important that a single person or team review the short videos (perhaps annually) to ensure currency.
- **availability of funding –** Financial resources will be necessary to create and maintain the short videos, from one or more sources. It should be noted that considerably less money will be required than if the assets were developed originally.
- **focus on staff could limit applicability to other audiences (faculty, students, parents, alumni, etc.) -** There is a limitation based on producing useful content for a single group (staff) versus producing content more broadly applicable.

Success Criteria

Measuring success is an important component of any project. Success factors include:

- assigning an individual responsible for project management and creating an implementation timeline
- accounting for new digital asset content produced
- tracking the number of views for each video and the length of viewing time
- coordinating with applicable offices to ensure the videos are incorporated into appropriate staff onboarding and recruitment, faculty initiatives, and student orientation
- developing a brief survey to track user satisfaction

Appendix A – Original L2L Project Charge

L2L Projects: Draft Scope Statement

Project Name: *Capturing and Communicating MIT's Culture, Values and History through MIT2016: Celebrating a Century in Cambridge*

Project Sponsors:
· Executive Sponsor(s): Kirk Kolenbrander
· L2L Alum Sponsor(s): Glen Comiso, Kathryn Liede

Rationale:
MIT has a rich and unique history and culture that is tightly connected to our inspiring mission. There is strong interest in finding effective and creative ways to capture this history and culture and then just as importantly effectively share it with the right members of the community and beyond. With the 2016 centennial celebrations and campaign launch coming up in the spring, this is a perfect time to think about how to do this. After the MIT150 celebration in 2011, there was a lot of interest in preserving all that happened during that period and while there was some activity (e.g., MIT Story website) there are likely other opportunities worth exploring. Not part of this project but for future consideration are the two suggestions below:
- This work may help inform the development of an MIT value statement – a tool that may be helpful in the work to strengthen MIT's community.
- Related is the opportunity to define and strengthen the notion of the MIT community feeling at "home" at the Institute– which is of great interest to the leadership.

Project Objective(s):
· Discover what we learned about leveraging MIT150 that could inform this project.
· Plan for capturing and communicating MIT's culture and history, specifically through MIT2016.
· Recommendations for next steps and/or other uses.

Major Deliverables (leveraging MIT2016):
· Inventory of current methods of capturing and communicating MIT's culture and history. Include MIT150.
· Ideas regarding areas of focus based on input from various key constituents (faculty, students, staff, alumni, etc.).
· Recommendations for ways MIT should consider capturing and communicating our culture and history.
    - Tools to get the information.
    - Communications vehicles (e.g., social media, apps, etc.)
    - Etc.
· Recommendations for purposes and best uses of this work (also understanding needs of various audiences)
    - Onboarding
    - Fundraising/campaign
    - Institute morale

- Enhanced PR for faculty/student/staff recruitment purposes
- Strengthening our community
- Etc.

Issues and Constraints – TBD

Resources – TBD

Timeline – TBD

Leadership lessons this project will support

· Importance of culture, history and values to an organization (and specifically insights into MIT's)
· Opportunity to utilize the three lenses in this process.
· Engaging various parts of an organization and synthesizing input to develop coherent messages.
· Effective communications at an institutional level.

Appendix B – Problem Statement

Capturing and Communicating MIT's Culture, Values and History Through MIT2016: Celebrating A Century In Cambridge

Problem Statement: Help staff who are joining MIT acculturate more quickly and effectively, by leveraging the MIT2016 assets and recommending how to distill and incorporate the most pertinent excerpts into employee onboarding to convey MIT's culture, values and history.

Context: The MIT Centennial Celebration (MIT2016) and capital campaign launch generated a rich trove of visual assets -- audio, video, written statements -- many of which seek to capture the history and essence of the Institute. At the same time, Institute leadership wish to strengthen MIT community members' feeling "at home" at the Institute. There is a plethora of opportunity to capture and repurpose the visual assets, to help convey MIT's successes, culture and values to various communities. The onboarding of staff is one such opportunity.

Key Stakeholders:

- Kirk Kolenbrander: Executive Sponsor
- Glen Comiso and Kathryn Liede: L2L Alumni Sponsors
- Lorraine Goffe-Rush: Vice President, HR
- Sandra St. Fleur: HR Director of Talent Management
- Gayle Gallagher: Executive Director, Institute Events and Protocol
- Larry Gallagher: Director, MIT Video Productions
- Ed Bertschinger: Institute Community and Equity Officer
- Robin Elices: Executive Director, EVPT (Atlas Welcome Center)

Success Factors:

- *Time until Implementation*: The time between when the report is delivered and when the first excerpt is incorporated into onboarding
- *Number of views:* The number of people who interact with the first excerpt
- *Satisfaction:* Quick survey of those who use the excerpt -- to track both how many new MIT staff view it and how useful they say it was

Solution Space:

- Includes: solution to augment and strengthen existing staff onboarding activities. Excludes other opportunities to leverage assets (e.g., attracting applicants, faculty recruiting, capital campaign).
- Includes: MIT2016 assets. Largely excludes other assets (e.g., Infinite History.) These other assets may be used opportunistically but will not be the focus.
- Includes: recommendations for how to leverage assets to communicate culture, values and history. Excludes things upstream, e.g., trying to define MIT culture-- though will build on work by Ed Bertschinger's ICEO report. Excludes things downstream, e,g., building out website, producing video.

Constraints:

- Recommendations should complement existing HR staff onboarding processes and content
- Recommendations should be relatively inexpensive to execute and deliver

- Recommendations should be relatively quick to deploy, say within 6 months

Analysis and Work Plan:

June - Aug

- Review and inventory MIT2016 assets, especially those on the MIT2016 website
- Review current onboarding process, especially how MIT currently conveys culture, values and history
- Benchmark a few other universities and/or companies, understanding how they communicate culture to new employees
- Assess the opportunity to remember the MIT beyond campus
- Survey staff who joined 6-12 months ago, to hear what in existing processes or content was most useful to them, and what was missing that they would most value
- Define opportunity how to convey culture, values and history in connection with the opening of the Atlas Welcome Center in Spring 2017

Sept - Mid October

- From the above, brainstorm preliminary recommendations.
- Share with stakeholders and refine to final recommendations
- Develop implementation plan

Mid October - December

- Create poster
- Write final report

Appendix C – List of Interviews

Interviews Conducted in Chronological Order

- Nate Nickerson, Vice President for Communications
- Ed Bertschinger, Institute Community and Equity Officer
- Gayle Gallagher, Executive Director, Institute Events and Protocol
- Lorraine Goffe-Rush, Vice President for Human Resources, and Janet Walzer, Director of Communications, Human Resources
- Bob Randolph, Chaplain
- Robin Elices, Executive Director, Office of the Executive Vice President and Treasurer, and Kathleen Flynn, Manager, Atlas Service Center (met a couple of times)
- Larry Gallagher, Senior Director, MIT Video Productions
- Human Resources Team (met a couple of times):
    - Michelle Carmichael, Administrative Officer
    - Julienne Dean, Manager, Staffing and Career Development Services
    - Sandra St Fleur, Director of Talent Management
    - Janet Walzer, Director of Communications
- Dave Granchelli, Manager for Communications and Community Office Outreach, Lincoln Laboratory
- Daniel LeGuen-Schmidt, Diversity and Inclusion Office, Lincoln Laboratory HR, and Mark Sprague, Human Resources Information Systems Manager, Lincoln Laboratory HR

(cont'd) Twice per year people gather to watch as the sun shines the length of the corridor (weather permitting). This alignment, known as "MIThenge", occurs over the course of several days around Nov 11 and Jan 31. Note: MIT is said to have about 7 miles of connecting corridors and buildings.

▶ Turn right into Bldg. 3 **[F]** and look at the glass display case for Design and Manufacturing course 2.007. Signs in the case will explain the contest.

Speaking of engineers... MIT's mascot is the beaver, but do you know why? Beavers are nature's engineers! TIM the Beaver became the Institute's mascot in 1914.

▶ Proceed to the end of the Bldg. 3 corridor and exit left onto Killian Court **[G]**. Killian Court is named after MIT's 10th president, James R. Killian, Jr. On your left is the sculpture *Three-piece Reclining Figure, Draped* by Henry Moore. On the other side of the courtyard is the 11-piece granite sculpture *Ozennette* by Michael Heizer.

▶ From the courtyard you'll see the iconic Great Dome, patterned after Rome's Pantheon. The Dome provides the Institute's architectural focus. Conceived in the classic tradition by Bosworth, the Dome is part of the original buildings, known as the Main Group, that comprised MIT after its 1916 move from Boston to Cambridge. Inside the Dome is the James Madison Barker (Class of 1907) Engineering Library, which you will see at the end of this tour.



Hacks at MIT are creative and difficult campus pranks meant to display the technical aptitude of the hacker(s) or to commemorate popular culture and historical topics. Many hacks have involved the Great Dome. You can read more about hacking at MIT by scanning the code to the right on your mobile device or by visiting hacks.mit.edu. A few former hacks are on display in the Stata Center, which you'll see later.

▶ Exit Killian Court and walk along Memorial Drive toward the Hayden Memorial Library Building (Bldg. 14 **[H]**). To your right you'll notice the beautiful view of Boston across the Charles River. The ground beneath your feet used to be a marsh. The Cambridge Park Commission filled the marshes where MIT now stands, building a sea wall and the parkway esplanade. The project was completed in 1898.

▶ Current construction work will prevent you from seeing it, but inside Bldg. 4 is the Ellen Swallow Richards Lobby. Ellen Swallow Richards (Class of 1873) was MIT's first female graduate and member of the teaching staff. A chemist by training, she was particularly interested in the purity of drinking water. Her work in nutrition and sanitation of food, water, and air helped establish the modern field of ecology—including the coining of the word. She was the founder and first president of the American Home Economics Association.

▶ Enter the Hayden Memorial Library Building **[H]**, home of several departments in the School of Humanities, Arts, and Social Sciences (SHASS). Most people recognize MIT for world-renowned science, math, and technology education, but may not know about the substantial and varied program in the humanities, arts, and social sciences that forms a part of the education—both curricular and extracurricular—of every undergraduate.

- Undergraduates are required to complete 8 courses in SHASS subjects.
- SHASS offers 19 undergraduate majors and 5 interdisciplinary majors.
- Students can pursue a double major or a joint major in science or engineering and the arts and humanities.
- Students can participate in and attend 400+ music, theater, creative writing, and visual arts events each year.

▶ Hayden Memorial Library is 1 of 5 major subject libraries on campus. The MIT Libraries have more than 5 million items in print and digital formats. The Institute Archives and Special Collections, a unit of the Libraries, contains MIT's founding documents and the personal papers of noted faculty. The adjacent Maihaugen Gallery features ongoing exhibits of rare and unique items from the collections. The gallery is located in 14N-130 and is open weekdays from 10 am – 4 pm.

▶ By now you've probably noticed the abundance of public art on MIT's campus. Many works in the Permanent and Public Art collections were brought to campus through the MIT List Visual Arts Center's **Percent-for-Art program**. Planned in collaboration with MIT Facilities and formally instituted in 1968, the program allots two percent, up to $250,000, of the the budget for each new major renovation or building project to commission art. Earlier collaborations between artists and architects can also be found on campus. To explore an interactive online map of MIT's public art, scan the code on your mobile device or visit listart.mit.edu/public-art-map.

▶ Behind Hayden Memorial Library is Eastman Court, named for MIT's most famous donor, George Eastman of Eastman Kodak Company. Donations from Mr. Eastman, who used "Mr. Smith" as a pseudonym until his true identity was revealed in 1920, were essential in constructing MIT's Cambridge campus and in matching later fundraising campaigns.

▶ Exit Bldg. 14 by the Music Library. Nearly one-fourth of MIT undergraduates enroll in music classes, and 500+ students participate in organized music groups.

▶ You will now be standing in McDermott Court **[I]**, which was named for Mr. and Mrs. Eugene McDermott of Dallas, Texas. (Mr. McDermott was one of four co-founders of Texas Instruments.) The sculpture just ahead of you, *The Big Sail (La Grande Voile)* by Alexander Calder, is 40 ft tall. Its 35 parts were fabricated in France and shipped to Cambridge for assembly.

The buildings surrounding McDermott Court:

- **Cecil and Ida Green Building (Bldg. 54)**: Named for another Texas Instruments co-founder and his wife, this building houses the Department of Earth, Atmospheric and Planetary Sciences and the Center for Meteorology and Physical Oceanography. Designed by noted architect I.M. Pei, a 1940 graduate of MIT's School of Architecture, and completed in 1964, the Green Building is the tallest in Cambridge (20 stories, 90 m tall). At the time it was built, Cambridge limited the number of floors a building within the city could have. To maximize height, the design team chose to include stilts at the building's base, with the first occupied floor suspended above ground.
- **Camille Edouard Dreyfus Building (Bldg. 18)**: Also designed by I.M. Pei, this building houses much of the Chemistry Department and was dedicated in 1970.
- **Walker Memorial (Bldg. 50)**: Walker Memorial is part of the original group of buildings that made up MIT's campus. Built in honor of former MIT President Francis A. Walker, the building was designed after the gentlemen's clubs of the 19th Century. Murals painted by Edwin Howard Blashfield, MIT Class of 1869, decorate the walls of Morss Hall. (Blashfield's murals can also be seen at the Library of Congress.) Today, the building houses many student group offices, the WMBR radio station, a climbing wall, and the Muddy Charles Pub, among other things. The gymnasium upstairs also serves as an exam facility.
- To the right of McDermott Court are Buildings 62 and 64, which are undergraduate dorms.

▶ Exit McDermott Court and take a left on Ames Street. If you later decide to venture down Amherst Street to explore sections of East Campus on your own (not included on this tour), you will find:

- **Senior House Dormitories (Bldg. E2)** and **Gray House (E1)**, both of Bosworth's original design. Gray House, formerly President's House, was renamed in 2002 to honor MIT's 14th President Paul E. Gray and First Lady Priscilla K. Gray.
- **Alfred P. Sloan School of Management**: The School began in 1914 as Course XV, Engineering Administration. Over time, Course XV evolved to become the Alfred P. Sloan School of Management. Today, the School enrolls approximately 1,300 students, and many of its buildings are located along Amherst Street. Sloan's newest building, E62, is currently the most energy-efficient building on campus.
- **Grover M. Hermann Building (Bldg. E53)**: E53 houses the Dewey Library of Economics and Management and the Political Science Department. Outside the Hermann building stands an 11-ft reproduction of Pablo Picasso's *Figure decoupee*, New England's first large-scale Picasso sculpture. (cont'd)

- **MIT Medical (Bldg. E23)**: MIT Medical serves the healthcare needs of the Institute community.

▶ As you walk along Ames Street you will see the Media Lab **[J]**, which comprises 2 buildings. The original building, E15, the Jerome B. and Laya W. Wiesner Building, was designed by I.M. Pei. (Jerome Wiesner was MIT's 13th president and former science advisor to President John F. Kennedy.) In 2009, E14 was added; the design team was led by Pritzker Prize-winning architect Fumihiko Maki.

The Media Lab contains 25+ research groups working on 350+ projects that range from neuroengineering to how children learn to developing the city car of the future. The List Visual Arts Center, MIT's contemporary art museum, is located in E15. Gallery hours: Tues – Wed and Fri – Sun from 12 pm – 6 pm, Thurs from 12 pm – 8 pm; closed Mon and on major holidays.

▶ Enter North Court **[K]** between Buildings 66 and 68.

- Straight ahead you'll see the Stata Center.
- To your left is the Ralph Landau Building (Bldg. 66), which houses the Chemical Engineering Department. I.M. Pei was also the architect for this building. Adjacent to Bldg. 66 stands a sculpture by Louise Nevelson titled *Transparent Horizons*.
- On your right is the Koch Biology Building (Bldg. 68). The main floor is open to the public. In the lobby you'll see Jim Sanborn's *Paleos*, which contains references to the scientific work being conducted in the building and integrates natural materials as architectural elements, including a petrified tree. You'll also see California sculptor Jim Melchert's mural of glazed tiles, *Coming to Light*. The 2,000+ tiles are hand-painted with abstract shapes.

▶ Enter the Koch Institute for Integrative Cancer Research (Bldg. 76 **[L]**). There you can view the public gallery on the 1st floor, which illustrates some of the cutting-edge work being done in cancer research. The Institute includes 40+ laboratories and 500+ researchers dedicated to advancing the fight against cancer.

▶ Exit the Koch Institute and proceed to the Stata Center. On your right, you'll see a large granite sculpture. This is the campus memorial to Sean Collier, the MIT police officer who was shot and killed on April 18, 2013 during the events surrounding the Boston Marathon bombing. The memorial is a space of reflection for the MIT community.

▶ Enter the Ray and Maria Stata Center (Bldg. 32 **[M]**), designed by Frank Gehry. (Note: the building is open to the public only on weekdays, 8 am – 6:30 pm). The Stata Center is home to the Computer Science and Artificial Intelligence Laboratory (CSAIL), the Laboratory for Information and Decision Systems (LIDS), and the Department of Linguistics and Philosophy. The hallway on the 1st floor is known as the Charles M. Vest Student Street, named for MIT's 15th president. Along Student Street you will find displays of MIT hacks.

The Stata Center is an environmentally friendly building that harvests rainwater via a storm water management system: a dry creek bed collects rainwater from adjoining roofs and surrounding plazas and retains it in a series of underground collection cells. This water is filtered through plantings and crushed stone and then sent either to a holding tank inside the building (to be used for flushing toilets) or to the city's main drainage system. The pumps are also powered by solar panels.

More about academics and research at MIT

▶ **Research at MIT:** A special feature of education at MIT is the opportunity for students and faculty to collaborate in research activities. There are 70+ special laboratories on campus. Nearly all of the laboratories are shared by undergraduates, graduate students, and faculty members working together. (For safety reasons, it is not possible to enter laboratories during your visit.) The Undergraduate Research Opportunities Program (UROP) cultivates and supports research partnerships between MIT faculty and undergraduates. Learn more about MIT research: web.mit.edu/research/ (or scan the code above).

▶ **Exchange programs with other universities:** Cooperative arrangements enable MIT students to take subjects for credit at Harvard University, Wellesley College, the Massachusetts College of Art and Design, and the School of the Museum of Fine Arts without additional tuition. Agreements also exist between specific departments and programs at MIT and their counterparts at Boston University, Brandeis University, and Tufts University. Students taking advantage of these programs enroll in specified subjects.

▶ **Independent Activities Period (IAP):** IAP is a 4-week period in January that offers flexible teaching and learning for independent study and research. In addition to for-credit courses, 600+ non-credit opportunities are offered.

▶ Exit Stata through the doors near the the Wang Fitness Center (an auxiliary fitness center to the Zesiger) and cross the walkway to enter Bldg. 16. Make your way toward Bldg. 8 (you have the option of taking a short flight of stairs or an elevator to get there—press 1R in the elevator). Once you arrive on that level, take a look out the window. You'll notice some major construction in the works: this is the future site of MIT.nano, a capital project that will be completed in 2018. This state-of-the-art facility will advance human understanding of how materials behave at the nanoscale (one billionth of a meter). MIT researchers are exploring the ways nanoscience and nanotechnology will impact the urgent challenges of our time in health, energy, computing, and more. The construction of MIT.nano will further these innovations and support the activities of 2,000 MIT researchers.

▶ Continue down the short hallway, then turn right where the hallway intersects the Infinite Corridor. Your destination is Edgerton's Strobe Alley (Bldg. 4 **[N]**). To get there, proceed down the Infinite Corridor to the first stairway on your left and take the stairs to the 4th floor. If you wish to take the elevator, continue down the Infinite Corridor to the elevator bank connected to Memorial Lobby **[O]**. Once on the 4th floor, take a left.

▶ Edgerton's Strobe Alley (Bldg. 4 **[N]**, 4th floor) is located along the hallway and contains photographs and hands-on exhibits.

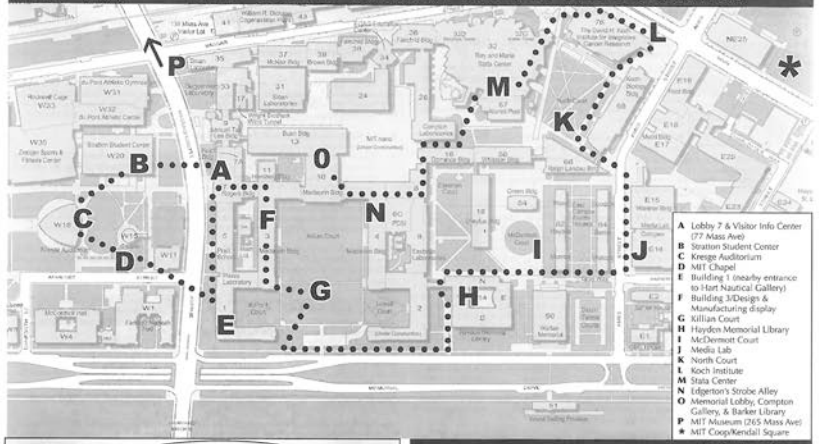
About: Dr. Harold Edgerton achieved international and lasting recognition as a pioneer in stroboscopy and ultra-high-speed photography. His remarkable photographs of stopped motion have been seen, used, and enjoyed by millions around the world for years. Dr. Edgerton has been referred to as the father of electronic flash photography, and although he didn't invent the stroboscope (the word was coined in 1832), his research transformed it into an important scientific tool. Learn more about Dr. Edgerton and his work via the Edgerton Digital Collections Project (scan the code on the right or visit edgerton-digital-collections.org).

▶ Take either the elevator or stairs to the 5th floor of Bldg. 10 **[O]** to enter the Barker Engineering Library. The library is located under the Great Dome that you saw from Killian Court. This beautiful room reopened in 2013 after undergoing renovations.

▶ Take the elevator back down to the 1st floor of Bldg. 10 to view Memorial Lobby **[O]**, which honors alumni who lost their lives in World Wars I and II, the Korean War, and the Vietnam War.

▶ Here ends your self-guided campus tour! You may also wish to visit the MIT Museum **[P]**, located up the street at 265 Mass Ave. It is open daily from 10 am – 5 pm (excluding major holidays).

SELF-GUIDED WALKING TOUR OF MIT'S CAMPUS



A Lobby 7 & Visitor Info Center (77 Mass Ave)
B Stratton Student Center
C Kresge Auditorium
D MIT Chapel
E Building 1 (nearby entrance to Hart Nautical Gallery)
F Building 3/Design & Manufacturing display
G Killian Court
H Hayden Memorial Library
I McDermott Court
J Media Lab
K North Court
L Koch Institute
M Stata Center
N Edgerton's Strobe Alley
O Memorial Lobby, Compton Gallery, & Barker Library
P MIT Museum (265 Mass Ave)
* MIT Coop/Kendall Square



Before you embark: a (very) brief MIT overview

- MIT was founded in 1861, but did not admit its first students until 1865.
- MIT was founded by William Barton Rogers, a distinguished natural scientist. Rogers wanted to establish a new kind of independent educational institution to address the challenges posed by rapid advances in science and technology. He believed that professional competence was best fostered by coupling teaching and research and focusing attention on real-world problems.
- Today, teaching and research—with relevance to the practical world as a guiding principle—continue to be MIT's primary purpose.
- MIT is independent, coeducational, and privately endowed.
- MIT is comprised of 5 Schools and 30+ departments, labs, centers, and programs whose work cuts across traditional departmental boundaries.
- The Institute makes freely available its class lecture notes, exams, and videos through MIT's OpenCourseWare, with complete courses offered through the online learning initiative edX.
- MIT was originally located in Boston's Back Bay neighborhood. In 1916, the Institute moved to Cambridge. It is located on 168 acres that extend more than a mile along the Charles River.
- MIT's central group of interconnecting buildings, known as the Main Group, was designed by architect William Welles Bosworth (Class of 1889) and dedicated in 1916.
- Many other buildings have also been designed by leading architects, such as Alvar Aalto, Eduardo Catalano, I.M. Pei ('40), Steven Holl, Frank Gehry, and Eero Saarinen. Sculptures, murals, and paintings, including works by Alexander Calder, Henry Moore, Anish Kapoor, Cai Guo-Qiang, Pablo Picasso, and Louise Nevelson, are found throughout the campus.

MIT by the numbers

STUDENTS

2014-15 enrollment: 11,319
Undergraduates: 4,512
Women*: 2,055 (46%)
Minorities: 2,317 (51%)
Graduate students: 6,807
Women*: 2,171 (32%)
Minorities: 1,379 (20%)

Among current & former faculty and staff members:
- National Medal of Science recipients: 39
- Guggenheim Fellows: 65
- Fulbright Scholars: 5

FACULTY

Professors: 1,021 (all ranks)
Women: 224
Student-faculty ratio is 8:1
Nobel Prize winners: 81 (present and former members of the MIT community, including 9 current faculty members)
MacArthur Fellows: 22 (current)

More MIT facts:

web.mit.edu/facts/faqs.html

*Women have attended MIT since 1871.
Data as of January 2015

Finding your way: MIT's building numbers explained

- Although many campus buildings are named, people usually refer to the buildings by their assigned numbers.
- The numbering system may appear confusing at first, but there is an explanation for it: buildings east of Killian Court and the Great Dome (Bldg. 10 **[O]**) have even numbers and those to the west have odd numbers. Thus, Buildings 1 and 2 are on opposite sides of Killian Court.
- Buildings west of Massachusetts Avenue begin with a "W", those north of the railroad tracks begin with an "N", and those east of Ames Street begin with an "E".
- When you see a number on an office door, the number preceding the hyphen is the building number; the first number after the hyphen is the floor; the last numerals are the room (i.e., 1-390 is Bldg. 1, floor 3, room 90).
- To help you navigate, we use letters of the alphabet on the suggested tour route to avoid confusion with building numbers.

WALKING TOUR ROUTE

▶ Leave Lobby 7 (Bldg. 7 **[A]**) and cross Massachusetts Avenue (Mass Ave). Central and Harvard Squares are up the street to your right, and the Harvard Bridge leading into Boston is to your left. Mass Ave is a main street connecting Cambridge and Boston, and bus stops servicing major routes can be found on either side of the street.

If you decide to walk across the Harvard Bridge (recommended if the weather is nice!), you'll notice painted markings indicating an unusual measurement: the Smoot. Named after MIT graduate Oliver Smoot ('62), a fraternity pledge to Lambda Chi Alpha, the Smoot originated in 1958 as part of a fraternity prank. Oliver Smoot lay down across the bridge repeatedly, using his body to measure its length (determined to be 364.4 Smoots plus or minus 1 ear). Mr. Smoot later became chairman of the American National Standards Institute and the president of the International Organization for Standardization. The term Smoot is recognized today as an unofficial unit of measurement.

▶ Cross Mass Ave and proceed toward the Julius Adams Stratton Building (Bldg. W20 **[B]**), which houses the Student Center (architect: Eduardo Catalano). Just outside of W20 you'll see Jaume Plensa's *Alchemist*. The sculpture was commissioned by an anonymous donor on the occasion of the Institute's 150th anniversary and given to MIT in honor of all the alumni who have helped support the Institute over the years.

Inside the Student Center you'll find a variety of quick dining options, as well as a convenience store and several service shops (post office, bank, dry cleaner, etc.). The Student Center also contains a small branch of the Tech Coop, MIT's bookstore. The main branch of the Tech Coop, which sells books, is located in Kendall Square on Main Street (Bldg. NE20, noted by the star on the upper-right hand corner of the map).

The Catherine N. Stratton Lounge, the Jerome B. Wiesner Student Art Gallery, and offices for MIT's student activities are also located in Bldg. W20. Fact: there are approximately 500 recognized student organizations and clubs, and many are open to both faculty and students.

▶ After leaving the Student Center, proceed toward Kresge Auditorium (Bldg. W16 **[C]**). Straight ahead to the right (just beyond Kresge and adjacent to the Student Center) are the athletics facilities, including the Zesiger Sports and Fitness Center. Futher ahead you'll find Steinbrenner Stadium and Briggs Field. MIT athletic facts:

- MIT offers one of the broadest intercollegiate athletic programs in the world.
- About 20% of undergraduates compete in intercollegiate athletics.
- Approximately 4,000 students (graduate & undergraduate) take part in intramural sports.
- MIT has 33 varsity teams; MIT competes mostly against Division III New England colleges and Ivy League schools.
- Physical education is required for all undergraduates.

▶ Kresge Auditorium **[C]**: *(currently under renovation)* Designed by Eero Saarinen, the main auditorium seats 1,100 people. The Little Theatre has a capacity of 212 and is used for productions by the Drama Shop and the Shakespeare Ensemble. Among Kresge's interesting features is its outer shell, which is one-eighth of a sphere that floats freely from the rest of the auditorium. Kresge's roof is supported in 3 places and is 3.5 inches thick in the middle.

The grassy area in front of Kresge Auditorium is called Kresge Oval. There you can view from a distance some of the student housing along the river. Some facts about MIT on-campus housing:

- Most undergraduates live in one of MIT's 11 Institute houses or 36 affiliated fraternities, sororities, and living groups.
- All unmarried first-year students live in one of the Institute's residence halls, with the exception of students who live with family.
- Housing is guaranteed for undergraduates who choose to live on campus all 4 years.
- Approx. 2,000 single graduate students live in MIT's 6 campus houses, and approx. 400 graduate students with families live in 2 campus apartment complexes.
- Approx. 80 graduate students live in undergraduate dorms as resident tutors.

▶ Proceed to the MIT Chapel (Bldg. W15 **[D]**). You may enter the Chapel unless it is being used for a service or function. The building's architect is Eero Saarinen. Inside, a metal sculpture by Harry Bertoia is behind the altar—it is used to scatter light that enters the space from the beautiful domed skylight. The Chapel also features a 1,300-pound bell cast at MIT's Metals Processing Laboratory.

▶ Cross Mass Ave and enter Bldg. 1 **[E]** through the doorway at 33 Mass Ave. Climb the short flight of stairs and turn left. You will now be in Bldg. 5. Down the hallway to your right is the Hart Nautical Gallery of the MIT Museum, one of the most important collections of nautical materials in the country. Gallery hours: daily, 10 am – 5 pm.

▶ Turn right when you exit the gallery and walk toward Lobby 7 **[A]**. When you get there, turn right to head down the Infinite Corridor, the hallway that is almost one-sixth of a mile long. (over)

Appendix E: Initial Thoughts for Potential Short Videos

Video	On-boarding website	Welcome Center	Campus Tour
Learning by doing	**X**		
Meritocracy	**X**		
Equity & Inclusion	**X**		
Excellence	**X**		
Collaborative Problem Solving	**X**		
Innovation & Entrepreneurship	**X**		
Diversity	**X**		
Humility	**X**		
Integrity	**X**		
Openness	**X**		
Service	**X**		
Welcome Overview	**X**	**X**	**X**
Founding history	**X**	**X**	
Inventions	**X**	**X**	
Cambridge		**X**	
Campus		**X**	**X**
TED talks		**X**	
Teaching and Education	**X**	**X**	**X**
Fun / Music / Dance		**X**	**X**
Collier Memorial			**X**
Media Lab			**X**

Blue = short video treatment prepared
Blue bold = sample short video complete

Appendix F – Short Video Treatments

Short Video Treatment #1 (used in the prototype video - https://youtu.be/O9ajENppQ7c) - Together in Service

Introduction Scenario 1
*****From Ed Bertschinger's report to the community, "Advancing a Respectful and Caring Community" on February 12, 2015

The importance of service at MIT is reflected by the first sentence of the MIT mission statement: "The mission of MIT is to advance the knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century."

MIT has a long tradition of serving the nation and the world…….The culture of service extends deeply across MIT."

Introduction Scenario 2
*****From Rafael Reif's letter to the community on July 10, 2016

Together in service – could be a voice over with Rafael; may emphasize MIT getting out in front of tensions and events

We are one community, "One MIT," united in serving a single mission, which includes bringing knowledge to bear on the world's great challenges. Our community contains wide differences in background, culture, class, race, religion, language, profession and life experience. We do not all think alike, and we are not afraid to disagree. Yet at our best we strive to ensure that there is a place at the table and space in the conversation for everyone. *E pluribus unum*. Let us draw on that strength now.

*****From Rafael Reif's Inaugural Address on September 21, 2012
MIT: an institution strengthened throughout its history by the highest standards of excellence, integrity and service, and by its openness to people from around the world who share MIT's remarkable culture of learning, discovery and innovation.
The pressures of cost and the potential of new technologies are presenting all of us in higher education with a historic opportunity: the opportunity to better serve society by reinventing what we do and how we do it. It is an opportunity we must seize.
That is why I believe that, as institutions of higher education, we have an obligation to creatively exploit the power of these new technologies to make education more affordable, more accessible and more effective.
I believe the creative possibilities that will flow from integrating the best of online and residential education are enormous. Recognizing these possibilities, we should not resist change; we should embrace change. ……. These are huge opportunities for higher education, and the stakes are high. This historic assignment is not optional. It is our shared duty to make sure the outcome serves humanity.
The OneMIT organizational structure leverages the strengths of the five schools to make a unique contribution.

*****MIT2016 Video – "The Next 100 Years"

15:04 – 16:18 Rafael Reif and Maria Zuber – opportunities for service by developing a dynamic innovation ecosystem. Development of Kendall Square for education and research that embraces the residential campus and online learning.

*****MIT2016 Video – "Good Neighbors"
15:30 – 15:50 Rafael Reif – restating unique mission for service
17:42 – 19:11 – Subsection "Together in Service"
Student: "Everything I have learned I going directly back to the community. That is what MIT is all about."
Alyson Hind, Public Service Center: "Within the mission, we work for the betterment of humankind today in our neighbor communities."
Student: "I love getting the energy boost."
Student: "These are community people who just happen to go to MIT. It is a great feeling and very inspiring."
Maria Zuber: "Students that we track have al started doing community service from the time in elementary school. The sense of service and giving back and using their talent to make the world a better place, it is something that is really engrained in them."
Ellen Semenoff, Cambridge Assistant City Manager for Human Service Programs: "MIT students are a critical piece of the volunteer force serving both Cambridge Public Schools and the Cambridge community agencies. They create a vision for the future for our young people."
19:25 – 19:49 Cindy Barnhart – "As you talk to students, a driver for many students is they want to make a difference in the world."
Rafael Reif: "What we do here has to have a positive impact on what is around us whether it is the immediate neighborhood or the world at large. So, to me it is actually very meaningful that you don't know where exactly MIT begins because it is here but it is seamlessly connected with the rest of the world."

Optional inclusions:
*****Lincoln Lab Video – "National Gem Consortium"
0:03 – 0:32 – Eric Evans introduction
0:57 – 1:17 – Ranysha Ware – benefits of outreach program

*****Campus Video – "Strength Through Unity – The Making of the Collier Memorial at MIT"
Rob Rogers: "Live long like he would. Big smiles, big heart, **big service**, all love."
Meijin Yoon: "I hope the memorial will become one of the beloved elements on campus. Hopefully, it can remain for us to remember **Sean's service and the coming together of the community and our values**."

Short Video Treatment #2 - MIT Inventions

90-120 second video, aimed at educating a casual viewer to all of MIT's inventions. High energy, fast-paced, up-beat, and slightly technical in feel. Inventions ordered chronologically, to bring people to wonder what's next.

Upbeat music playing in background:

Quick flash of images and words:
· Wind tunnels
· Condensed soup
· Technicolor films
· ENABLED@MIT
· Transistor radio image: William Shockley, '36
· Refined oil
· Radar
· Artificial Intelligence:
o Marvin Minsky: (19:16-19:28) ("John McCarthy and I had started working on artificial intelligence in about 1958 or 1959 when we both came to MIT.") (41:09-41:47)("I built this learning machine..that made connections between things….so it did in fact learn to solve some simple problems."
· ENABLED@MIT
· Disposable razors
· Apollo Mission:
o MIT Science Reporter – Computer for Appollo (1:00-1:13): "The MIT Instrumentation Laboratory, which has been given design responsibility for this guidance and navigation system, which will direct our Apollo spacecraft on the way to the moon and back."
· GPS
· Instant coffee
· ENABLED@MIT
· The spreadsheet
· Artificial skin:
o Artificial Skin – Ioannis V Yannis (1982): (00:7-00:16): "This is a segment of the completed artificial skin. This is the form in which this material is handed over to the surgeon for grafting on wounds."
· Email
· Human Genome Project
o Eric Lander video: (40:10 – 40:35): "So with my startup funds at MIT. I basically blew my whole startup funds in six months to generate preliminary data for the first call for proposals for human genome centers. We ended up getting the best score."
· World Wide Web
o Timothy Berners-Lee video (39:57- 40:30)"Making it clear that … there was going to be only one web was really important. It had to be a really good design. It had to be really fair between different industries. It had to be very technically good and it had to be developed really rapidly… When MIT stood up and said that they were going to do that then people believed it and it happened."
· ENABLED@MIT

What will the future hold?
· Nano-technology: Vlad Quote: The Next 100 years (edited somewhat) (2:20-2:40): "Nano technology is a fundamental discipline in delivering the next set of innovations for the 21st century. It will

affect the way we think about life sciences and medicine, come up with new energy paradigms, to understand how to make better construction materials."

· Biotechnology: Maria Zuber Quote: The next 100 years (edited somewhat): (15:51- 15:50): "We're getting to the point where we can edit genes and using that knowledge then to be able to solve disease."

Short Video Treatment #3 - Diversity of Thought, Experience, Ability, Background, and Perspective

This video showcases:

- a wide spectrum of research at MIT,
- different talent and drive of faculty, students and staff,
- different background of the MIT community (diverse in every sense - type of employment, race, gender, interest, age)
- almost infinite possibilities of someone's self-realization at MIT

Part 1 - 45 seconds

Take an excerpt from the symposium "MIT Frontiers of the Future" à "Is There Music at MIT?" Take the last 30 seconds of the violin performance by Professor Marcus Thompson and the first 30 seconds of his speech: *"At MIT we make music. We compose music, we perform music with our own minds, hands, hearts and voices."*

Part 2 - 45 seconds

Juxtapose with an excerpt from another talk from the same symposium "Exploring Quantum Behavior in Flatland." Use the excerpt in which Professor Pablo Jarillo-Herrero compares a three-dimensional world to a two-dimensional world and the possibilities of two-dimensional materials (1:15 till 2:30 minutes into the video).

Part 3 - 50 seconds (highlights the talented students of MIT and their hands-on problem solving skills.)

Take Excerpt from video "MIT Costume Shop" where Lecturer Oana Botez describes making intricate and original costumes from paper. MIT students describe the healing power of art. (1:00 till 1:50 minutes into the video.)

Part 4 - 30 seconds (Focus on Staff)

Even though there are no videos, we can make a collage of photos from the "Celebrating a Century of Employees in Cambridge," select two profiles and voice-over highlights of the staff's time at MIT:

Yvonne Gittens: As noted at an event honoring her long-time service at MIT, Yvonne Gittens "talked of how she first came to interview at MIT, unsure about whether there were jobs for Cambridge kids just out of high school, especially Cambridge kids who happen to be African American." There were, she discovered. Gittens used MIT's tuition assistance program to get her bachelor's degree. She ultimately received her master's degree in education at Harvard. In her position as the associate director of financial aid she would assist many MIT students in the years to come.

Cheryl Vossmer: Some might know Captain Cheryl Vossmer as the person whose session can't be missed during freshman orientation. Others might know her for her partnership with the LGBT and graduate student communities to advance MIT's inclusion efforts. And still others know her as the friendly police

officer who brought her dog to campus to offer some pet therapy to stressed-out students during finals week. Over the years, she has provided support, fun, and perspective to countless students and employees.

Short Video Treatment #4 - Future of Teaching and Education

120-180 second video, with the goal of educating a casual viewer about the future of education. High energy, fast-paced, up-beat, and slightly technical in feel. "Future" feeling of moving from traditional classroom learning to Massive Open Online Courses with tens of thousands of students taking the class together.

-Serious music playing in background for Rafael Reif's inaugural address-

*****From Rafael Reif's Inaugural Address on September 21, 2012
MIT: an institution strengthened throughout its history by the highest standards of excellence, integrity and service, and by its openness to people from around the world who share MIT's remarkable culture of learning, discovery and innovation.
The pressures of cost and the potential of new technologies are presenting all of us in higher education with a historic opportunity: the opportunity to better serve society by reinventing what we do and how we do it. It is an opportunity we must seize.
That is why I believe that, as institutions of higher education, we have an obligation to creatively exploit the power of these new technologies to make education more affordable, more accessible and more effective.
I believe the creative possibilities that will flow from integrating the best of online and residential education are enormous. Recognizing these possibilities, we should not resist change; we should embrace change. ……. These are huge opportunities for higher education, and the stakes are high. This historic assignment is not optional. It is our shared duty to make sure the outcome serves humanity.

-Upbeat music playing in background-
MIT 2016.mit.edu
The Virtual Campus: The Second Session
Professor Sanjay Sarma
4:24-4:34: we've seen a spectacular evolution of what place means in the last 15 years…
5:13-5:42: There have been some fundamental questions about what it means to be on campus
Professor Anant Agarwal Ted Talk: Why massive open online courses (still) matter
1:30-1:46 Education hasn't really changed in the last 500 years…
1:59-3:05 (I think this can be cut down by editing out some of his pauses and side comments) This is a classroom at the… I really believe we can… everything has to change
The Virtual Campus: The Second Session
Professor Susan Singer
10:25 – 11:00 As we think about the global challenge, I'd like to challenge all of us to think beyond courses and modules… to come together and truly make a difference.
Professor Anant Agarwal Ted Talk: Why massive open online courses (still) matter
13:45-13:57 We can also license these MOOC courses…
14:28-14:32 We have to move from bricks and mortar school buildings to digital dormitories.

Short Video Treatment #5 - Innovation and Entrepreneurship: the Past 100 Years and the Next 100 Years

Delivering next set of solutions, solving the hard problems. What's important is to think about the bold decision for the next 100 yrs.

Examples of how MIT has made/is making a difference in the world through the development and deployment of disruptive science and technologies that improve our lives. It's not just a matter of discovery and breakthroughs in the lab. The real success is the adoption and integration of the discoveries by government, industry or NGOs to benefit society.

From "**The Next 100 Years" (MIT2016.mit.edu):**

1:19 to 1:34 Paula Hammond "we can see the potential …opportunity to build off of this platform and have real impact in the world…
1:50 to 2:10 President Reif …"bold decision for the next 100 years."
2:16 to 2:40 (immediately following Reif) Vladimir Bulovic re nanotech
9:09 to 9:34 Maria Zuber "all the things that will be discovered…all the people that run into each other in the halls…what these interactions of just proximity were going to allow to happen…"

10:20 to 10:56 Innovation Ecosystem
Zuber: Kendall Square
Reif "we have a place to move our ideas out into the world and feed back into MIT…important to me that MIT is surrounded by those companies that are creating the future

11:44 to 12:04 Michael Owu, MIT Investment Mgmt Co

A few of the many ways that MIT has impacted the world and will continue to:

SAVING LIVES THROUGH DEFENSE (Clip of Lincoln Lab)
Radar detectives
It is sometimes said the atomic bomb ended World War II, but radar won the war. Much of that technology came from MIT's Radiation Laboratory – intentionally given a misleading moniker to divert attention away from the Lab's true focus, on microwave radar technology development. Its contributions included airborne-bombing radar, a long-range navigation system, coastal defense radars, and early-warning radars. After the war ended, the Rad Lab closed. Seven years later, Lincoln Laboratory was founded, based on many of the same organizational principles and with many of the same employees.

IMPROVING THE QUALITY OF LIFE (clip of Biogen IDEC)
Birth of biotech
If we have anyone to thank for helping take advanced medical research into our lives, it's probably **Phillip A. Sharp**. A leader in cancer research at MIT for three decades, he helped found Biogen (now Biogen Idec), one of the first and now the oldest independent biotech firm in the world. Biogen has developed treatments for hepatitis, multiple sclerosis, and cancer, among other diseases.

World Wide Web Consortium
Berners-Lee

The first sentence on the first World Wide Web site had to explain to visitors what exactly this thing was. It described the Web as a "wide-area hypermedia information retrieval initiative aiming to give universal access to a large universe of documents." Oh. Nobody could have imagined that would one day include classified war documents, videos of talking dogs, and the ability to stream movies and instant message with friends. **Tim Berners-Lee**, the soft-spoken Briton who invented the Web in 1989 while working at a particle physics lab in Geneva, came to MIT in 1994 to help create the World Wide Web Consortium, to help spread technical standards for building websites, browsers, and devices (like televisions) that offer access to Web content. His greatest act of all was actually something he didn't do: patent his invention or extract licensing fees from those who used his ideas – decisions that helped the Web go global in a few years. "The thing spread largely because I didn't make World Wide Web Incorporated in 1991," Berners-Lee has said. When Queen Elizabeth II knighted Berners-Lee, he said it showed that great things could happen to ordinary people who took on projects that "happen to work

Now MIT moves into its next 100 years

We see people using products that MIT scientists and engineers helped to create spanning the last 100 years. We also see historical vignettes showing how radar the US and allies win WWII.

From "**The Next 100 Years" (MIT2016.mit.edu):**

15:37 to 16:17 Maria Zuber and Rafael Reif: Biggest problems in the world provide the biggest opptys: health, edit genes, health of the planet: water, food; mitigating effects of climate change, new materials for clean energy sources. MIT wants to make a significant contribution.

16:34 to 16: 40 Maria Zuber: Really the special thing about this place is that nothing is impossible here.