



Report of the Student Advisory Group
to the
Corporation Committee on the Presidency

- Public Version -

The Student Perspective on the MIT Presidency:
Challenges and Opportunities, Qualities and Priorities, and
Nominations for the next MIT President

Presented to
Dana Mead, Chairman of the MIT Corporation
March 18, 2004

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Executive Summary

The Undergraduate Association (UA) and the Graduate Student Council (GSC) were charged by the Corporation to provide representative student feedback on the issues surrounding the selection of MIT's next president. A Student Advisory Group (SAG) to the Corporation Committee on the Presidency, consisting of a total of 20 graduate and undergraduate student members, was formed through the UA and GSC nominations process. These students represent a broad cross-section of MIT, consisting of men and women, domestic and international students, under-represented minorities and fraternity and sorority members from diverse disciplines.

A number of methods including town hall meetings, focus groups, paper surveys, web forms and informal discussions were utilized to define, from the students' perspective, the challenges and opportunities facing MIT in the next decade and the qualities and experiences subsequently desired in the next President. Simultaneously, the SAG researched close to 30 candidates nominated by students. Each candidate was researched by at least one undergraduate and one graduate student, and a series of group discussions on each candidate's background, accomplishments and ideology was held with the full SAG.

The SAG identified a number of challenges for MIT. First, maintaining MIT's academic and research leadership was a priority identified by every segment of our community. Both undergraduate and graduate students noted that student quality of life must be improved to maintain competitiveness. Graduate students were specifically concerned with the cost of living in the MIT area. Undergraduates were especially concerned with the preservation of MIT's uniquely independent culture and its FSILG system. The rejection of the prevailing doctrine of "in loco parentis" by the next President was deemed a high priority. Increasing administrative accountability by directly involving students in Institute decision-making processes was also identified as a concern. Additionally, diversity was identified as a major controversial challenge. Students also pointed out issues regarding international students, freedom of speech, research funding, attention to emerging technologies, fiscal management, balancing science/engineering and humanities education, and physical infrastructure as important challenges to be addressed by our next President.

Students highlighted a number of qualities and experiences they desired in the next President to effectively guide MIT through these challenges. In particular, direct experience with science or engineering in academia was thought essential. The new President must be able to keep the lines of communication open and be willing to change the MIT administration to involve students directly in administrative decisions. The candidate must demonstrate commitment to preserving MIT's unique student culture. Further, the candidate must be a skilled manager able to identify a team that will complement his or her abilities. The ability to develop contacts on the national and international political stage in order to advance a vision for the role of science in society was also desired. Controversies included the requirement of direct MIT experience and their willingness to publicly take a stand on moral issues.

Nominated candidates were evaluated according to these criteria and the initial list of student-nominated individuals was narrowed to six preferred candidates based on the research of the SAG members.

This report represents the work of the SAG thus far, and should by no means be considered as an end point. The SAG is eager to stay involved in the selection process and welcomes any further requests from the Corporation for information and feedback.

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Chapter 1: Student Advisory Group Introduction

This chapter outlines the mission, organizational structure and composition of the Student Advisory Group to the Corporation Committee on the Presidency (SAG). It also provides insight into how the Group conducted its research and derived the recommendations made in later chapters.

Background

The formal charge of the Student Advisory Group (SAG), as given by the MIT Corporation is:

- To provide the Corporation with a representative student perspective on the challenges facing MIT in this decade
- To comment on the experience and personal qualities that should be found in the next President
- To provide nominations of specific individuals for the MIT Presidency
- To provide additional input throughout the developing process until the next President is selected

The charge and the responsibility for organizing the committee were given to the leadership of the MIT Graduate Student Council (GSC) and the Undergraduate Association (UA), following President Charles M. Vest's announcement that he would be stepping down. We recognize the importance and historic nature of this task, as this is the first time that student input is being formally incorporated into the search for MIT's President. As such, significant effort has been invested in relaying a student perspective that is informative, accurate, and constructive to the search process.

What follows in this report is a description of the Group, its work and recommendations.

Membership

A great deal of care was devoted to selecting the membership of the SAG. Thought was given to a balanced representation of academic discipline, gender, race and ethnicity, and citizenship. The twenty-person committee is made up of women and men, domestic and international students, underrepresented minorities, single and married/partnered students as well as representatives from fraternities/sororities and nearly a dozen different academic programs and departments.

Five of the ten graduate members were selected by the GSC Nominations Committee, a standing committee of the GSC chaired by the GSC Vice President. This subset was composed of graduate students who were not currently GSC members. The remaining five graduate members were appointed by the GSC President, who also serves as Co-Chair of the SAG. These students were selected from the GSC membership.

The ten undergraduate members of the SAG were chosen by an ad hoc Selection Committee made up of the UA Vice President, UA Senate Speaker, and the UA President, who serves as the other Co-Chair of the SAG.

All committee members were chosen after completing an application and interview with either the Nominations or Selection Committee.

The SAG membership is shown in **Table 1** below:

Table 1: SAG Membership

Undergraduate Members	Graduate Members
Pius Uzamere II (Co-Chair) <i>Electrical Engineering and Computer Science</i>	R. Erich Caulfield (Co-Chair) <i>Electrical Engineering and Computer Science</i>
Jacob Faber (Vice Co-Chair) <i>Management</i>	Michael Folkert (Vice Co-Chair) <i>Health Sciences and Technology</i>
Ian Brelinsky <i>Electrical Engineering & Computer Science</i>	Joost Bonsen <i>Sloan School of Management</i>
Shuvo Chatterjee <i>Economics</i>	Dana Brown <i>Political Science</i>
Andrea Crandall <i>Economics</i>	Shawdee Eshghi <i>Biological Engineering</i>
Vikash Mansinghka <i>Electrical Engineering and Computer Science/ Mathematics</i>	Hector H. Hernandez <i>Chemistry</i>
Bryan Owens <i>Major not yet declared</i>	Alvar Saenz-Otero <i>Aeronautics and Astronautics</i>
Yun-Ling Wong <i>Chemical Engineering</i>	Parmesh Shahani <i>Comparative Media Studies</i>
Stephanie Cavagnaro-Wong <i>Mathematics</i>	Barun Singh <i>Electrical Engineering and Computer Science</i>
Johnny Yang <i>Management</i>	Emily Slaby <i>MIT/WHOI Joint Program in Oceanography and Applied Ocean Sciences and Engineering</i>

SAG Timeline

We were informed that the goal of the Corporation is to install the new President by the Fall of 2004. This aim has informed the efforts of the SAG. The following timeline describes the group's work over the last two months:

December 2003:	Planning process began
January 2004:	Committee structure finalized and membership selected
February 2004:	Candidate research and feedback acquisition conducted
March 4, 2004:	Progress presentation made to Presidential Search, Faculty Advisory and Corporation Joint Advisory Committees
March 18, 2004:	Written report submitted to the Corporation

Community Outreach

In order to obtain feedback from the student body, a number of different methods were used. Two town hall meetings were held to allow students a chance to voice their opinions in an open, public forum (2/12/04 and 2/18/04). During these forums, students were given the opportunity to respond to the questions: "What are the challenges/opportunities MIT faces in the future," "What qualities/priorities should the next president have," and "Who would you like to see become MIT's next President?" Students who did not attend the forums also responded to the aforementioned questions via one of the three websites (UA, GSC and main Presidential Search websites), or through paper surveys conducted during GSC General Council and other meetings. For a number of the

departments not represented on the SAG, focus groups were held to gather their input. In addition, feedback was collected from informal discussions with students and groups.

Candidate Research

From the responses received, a master list of all suggested candidates was compiled. To minimize the possible influence of biases inherent within the Group, the list was divided randomly among committee members. Each candidate was assigned at least one undergraduate and one graduate researcher. This was done to ensure that a more complete assessment of the candidate's record on both groups' issues could be obtained. A short report was prepared for each. These reports were presented to the SAG along with a recommendation as to whether they should be kept on the list. This recommendation was based on whether the candidate possessed qualities/priorities that students had expressed that they wanted in the next President and whether the candidate seemed sufficiently prepared to address the challenges and opportunities facing the Institute in the future. This list was condensed and prioritized by the full membership of the Group, with the six most preferred candidates designated and submitted to the MIT Corporation.

Chapter 2: Challenges and Opportunities for MIT

This chapter outlines what the SAG identified through its interaction with the student body as the major challenges MIT faces at this moment as well as some of the opportunities that the Institute can capitalize on in the future.

Responses in this area fell into three broad categories: Student Life, Academic/Research Excellence and Resource Management. Some topics related to these subjects revealed significant differences in student opinion. These will be discussed at the end of the chapter.

Student Life

Preservation of MIT's Unique Culture

MIT's unique student culture has been historically characterized by free-thinking and creativity. The diverse range of choices MIT students have enjoyed and the extra-curricular activities in which they participate serve as a critical complement to classroom education and help to draw the best students to our campus. However, over the past several years, the Institute has put many policies into place that have weakened this culture.

For example, the perception exists that the administration has increased the strictness of its response to "hacking" and interfered with students' extracurricular engineering projects, as in the case of the summer of 2003 raft incident (when student-built rafts were confiscated). Many students feel these changes are extremely damaging to MIT, as the combination of technological savvy and creativity MIT students exercise through these pursuits underpins our innovative and unique culture.

Undergraduates at MIT have historically enjoyed considerable freedom in their social lives, and the overwhelming majority has used this freedom responsibly. However, many students feel that changes stemming from MIT's response to the death of Scott Krueger, especially the Bacow Report, have eroded this autonomy. For example, Dorm Rush has been made optional in recent years and has been allocated substantially less and less time. In addition, Fraternity Rush now takes place during the first weeks of class. This change may be negatively affecting fraternity members academically, and may be discouraging new students from participating in Greek life. Some feel that these changes have weakened residential communities and consequently undermined the most important support mechanism available for MIT undergraduates. Some students believe this has effectively eliminated a major undergraduate community-building and social event.

Some administrators have also publicly stated that the Institute must serve "in loco parentis" for its undergraduates and that MIT students want to be "led". Many students feel this directly contradicts their image of MIT, and that the Institute must reject this view because it is damaging to its educational mission.

MIT policies towards social events, be they undergraduate or graduate, on campus or at an FSILG, have grown increasingly restrictive over the past few years. Many feel these additional procedural restrictions are not necessary on a campus where the vast majority are responsible adults, and represent another area of student life in which the administration is inappropriately assuming a parental role.

Graduate Student Quality of Life

Many students feel that a major impediment to MIT's ability to recruit top graduate students is the high cost of living they face and consequently the reduced quality of life they enjoy. While MIT

stipends are among the more competitive in the country, relative to other institutions, the Boston/Cambridge area is significantly more expensive. As a result the amount of disposable income that graduate students have is considerably less than at comparable institutions. These challenges are even greater for self-supported students and students with families.

The Institute has made significant progress in improving the situation for the majority of graduate students with the recent health insurance subsidy for single students funded through research and teaching assistantships (RA's and TA's) and Institute-sponsored fellowships. The new Childbirth Accommodation Policy has also demonstrated the Institute's commitment to women students who wish to have families while in school, and further steps in this direction should be explored. However, a large portion of the graduate population, including the over 60% living off-campus, cannot afford to live in the Boston/Cambridge area without incurring significant debt or taking out loans on the order of about one thousand dollars per year. As such, MIT must actively continue to seek ways of supporting graduate students at a level that will allow them to have a quality of life at MIT that is competitive with our peer institutions.

In addition, many students believe that MIT should take greater steps to help in building graduate community. Graduate students have identified several factors that contribute to developing a community. One important factor is on-campus residence halls, which have had a tremendous impact on the social and professional development of the student body. They provide networking opportunities and serve as incubators for student leadership. Students realize the Institute's commitment to providing more on-campus graduate housing. But, for students who live off-campus and students with partners, the Institute and the graduate population have not been able to identify a clear area where community is being built. As such, MIT has the challenge of creating the physical and social infrastructure for a tight overall graduate community to develop.

The Future of Fraternities, Sororities and Independent Living Groups

The recent changes to MIT's housing system have substantially weakened the financial and social stability of many of MIT's fraternities, sororities and living groups (FSILGs). As MIT's FSILGs are a crucial component of the social fabric of MIT and serve as the most important support group for many of our undergraduate students, we feel that MIT must expand its commitment to preserving the FSILGs by creating and following a clear and stable policy for the long-term. Many students also feel that MIT's decision to require all freshmen to live on campus has not increased students' sense of Institute-wide community and that its only effect has been to weaken the FSILGs.

Academic/Research Excellence

International Students and Opportunities

As a leading institution of science and technology, many students feel that MIT has an obligation to advance these causes worldwide. MIT's recent successes with OpenCourseWare, the Cambridge-MIT Alliance and the Singapore-MIT Alliance, have shown that MIT can make important contributions through international involvement and that the Institute (particularly its students) benefit directly from the opportunities international service creates. Many therefore believe that a major focus of MIT's efforts over the next ten years should be the development of new international connections.

On a related topic, international students at MIT, particularly graduate students, are facing mounting challenges stemming in part from September 11, 2001-driven policy changes. MIT draws heavily from the expertise of its international students and many feel that the Institute must continue to help alleviate their plight and help to drive US policy changes which remove the new barriers they face.

MIT's administration is clearly aware of this problem, and President Vest and other members of the administration have actively lobbied for continued support for international students. Future administrations must continue this effort, helping to maintain a welcoming environment for international students, which is crucial to the Institute's long-term global success.

Emerging Technologies

One of the most important challenges of any major research University is the task of predicting where technological trends are headed and moving resources in that direction. Students expressed the belief that if MIT is to remain competitive in the future, the ability to recognize and capitalize upon emerging technologies will be crucial to maintaining its position as a center of innovation and cutting edge research. MIT will have to lead the nation in these research areas by taking the lead in the creation of programs, centers, and policies that will drive the new sciences and technologies.

Research Funding Base

Competition from universities for a fairly static pool of federal funding for science and engineering has increased substantially over the past two decades, increasing the difficulties of maintaining a strong student involvement in essential research. MIT has begun to change its view towards industry as an important source of funding for research. Throughout the next decade MIT must continue this approach. Obtaining financial support for research and education is a major challenge for MIT, and this challenge will not be met without MIT's ability to solicit and gain support from both the government and industry.

Administrative Accountability

MIT provides a wide range of services to its students that touch on all areas of student life. The quality of these services directly impacts MIT's ability to attract and retain the best students. However, many undergraduates and graduate students feel that critical policy decisions which impact student life are made without soliciting sufficient student input, and that once programs are in place students have few feedback channels, which often leads to inadequate service.

Many students therefore feel a major challenge MIT must face is the reform of its administrative procedures at all levels. Students believe that this reform should include a systematic change to MIT's organizational policy that includes students directly in administrative decision-making, not just in an advisory role. It is also felt that the administration should proactively inform students about the policy issues it is considering so that potential issues can be resolved before they turn into conflicts.

Competition with Peer Institutions

We have mentioned a number of specific examples that affect MIT's competitive advantage with other peer institutions. We feel that the Institute needs to refocus its efforts to attract the best undergraduates, graduates and faculty with the knowledge that it does face competition from other institutions. A concern raised by many students is that several historically liberal arts-centered schools have begun to invest more in their science and engineering programs, and as a result are more effectively competing for prospective students. Some students feel that in attempting to meet the challenge of competing for the best students the Institute must not lose its commitment to the advancement of science and engineering and continue to lead the world in these areas.

Resource Management

Physical Infrastructure

Many students cited the degradation of many of MIT's buildings and the limited availability of office and lab space as one of the important challenges faced by MIT in the coming years. Some felt that the deterioration of many of the dormitories and academic buildings hinders the productivity of students and staff. Others expressed concerns that MIT's many construction projects are not planned with students in mind. It is not uncommon for students (and faculty) to change offices and lab space multiple times during a two-year period, the length of most Masters programs. MIT must balance a limited resource pool and the need for further construction and renovations, with ensuring that the academic life of students is taken into consideration during the planning of these efforts.

Institute Finances

A large number of students cited the financial state of the Institute as one of the major challenges that MIT faces now and will continue to face in the future. Some student expressed concerns about the cost of many of the building projects on campus, voicing the belief that many of these high-cost projects have run over their budgets. It is felt that some of the money used to complete these projects could have been used for other investments in the educational experience of MIT students. Others pointed specifically to the decrease in the endowment as a concern, and the resulting budget cuts as evidence of a larger issue of how MIT is and should be funded.

Areas In Which Students Expressed Multiple View Points

The following topics are areas where there was a considerable amount of feedback, but where no general sentiment seems to be most prevalent. While students may not be aligned on the following issues, it is believed that they are important issues that the next President should expect to address when he/she enters the position.

Balancing Science/Engineering and the Humanities in Education and Image

Many graduate students feel that the Institute must increase its commitment to educating students in the humanities and in the history and impact of science and technology. Some feel that while many good subjects in these areas are offered, the current curriculum for a supported RA or TA effectively prohibits students from taking humanities classes due to unit limits.

Many undergraduate students feel that recent (and some proposed) changes to Institute humanities and communications requirements detract from the educational value of MIT's undergraduate program. For example, many MIT departments do not have the educational resources to effectively implement CI-M subjects. Furthermore, some undergraduate students feel that the rigor of several technical GIRs has declined. While undergraduates are not opposed to the inclusion of humanities, they feel that MIT should refocus its educational efforts towards science and engineering to best serve its students.

Also, some administrators have stated that MIT must maintain a more well-rounded image if it is to effectively compete in admissions with Ivy League schools. Many undergraduates feel this approach is misguided, and that instead MIT should build on its strengths by focusing on identifying those students passionate about science and technology and who are willing to commit to four years of intensive study in these areas.

Diversity Efforts

While students are by and large committed to the idea of diversity at all levels of MIT, there is some controversy over the methods used to promote diversity. Many students feel that the Institute must expand its commitment to racial and ethnic diversity, and in particular must work harder to recruit and retain graduate students and faculty who are female, and/or members of under-represented minority groups. However, some students feel that in the long run these efforts exacerbate the alienation and discrimination experienced by women and underrepresented minorities, and therefore alternate methods of eliminating institutionalized race and gender based discrimination, while maintaining MIT's meritocracy, should be explored.

Expansion of Professional Schools

A significant number of undergraduate students indicated in their feedback that MIT should create a Law School, a Medical School, or both. Many students in both the undergraduate and graduate population have expressed concerns that MIT should not consider expansion at the cost of necessary student services, such as affordable housing and healthcare, or to the detriment of existing academic programs and research initiatives.

Free Expression

Many students view free expression as a sine qua non for the successful pursuit of knowledge, which is arguably MIT's chief mission. Some students feel that freedom of expression must be valued at MIT above almost all else, reserving restrictions for cases of extreme harassment, and that such cases must be defined as unambiguously as possible. One particular example that resonated among student input is MIT's flag policy, which is seen as censoring students. Some students expressed concern that MIT's current harassment standards (which include anything deemed "offensive") constitute unwarranted censorship. Other students feel that MIT's commitment to creating an inclusive environment for all students takes precedence over free expression, and that these restrictions are therefore reasonable.

Chapter 3: Desired Qualities/Priorities in the Next President

In this chapter, we list the key qualities that students would like the next MIT President to possess. This was the most challenging item on the survey that the SAG conducted as we received an array of desirable qualities, many of them contradictory to each other. For the convenience of the Corporation Committee on the Presidency, we have distilled these qualities down to a list of the major recurring themes that arose in responses to our survey, balanced by the perspective of the SAG.

Direct Experience with Science or Engineering in Academia

To properly understand the issues faced by the MIT community and to interact successfully with the faculty, the next President must have direct experience with science and engineering in academia. Graduate work is a minimum, though students would prefer a President who has held a faculty position. While it is recognized that these qualities may disqualify some individuals with many other desirable traits, the majority of students believe this experience is mandatory to understand and effectively lead MIT.

Skilled Manager

Many of MIT's upcoming crises are of a fiscal and organizational nature (see Resource Management, Chapter 2). Many students therefore feel the next President must have strong financial and managerial experience as well as the ability to delegate aspects of these activities to his or her administrative team, as appropriate.

We feel that the President must complement his or her skill set through careful choice of a Provost and Chancellor. The hope is that he\she will find team members whose strengths will compensate for his\her weaknesses.

Vision for the Role of Science and Engineering in the United States

MIT has had a tremendous impact on the role of science and technology in the United States. Former Chair of the MIT Corporation Vannevar Bush, for example, was largely responsible for the founding of the National Science Foundation, as well as the promulgation of the notion of the modern research university. Many feel that the next President should have a similar vision regarding the role of science and engineering in the United States and the dedication required to realize it.

Political Experience and Connections

A large number of students voiced the opinion that the next President should have the experience and connections in Washington D.C. and at other major universities to effectively advance the cause of science and technology and to represent MIT on issues of national and international importance.

Commitment to Preserving MIT's Unique Culture

Students also felt very strongly that the next President must have the courage to publicly decline the role of "in loco parentis" on behalf of MIT and to ensure that his or her administration's policy reflects this commitment. She/he must also work to restore the choices historically enjoyed by MIT students and to protect their often quirky extracurricular activities (See Student Life, Chapter 2).

This is particularly critical given the negative publicity MIT has received regarding campus suicides

and mental health; while the next President must be committed to creating and promoting support options for students, many believe that he/she must acknowledge that their decisions at MIT, and consequently their mistakes, are ultimately their own responsibility.

Ability and Willingness to Communicate with Students

As many of the challenges that MIT is facing surround student life, a large majority said that the next President must be committed to working closely with students. In addition, he/she must be able to understand the issues faced by undergraduates and graduate students (as outlined in chapter 2) and be willing to take the steps necessary to effectively solicit and substantively incorporate their viewpoints.

Willingness to Accept Administrative Review

As many students find the service provided by many administrative offices to be inadequate, many also feel that the next President must be committed to administrative reform and make accountability to students a priority of his or her administration, and that he or she must appoint a Provost and a Chancellor willing to take on these responsibilities.

Areas in Which Students Expressed Multiple View Points

As in the previous chapter, there were areas where students had a variety of opinions. On these issues there was not a clear consensus as to which view was more prevalent among the student body. As such, we will present the most common themes.

Direct Experience with MIT vs. Outside Perspective

Many students feel that the next President must have direct experience with MIT as either a student or a faculty member, to ensure that he or she is properly informed about MIT's environment and culture, as well as the issues it faces. However, as many students feel that MIT must change direction during the next President's tenure, they expressed concern over selecting candidates from those who might currently be part of MIT's high-level administration.

Other students feel that MIT experience is less of a priority, as an outsider may be able to offer a fresh perspective on MIT issues, though these students also expressed the need for the new President to quickly adapt and understand MIT and its culture.

Willingness to Take a Public Stance on Moral Issues

Many students want a President who is willing to use his/her status as MIT President to effect change on relevant moral, ethical and legal issues both within and outside of MIT. However, some students feel that the President must take extreme care not to bias the groups and individuals at the Institute who are empowered to deal with moral issues within MIT, and that this precludes many kinds of public declarations we have observed in the past. Another concern is that on issues where there is no evident agreement within the community, students with dissenting opinions may feel that their views are being suppressed if the President makes a firm statement on a very controversial issue.

Chapter 4: Presidential Candidate Recommendations

In this chapter, the Student Advisory Group to the Corporation presented specific candidates for which the group reached consensus as being those that best fit the qualities described in Chapter 3. The report to the CCOP presented the qualities that made them most attractive from the student perspective, as well as some of our concerns about the candidates.

In the public version of this chapter, we do not mention the names of any specific candidates in order to avoid creating public disruptions for the candidates in their current positions. Furthermore, all members of the SAG have signed confidentiality agreements to respect the privacy of those who have been nominated.

Instead, we present here the methods used to evaluate nominations received by the SAG and decide on six recommended candidates.

During its first weeks, the SAG conducted multiple meetings with students and received over one hundred e-mails with feedback. Through these methods, the committee received a total of 30 nominations for the position of MIT President. The group reviewed all nominations as follows:

- At least one undergraduate and one graduate member of the committee were assigned to review each candidate in depth. This research included biographical information, education, leadership positions held (current and past), involvement in research and teaching, their focus and accomplishments in their current positions, controversies and challenges they have faced in the past, and their position on the key issues described in Chapter 2 (subject to available information).
- The SAG met three times specifically to review all the proposed candidates; the members that reviewed the candidates presented short reports on each to the group, after which the candidate was discussed. The group successively narrowed down the list of candidates by consensus, and all the members agreed on which candidates were designated as “preferred” with respect to the larger list of researched candidates.
- Six candidates were presented to the CCOP. The research and discussion for each candidate was summarized in the report to the CCOP, providing them with biographical information as well as the reasons the SAG made the recommendation. Out of the six candidates, two individuals were selected as top choices, although the other four candidates were also believed to be fully qualified from the student perspective as interpreted by the SAG.
- The final report to the CCOP included only detailed information about the six preferred candidates; the full list of 30 nominations was presented to them, but no further information was given in the main report.
- An appendix to the final report was created which included short biographies and discussion summaries on the 24 candidates that were reviewed but not recommended. This appendix was presented to the CCOP and FAC during the April 1st meeting, at which the CCOP expressed their intent to read only those summaries of candidates they are considering.

Both the final report and the appendix encourage the Corporation Committee on the Presidency and the Faculty Advisory Committee to contact the Student Advisory Group if their top candidate(s) is not among those recommended by the SAG.

Post-Report Conclusion

In concluding this report, we thank the MIT Corporation for actively taking student feedback on the MIT Presidency into account. We feel this is an excellent step towards promoting greater understanding and communication between all levels of the MIT Community, and look forward to further advances in this area in the years to come.

In response to the submission of this report on March 18, 2004, and the subsequent presentation to the Corporation Committee to the Presidency and the Faculty Advisory Committee to the Corporation on April 1, 2004, we received the following communication from Dana Mead, Chairman of the MIT Corporation:

Dear Erich, Jacob, Mike, and Pius:

I write to thank you and your colleagues on the Student Advisory Group to the Corporation for your thoughtful and insightful contributions to the search for the 16th president of MIT. Your written report and your presentation at last night's joint meeting of the Corporation Committee on the Presidency and the Faculty Advisory Committee to the Corporation were superb, and reflected the sustained effort that you applied to this undertaking.

I know Jim Champy, Jerry Friedman, and all the members of the CCOP and FAC will keep your observations, recommendations, and insights very much in mind as the search progresses. You have provided them – and the next president – with a concise articulation of a representative student perspective that will be of value long after this search concludes.

Your work represents an important service to the Corporation and to MIT. I thank you, and I look forward to future opportunities for the members of the Corporation to work closely with our student leaders.

Sincerely,

Dana G. Mead

The members of the Student Advisory Group to the Corporation Committee on the Presidency would like to thank all the members of the student body who provided us with their thoughts and recommendations for the next MIT President, without which this report would not have been possible. We will continue to provide information on the developing process on the GSC and UA websites:

GSC: <http://web.mit.edu/gsc/www/initiatives/president>

UA: <http://web.mit.edu/ua/www/presidentialsearch.html>

We urge everyone to stay involved and to help guide our new President towards making MIT the best Institution for students in the world. Thanks again!