### MIT at a Glance

**History**

Incorporated by the Commonwealth of Massachusetts on April 10, 1861

**Motto**

*Mens et manus*—“Mind and Hand”

---

**Campus**

168 acres in Cambridge, Massachusetts  
18 student residences  
26 acres of playing fields  
20 gardens and greenspace areas  
100+ public works of art

**Employees**

Approximately 12,110, including faculty

**Faculty**

Professors (all ranks): 1,036  
Other teaching staff: 827  
Student-faculty ratio: 8:1

**Selected Honors**  
*(MIT Community, Current and Former)*

- 85 Nobel Laureates  
- 58 National Medal of Science winners  
- 29 National Medal of Technology and Innovation winners  
- 45 MacArthur Fellows
Freshman Admission
Class of 2019
Applicants: 18,306
Admits: 1,519 (8%)

Undergraduate Costs, 2015–2016
Tuition: $46,400
Room, board, and fees: $13,500

Students, 2015–2016
Total: 11,331
Undergraduates: 4,527
Women: 2,082 (46%)
Minorities: 2,327 (51%)
Graduate students: 6,804
Women: 2,265 (33%)
Minorities: 1,381 (20%)

Undergraduate Majors and Minors
Major programs: 46
Minor programs: 50
(Plus a pirate certificate!)

Undergraduate students: 440
Graduate students: 2,849
Exchange, visiting, special students: 539

Undergraduate Financial Aid 2014–2015
Students attending tuition-free: 33%
Students awarded need-based MIT scholarship: 56%
Average need-based MIT scholarship: $36,566
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.

The Institute is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world’s great challenges. MIT is dedicated to providing its students with an education that combines rigorous academic study and the excitement of discovery with the support and intellectual stimulation of a diverse campus community. We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind.

Leadership

Origins

The Institute admitted its first students in 1865, four years after the approval of its founding charter. The opening marked the culmination of an extended effort by William Barton Rogers, a distinguished natural scientist, to establish a new kind of independent educational institution relevant to an increasingly industrialized America. Rogers stressed the pragmatic and practicable. He believed that professional competence is best fostered by coupling teaching and research and by focusing attention on real-world problems. Toward this end, he pioneered the development of the teaching laboratory.
Today MIT is a world-class educational institution. Teaching and research—with relevance to the practical world as a guiding principle—continue to be its primary purpose. MIT is independent, coeducational, and privately endowed.

Presidents of the Institute

L. Rafael Reif, 2012–
Susan Hockfield, 2004–2012
Charles Marstiller Vest, 1990–2004
Paul Edward Gray, 1980–1990
Howard Wesley Johnson, 1966–1971
Julius Adams Stratton, 1959–1966
James Rhyne Killian, Jr., 1948–1958
Karl Taylor Compton, 1930–1948
Samuel Wesley Stratton, 1923–1930
Ernest Fox Nichols, 1921–1922
Richard Cockburn Maclaurin, 1909–1920
Henry Smith Pritchett, 1900–1907
James Mason Crafts, 1897–1900
Francis Amasa Walker, 1881–1897
John Daniel Runkle, 1870–1878
William Barton Rogers, 1862–1870, 1879–1881

Administrative Organization

The Institute’s chief executive officer is the president. Senior academic and administrative officers include the provost, chancellor, executive vice president and treasurer, senior vice president and secretary of the Corporation, associate provosts, deans of the schools, vice presidents, chancellor for academic advancement, dean for graduate education, dean for undergraduate education, dean for student life, dean of digital learning, director of libraries, Institute community and equity officer, and deputy executive vice president.
MIT’s academic departments and institutes—each under the leadership of a head or director—are organized within five schools that encompass numerous degree-granting programs and interdisciplinary centers, laboratories, and programs whose work cuts across traditional departmental boundaries.

The MIT Faculty determines the Institute’s educational policy. The Faculty meets monthly and conducts much of its business through elected standing committees.

The Institute’s board of trustees, known as the Corporation, includes 70 distinguished leaders in engineering, science, industry, education, and other professions, and (ex officio) the MIT chairman, president, executive vice president and treasurer, secretary of the Corporation, president of the Alumni Association, and three representatives of the Commonwealth of Massachusetts. The Corporation also includes approximately 35 emeritus members. Approximately 80 percent of the members of the Corporation are alumni of MIT.

**Faculty and Staff**

The MIT faculty instructs undergraduate and graduate students and engages in research.

- MIT employs approximately 12,110 individuals on campus.
- There are 1,036 faculty members (professors of all ranks), including 230 women.
- Minority group representation among faculty includes American Indian or Alaska Native, Native Hawaiian/Pacific Islander, Black, Hispanic, and Asian.
- The student-faculty ratio is 8:1.
MIT’s Teaching Staff, as of October 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>665</td>
</tr>
<tr>
<td>Associate professors</td>
<td>194</td>
</tr>
<tr>
<td>Assistant professors</td>
<td>177</td>
</tr>
<tr>
<td>Senior lecturers, lecturers, and professors emeriti</td>
<td>635</td>
</tr>
<tr>
<td>Instructors (including technical instructors)</td>
<td>160</td>
</tr>
<tr>
<td>Professors of the practice and adjunct faculty</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,863</strong></td>
</tr>
</tbody>
</table>

Members of the MIT community have received accolades too numerous to list. Several of the most notable honors and awards follow.

Eighty-five present and former members of the MIT community have won the Nobel Prize,
including nine current faculty members: H. Robert Horvitz, medicine/physiology (2002); Wolfgang Ketterle, physics (2001); Robert C. Merton, economics (1997); Richard R. Schrock, chemistry (2005); Phillip A. Sharp, medicine/physiology (1993); Susan Solomon, peace (co-chair of IPCC Working Group One recognized under Intergovernmental Panel on Climate Change, 2007); Samuel C. C. Ting, physics (1976); Susumu Tonegawa, medicine/physiology (1987); and Frank Wilczek, physics (2004).


Eleven current and former members of the faculty have won the John Bates Clark Medal. The current faculty medalists are Daron Acemoglu (2005), Esther Duflo (2010), Amy Finkelstein (2012), and Jerry Hausman (1985).

Five present and former members of the MIT community have been awarded the Pulitzer Prize. The current medalists are faculty members Junot Díaz (2008) and John H. Harbison (1987) and staff members Deborah Blum (1992) and B. D. Colen (1984).
Two current faculty members, Tim Berners-Lee (2004) and Robert S. Langer (2008), have won the Millennium Technology Prize.


Seventy-nine current MIT faculty and staff are members of the National Academy of Sciences, 66 are members of the National Academy of Engineering, and 31 are members of the Institute of Medicine.

The title of Institute Professor is the highest honor awarded by the faculty and administration at MIT. The current Institute Professors are Emilio Bizzi, Sallie (Penny) Chisholm, Ann M. Graybiel, John H. Harbison, Robert S. Langer, John D. C. Little, Thomas Magnanti, Joel Moses, Ronald Rivest, Phillip A. Sharp, Marcus A. Thompson, Daniel I. C. Wang, and Sheila Widnall. Institute Professors emeriti are Noam A. Chomsky, John M. Deutch, Peter A. Diamond, Mildred S. Dresselhaus, Jerome I. Friedman, Morris Halle, Barbara Liskov, Mario J. Molina, Isadore M. Singer, and Robert M. Solow.
Schools and Departments

School of Architecture and Planning
- Architecture (Course 4)
- Media Arts and Sciences (MAS)
- Urban Studies and Planning (Course 11)

School of Engineering
- Aeronautics and Astronautics (Course 16)
- Biological Engineering (Course 20)
- Chemical Engineering (Course 10)
- Civil and Environmental Engineering (Course 1)
- Electrical Engineering and Computer Science (Course 6)
- Materials Science and Engineering (Course 3)
- Mechanical Engineering (Course 2)
- Nuclear Science and Engineering (Course 22)
- Institute for Data, Systems, and Society
- Institute for Medical Engineering and Science

School of Humanities, Arts, and Social Sciences
- Anthropology (Course 21A)
- Comparative Media Studies/Writing (CMS/Course 21W)
- Economics (Course 14)
- Global Studies and Languages (Course 21G)
- History (Course 21H)
- Humanities (Course 21)
- Linguistics and Philosophy (Course 24)
- Literature (Course 21L)
- Music and Theater Arts (Course 21M)
- Political Science (Course 17)
- Science, Technology, and Society (STS)

MIT Sloan School of Management
- Management (Course 15)
School of Science

Biology (Course 7)
Brain and Cognitive Sciences (Course 9)
Chemistry (Course 5)
Earth, Atmospheric, and Planetary Sciences (Course 12)
Mathematics (Course 18)
Physics (Course 8)

MIT–WHOI Joint Program in Oceanography and Applied Ocean Science and Engineering

Degrees Offered

Bachelor of Science (SB)
Master of Architecture (MArch)
Master of Business Administration (MBA)
Master in City Planning (MCP)
Master of Engineering (MEng)
Master of Finance (MFin)
Master of Science (SM)
Engineer (each degree designates the field in which it is awarded)
Doctor of Philosophy (PhD)
Doctor of Science (ScD)

Admission

The selection process at MIT is holistic and student centered: each application is evaluated within its unique context. No school, state, or regional quotas are applied; neither is preference given to those with alumni relations. Selection is based on outstanding academic achievement as well as a strong match between the applicant and the Institute, including:
Alignment with MIT’s mission
Collaborative and cooperative spirit
Initiative and risk taking
Hands-on creativity
Intensity, curiosity, and excitement
Balancing hard work with downtime

**Selected 2015 Undergraduate Admissions Statistics**

- Applications for freshman admission were received from 18,306 candidates.
- Admission was offered to 1,519 candidates (8 percent), of whom 1,109 enrolled.
- Approximately 47 percent of the freshman class was female.
- A majority had attended public high schools.
- Seventeen percent were among the first generation in their family to attend college.
- Nine percent were international citizens hailing from 69 countries.
- All 50 US states were represented.

Applicants for graduate degree programs are evaluated for previous performance and professional promise by the department in which they wish to register.

**Selected 2015 Graduate Admissions Statistics**

- Applications for graduate study were received from 23,750 candidates.
- Admission was offered to 3,307 candidates (13.9 percent), of whom 2,165 (65.5 percent), registered in advanced degree programs.

For more information, visit mitadmissions.org
Enrollments 2015–2016

In fall 2015, there were 11,331 students enrolled at MIT: 4,527 undergraduates (40 percent) and 6,804 graduate students (60 percent).

Women have attended MIT since 1871. In fall 2015, 2,082 women were enrolled as undergraduates (46 percent) and 2,265 as graduate students (33 percent).

US minority groups were represented by 2,327 undergraduates (51 percent) and 1,381 graduate students (20 percent).

In 2015–2016, MIT students come from all 50 states, the District of Columbia, three territories, and 120 foreign countries.

For more information, visit web.mit.edu/registrar.

### Undergraduate Enrollment by School

<table>
<thead>
<tr>
<th>First-year, undeclared second-year, and special undergraduate students</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year*</td>
<td>1,113</td>
</tr>
<tr>
<td>Undeclared second-year*</td>
<td>12</td>
</tr>
<tr>
<td>Special undergraduate students</td>
<td>53</td>
</tr>
</tbody>
</table>

#### By school

<table>
<thead>
<tr>
<th>Architecture and Planning</th>
<th>Majors</th>
<th>2nd Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering</th>
<th>Majors</th>
<th>2nd Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,455</td>
<td>63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities, Arts, and Social Sciences</th>
<th>Majors</th>
<th>2nd Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management</th>
<th>Majors</th>
<th>2nd Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Majors</th>
<th>2nd Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>724</td>
<td>98</td>
</tr>
</tbody>
</table>

*MIT students do not enroll in an academic department until the start of their sophomore year, and may defer decision on a course of study until the end of that year.
### Graduate Enrollment by Degree Level and School

<table>
<thead>
<tr>
<th>School</th>
<th>Master’s</th>
<th>Doctoral</th>
<th>Special</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Planning</td>
<td>413</td>
<td>181</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,009</td>
<td>2,114*</td>
<td>160</td>
</tr>
<tr>
<td>Humanities, Arts, and Social Sciences</td>
<td>25</td>
<td>312</td>
<td>0</td>
</tr>
<tr>
<td>Management</td>
<td>1,266</td>
<td>164</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
<td>1,138</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,722</strong></td>
<td><strong>3,909</strong></td>
<td><strong>173</strong></td>
</tr>
</tbody>
</table>

*Includes 177 students working on Harvard degrees only through the Harvard-MIT Health Sciences and Technology Program.

### Minority Group Representation among Students

<table>
<thead>
<tr>
<th>Minority group</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>380</td>
<td>144</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>79</td>
<td>57</td>
</tr>
<tr>
<td>Asian American</td>
<td>1,254</td>
<td>831</td>
</tr>
<tr>
<td>Hispanic</td>
<td>602</td>
<td>340</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,327</strong></td>
<td><strong>1,381</strong></td>
</tr>
</tbody>
</table>

16 / ENROLLMENTS
International Students and Scholars

There are 3,289 international students enrolled in degree programs at MIT—440 undergraduates (10 percent) and 2,849 graduate students (42 percent)—for the current academic year. Additionally, there are 539 exchange, visiting, and special students on campus.

During academic year 2014–2015, MIT hosted 2,403 international scholars from 93 countries, who engaged in teaching and research in 70 different departments, laboratories, and centers.

<table>
<thead>
<tr>
<th>Region</th>
<th>Students</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>48%</td>
<td>43%</td>
</tr>
<tr>
<td>Europe</td>
<td>25%</td>
<td>36%</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Canada</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Middle East</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Africa</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Oceania</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Percentages are rounded.

Tuition and Financial Aid

Undergraduate Tuition and Living Expenses

Nine months’ tuition for 2015–2016 is $46,400. In addition, undergraduate room and board is approximately $13,730, depending on the student’s housing and dining arrangements. Books and personal expenses are about $2,816.
Undergraduate Financial Aid

The Institute’s undergraduate financial aid program ensures that an MIT education is accessible to all qualified candidates regardless of their financial circumstances. MIT provides financial aid to meet the full price of an MIT education, based on the calculated financial need of the family. In 2014–2015, 91 percent of undergraduates received $129.7 million in financial aid from all sources, with MIT being the largest source. For students with a family income under $75,000, the Institute ensures that scholarship funding from all sources will allow them to attend MIT tuition-free.

Financial need is the difference between the price to attend MIT and the family’s ability to finance that price, which is determined using information parents provide on the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) Profile. The first $5,500 of financial need is met with an offer of a student loan/term-time job. The remaining need, if any, is met with an MIT scholarship. Students receiving scholarships and grants from sources outside MIT may use this financial aid to replace the student loan/term-time job.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average net price of an MIT education*</td>
<td>$40,451</td>
</tr>
<tr>
<td>Average need-based MIT scholarship</td>
<td>$36,566</td>
</tr>
<tr>
<td>Average need-based financial aid award</td>
<td>$43,298</td>
</tr>
<tr>
<td>Students awarded a need-based MIT scholarship</td>
<td>56%</td>
</tr>
<tr>
<td>Students attending tuition-free</td>
<td>33%</td>
</tr>
<tr>
<td>Class of 2015 graduates with student loan debt</td>
<td>32%</td>
</tr>
<tr>
<td>Average student loan debt for those who borrowed</td>
<td>$23,537</td>
</tr>
<tr>
<td>Average term-time earnings for those who worked</td>
<td>$3,167</td>
</tr>
</tbody>
</table>

*Cost of attendance minus MIT scholarships averaged across all undergraduates.

Graduate Tuition and Living Expenses

Graduate students generally incur greater expenses than undergraduates. Most attend the Institute for a calendar year rather than an academic year, increasing the cost of tuition. In 2015–2016, nine months’ tuition is $46,400 (specific programs and departments may have different tuition amounts). Summer term tuition in 2015 was $15,460 for students enrolled in courses.

MIT’s residential system can accommodate about one-third of its graduate students; the rest find housing in the Boston/Cambridge area. Graduate students’ costs for housing, food, books, medical insurance, and incidentals vary widely, depending on marital status, quality-of-life expectations, and housing arrangements. For example, monthly charges for on-campus housing range from $874
to $1,816 for single students and from $1,322 to $1,956 for family housing.

**Graduate Financial Aid**

Financial aid for graduate students is in large part provided by individual departments, and the amount of aid varies significantly. Financial support includes fellowships, traineeships, teaching and research assistantships, and loans. Most forms of support are granted for merit, while others are granted for financial need or a combination of merit and need.

**Academics**

**Undergraduate Education**

MIT’s strength—as represented by its official seal and motto, *mens et manus*, mind and hand—is the fusion of academic knowledge with practical purpose. MIT believes the best education occurs when students are self-motivated and engaged participants in a dynamic community of learners. Consequently, an MIT undergraduate education combines rigorous academics with a “learning-by-doing” approach.

One avenue for student engagement is the Undergraduate Research Opportunities Program (UROP), pioneered at MIT in 1969 and now emulated in academic institutions around the globe. UROP offers students the opportunity to join a faculty-led research team or to initiate their own research project. Projects may be conducted on a pay, credit, or voluntary basis, and may last for one semester or continue for a full year or more. Another unique feature of an MIT education is the Independent Activities Period, a special four-week
term in January that encourages students to set their own agenda within a creative and flexible environment.

As part of a complete MIT experience, undergraduates are encouraged to add an international dimension to their education. Students may choose from Institute-wide or departmental study-abroad programs. They may also decide to conduct research abroad, assist with building sustainable communities overseas, or venture out on fieldwork or internships arranged through MIT International Science and Technology Initiatives or the International Development Initiative.

MIT undergraduates can also take advantage of cross-registration at several Boston-area universities and art schools. Leadership training opportunities include the Bernard M. Gordon-MIT Engineering Leadership Program and ROTC programs in the United States Army, Navy/Marine Corps, and Air Force.

**Selected Undergraduate Facts**

- MIT offers 46 undergraduate major and 50 minor programs.
- Freshmen seeking a more collaborative environment can choose to participate in an alternative learning community, such as the Concourse Program, Experimental Study Group, Media Arts and Sciences Freshman Program, or Terrascope.
- MIT’s General Institute Requirements ensure that all students are broadly educated in the physical, natural, and social sciences, and in the humanities and arts.
- The first semester at MIT is graded on a pass/no record basis.
Each year nearly 60 percent of MIT undergraduates participate in UROP, with 89 percent having done so by the time they graduate.

MIT has 510 active student groups, including academic organizations, activism groups, arts groups, ethnic and cultural associations, religious organizations, sports clubs, and many others.

In 2014–2015, approximately 1,900 students were affiliated with a fraternity, sorority, or independent living group (FSILG); approximately 1,100 of them chose to live in an FSILG community as an alternative to a traditional residence hall.

Nearly 43 percent of graduating seniors in the Class of 2015 reported participating in an international experience while at MIT.

---

**Graduate Education**

MIT graduate programs provide collaborative environments for advanced study by students and faculty working together to extend the boundaries of knowledge.

Traditionally a leader in engineering and science graduate education, MIT has also attained national prominence for its doctoral programs in mathematics and the physical and life sciences. Top-ranked graduate programs in economics; political science; linguistics; science, technology, and society; architecture; media studies; urban studies; and management have broadened the spectrum of graduate education at the Institute.

Graduate students may pursue the following degrees:
• Master of Science (SM)
• Master of Architecture (MArch)
• Master of Business Administration (MBA)
• Master in City Planning (MCP)
• Master of Engineering (MEng)
• Master of Finance (MFin)
• Engineer
• Doctor of Philosophy (PhD)
• Doctor of Science (ScD)

Cross-registration opportunities at Harvard, Wellesley, and with the Graduate Consortium in Women’s Studies are available for graduate students. The Harvard-MIT Health Sciences and Technology Program and the joint degree program with the Woods Hole Oceanographic Institution are also significant resources for graduate students. Other study opportunities are available at Brandeis, Tufts, and Boston University.

**Selected Graduate Facts**

- The admissions process for graduate programs at MIT is decentralized. Applicants apply directly to the academic department or degree-granting program of interest.
- There is no cap on the number of graduate students admitted to MIT. Departments admit as many as they can support based on their research assistantship, teaching assistantship, and fellowship resources, as well as the number of faculty available to advise on research.
- In the 2014–2015 academic year, doctoral students were supported with research assistantships (52 percent), fellowships (29 percent), and teaching assistantships
(12 percent). Eight percent received some other form of support or no support.

- Thirty percent of all graduate students were housed on campus.

**MIT Libraries**

Supporting teaching, learning, research, and innovation at MIT and globally, the Libraries connect faculty and students—wherever they are—to the best scholarly information available. Expert staff, state-of-the-art technologies, and abundant resources serve every part of the Institute, bridging disciplines and communities across campus. The Libraries advance knowledge at MIT and beyond in many ways, including the following:

- **Enabling discovery.** Experts in a range of disciplines help students and faculty find the best sources from a vast collection of books, journals, databases, and archival and rare materials.

- **Increasing access.** Each year, the MIT community downloads tens of millions of items from the Libraries, and performs more than 45 million searches on scholarly databases. The Libraries are a leader in Open Access, making more than 70,000 scholarly works by MIT authors freely available to the world.

- **Preserving knowledge.** MIT is at the forefront of disseminating groundbreaking research and scholarship and of ensuring its accessibility for future use, tackling the complex issues of preserving digital information.

- **Providing community spaces.** Library locations offer secure spaces for quiet study or collaboration, some with 24/7 access. The Maihaugen Gallery exhibits rare and unique
items from MIT’s collections, while the Institute Archives and Special Collections contains MIT’s founding documents and the personal papers of noted faculty.

- **Connecting to a vast scholarly network.** Partnerships with other top research libraries enable the MIT community to access materials from libraries worldwide and staff to tackle complex 21st-century information challenges.

Learn more at libraries.mit.edu.

**Computing on Campus**

The computing environment at MIT supports an impressive array of information technologies and resources, many of them notable to MIT.

*MITnet.* MIT’s network infrastructure in the Cambridge/Boston area is made up of 7,288 miles of fiber, 5,500 wireless access points, and 3,000 switches that provide on-campus wired connectivity. The Institute also owns and operates the MIT Regional Optical Network—a 2,500-mile optical ring connecting researchers in Boston, New York City, and about 10 other locations across the Northeast. In addition, MIT has 10-gigabit dedicated connections to Internet 2, Akamai, Amazon, VMware, and the Energy Sciences Network, and a 100-gigabit connection to the CERN Large Hadron Collider.

*Mobility.* MIT is a fully wireless campus with an extensive mobile web featuring customized applications for the iPhone and Android platforms.

*Devices.* About 60,000 devices access MIT’s network regularly. Close to 90 percent of MIT students arrive on campus with a laptop or a
mobile device (and often both), with a 1:1 ratio of Macintosh to Windows machines across the campus.

Kerberos. Kerberos was originally developed at MIT to secure network services on Athena, MIT’s main academic computing environment, and is now a widely adopted protocol for network authentication. Athena provides academic software, courseware, and public computing facilities, primarily to students.

Systems. Stellar/LMOD, MIT’s course management system, currently houses 1,000 sites containing course materials, assignments, and other resources. WebSIS, the student information system, provides access to personal records, course information, and scheduling.

Support. The central IT Service Desk handles approximately 160 telephone and email requests per day. Distributed Support Teams provides desk-side support to 42 departments, labs, and centers across campus. Additionally, an extensive knowledge base draws on the cumulative IT expertise at MIT to deliver over 8,800 articles of self-help information to the community.

For more information about MIT’s computing environment, visit ist.mit.edu.
Digital Learning

The Office of Digital Learning (ODL) works to transform teaching and learning at MIT and around the globe through the innovative use of digital technologies. Specifically, ODL:

- Supports MIT faculty and students in bold experiments in digital teaching and learning to enhance residential education
- Facilitates research on how people learn and on new technologies that might improve understanding, retention, and application of knowledge
- Provides platforms for technological advances in education
- Partners with companies, universities, governments, and organizations that wish to develop new learning capabilities and enhance the competencies of their workforce, students, and citizens
- Extends MIT’s knowledge and classroom to the world

Digital learning technologies enable students to do more outside of the class so that class time can focus on deeper discussion, practical experiments, and other forms of active learning. Digital technology can deliver lecture content, provide students rapid feedback on their understanding, and engender more active reading and discussion through annotation tools. Digital platforms can also augment understanding via visualizations, simulations, and games. These technologies further provide flexibility in course delivery allowing students to access content anytime anywhere.
To enable digital learning, MIT and Harvard launched edX in 2012, a not-for-profit platform that allows universities to leverage learning technologies. For teaching on campus, MIT uses a residential MITx platform. To reach students globally, MIT offers massive open online courses (MOOCs) on the edX platform.

On campus, more than 90 MIT instructors have taught over 120 courses using the residential platform. As of spring 2015, 83 percent of MIT undergraduates had used the residential MITx system for a substantial portion of their coursework.

Globally, as of summer 2015, ODL had launched 130 MITx courses on edX, with more than 1.5 million participants from over 200 countries earning nearly 100,000 course certificates. In 2014–2015, MIT launched 50 MITx courses. More than 100 faculty from 19 departments have participated in offering MITx MOOCs on edX.

To further serve global learners, MIT’s OpenCourseWare (OCW) offers free, open, publicly accessible web-based materials from more than 2,250 MIT courses, including 97 full video courses. MIT’s OCW site logged an average of 2.2 million visitors per month in 2014–2015. In addition, OCW offers Highlights for High School to better serve high school constituencies, and OCW Educator, aimed at helping educators understand more about how courses are taught at MIT.

For more information about ODL and its programs, visit odl.mit.edu.
Campus Life

The Campus

In 1916, MIT moved from its Boston location to Cambridge; the current campus now encompasses 168 acres that extend more than a mile along the Cambridge side of the Charles River Basin. The heart of the campus is the initial group of interconnecting buildings, designed by architect W. Welles Bosworth (Class of 1889) to facilitate interaction and communication among MIT’s schools and departments.

The architecture on campus now showcases a range of styles, from neoclassical through modernist, brutalist, and deconstructivist. Among the remarkable landmarks on campus are buildings designed by leading architects such as Alvar Aalto, Frank Gehry, Steven Holl, I. M. Pei ’40, and Eero Saarinen. Many of the buildings are compelling inside as well, housing state-of-the-art facilities designed to support MIT’s ongoing research efforts in multiple disciplines. These facilities include wind tunnels, linear accelerators, robot test labs, and—soon to be in construction—a 200,000-square-foot nanotechnology and advanced imaging center.

For students, the campus has 18 residence halls, each with its own distinctive personality and community. The campus also offers on-site bicycle benefits for students and staff, including fix-it stations, secure bicycle cages, and a bike-share program. As a whole, the campus is urban and walkable, with more than 20 gardens and greenspace areas and more than 100 public works of art. At its edges, the campus merges with various Cambridge neighborhoods, including Kendall...
Square—where the close association of industry and research expertise has made this area the most innovative square mile on the planet.

As the campus continues to develop and improve, MIT is focused on enhancing its sustainability and conservation features. To date, seven buildings have achieved LEED-Gold Certification, including Fariborz Maseeh Hall (W1), Building E62 (home of MIT Sloan), and the Koch Institute for Integrative Cancer Research (76). For existing buildings, MIT’s proactive Capital Renewal program is engaged in continuous renewal and renovation projects that ensure the buildings are able to support the community’s educational, research, and student life activities.

Information about building construction and renovation projects may be found at capitalprojects.mit.edu.

**Housing**

**Undergraduates**

Most undergraduates live on campus in one of MIT’s 11 Institute houses or 36 MIT-affiliated fraternities, sororities, and living groups. All unmarried first-year students must live in one of the Institute’s residence halls—except those who commute from home. Each dormitory has a live-in housemaster, who is usually a senior faculty member. Students may elect to remain on campus following their freshman year or move to a fraternity, sorority, or independent living group. The current number of undergraduates living on campus is 3,370.
Graduate Students

More than 1,900 single graduate students live in MIT’s five campus houses—Ashdown House (NW35), Edgerton House (NW10), Sidney-Pacific (NW86), Tang Hall (W84), and the Warehouse (NW30). Two campus apartment complexes, Westgate (W85) and Eastgate (E55), accommodate over 400 graduate and undergraduate students with families. More than 90 graduate students live in undergraduate dorms as graduate resident tutors.

The Arts

Arts on the MIT campus are rooted in experimentation, risk taking, and imaginative problem solving. Eminent artists such as Erik Demaine, Junot Díaz, John Harbison, Joan Jonas, Keeril Makan, John A. Ochsendorf, Jay Scheib, and Evan Ziporyn teach at MIT, and have collectively received numerous awards, among them the Pulitzer Prize, Grammy Award, Guggenheim Fellowship, and MacArthur Fellowship.

- The Institute offers degrees in architectural design, studio art, and in history, theory, and criticism of architecture and art through the School of Architecture and Planning, and in comparative media studies, music, theater, and writing through the School of Humanities, Arts, and Social Sciences.
- Nearly 80 percent of incoming freshmen have prior training in the arts.
- More than 50 percent of all MIT undergraduates enroll in arts courses each year—with nearly half of students participating in music and theater classes and performance groups.
• Students can participate in more than 60 music, theater, visual arts, writing, and dance groups.

MIT’s program in architecture was the first established in the United States. Notable alumnus and Pritzker Prize winner I. M. Pei ’40 designed four buildings for the MIT campus.

The MIT Museum draws nearly 125,000 visitors each year to programs and exhibitions exploring the foundations and frontiers of science and technology. Highlights include the world’s finest collection of holograms, robots and robotic devices, and Arthur Ganson’s kinetic sculptures. The Mark Epstein Innovation Gallery gives visitors direct access to some of the latest MIT research, and the Kurtz Gallery for Photography features changing exhibitions of renowned photographers. The museum also produces the annual Cambridge Science Festival, featuring 10 days of programs and activities citywide serving 50,000 people. The Institute’s Architecture and Design Collection, housed at the MIT Museum, ranks among the top architectural drawing collections in the world.

The MIT List Visual Arts Center explores contemporary art making in all media. In addition to presenting six to eight exhibitions annually, the List presents a broad range of education programs in conjunction with its exhibitions. The center maintains and adds to MIT’s permanent collection of over 3,500 artworks that includes dozens of publicly
sited sculptures and hundreds of paintings, prints, photographs, and drawings located throughout MIT’s campus. The center is also responsible for commissioning new works for the MIT Public Art Collection through the MIT Percent-for-Art Program, and organizing and administering the Student Loan Art Program that allows MIT students to borrow hundreds of works of art to hang in their living spaces.

The Eugene McDermott Award in the Arts at MIT celebrates innovative talents in all arts disciplines and is one of the most generous cultural honors in the United States. Recent recipients of the award include architect David Adjaye (2016), artist Olafur Eliasson (2014), and director, filmmaker, playwright, and actor Robert Lepage (2012).

The MIT Center for Art, Science & Technology, established in 2012, facilitates and creates opportunities for artists to exchange and collaborate with engineers and scientists. The center fosters a culture where the arts, science, and technology thrive as interrelated, mutually informing modes of exploration, knowledge, and discovery.

**Athletics and Recreation**

MIT’s Athletics, Physical Education, and Recreation Department offers opportunities for sports instruction and participation at all levels.

As part of the General Institute Requirement, each student must earn eight points through physical education courses and complete the swim requirement. Each quarter, MIT offers
over 50 sections and more than 25 types of classes. Seasonal offerings include golf, sailing, broomball, and ice-skating, while additional specialty courses include scuba, backpacking, top-rope climbing, kayaking, cross-country skiing, downhill skiing, and snowboarding.

- With 33 varsity sports, MIT supports one of the broadest intercollegiate athletic programs in the world.
- There are 16 varsity sports for men, 15 for women, and two coeducational programs.
- Approximately 20 percent of undergraduates join a team during their time at MIT.
- MIT competes mainly against Division III New England colleges, but also routinely participates in regional and national championships.
- The Institute has earned 220 Academic All-America citations, the most for any Division III program in the nation.
- The intramural program offers competition in 18 sports with 4,000 students, faculty, alumni, spouses, and partners participating.
- MIT features one of the nation’s most expansive club programs, with more than 800 participants and 33 teams.
- For those who wish to engage in other recreational programs, MIT provides group exercise and mind and body classes, personal and group training, a variety of aquatic classes, and sport skill instruction.

With 10 buildings and 26 acres of playing fields, MIT boasts one of the most expansive athletic complexes in New England. The Zesiger Sports and Fitness Center on the west side of campus features two swimming pools, a fitness center,
international-scale squash courts, and a multi-activity court. Roberts Field and Barry Field, lighted sports-turf venues, are adjacent to the Zesiger Center. The east side of campus is served by the Alumni Pool and Wang Fitness Center, located in the Stata Center at the edge of Kendall Square.

**MIT Traditions**

**Hacking**

MIT culture distinguishes itself not only for its seriousness of purpose but also for its unique sense of humor, as expressed through “hacking.” Hacks at the Institute are elaborate but benign practical jokes, perpetrated anonymously on campus, around Cambridge, or even farther afield, and that amaze for their creativity, cleverness, and difficulty of execution. A 1958 prank in which the Harvard Bridge was measured in increments of fraternity pledge Oliver Smoot has achieved such fame that “smoot” has been incorporated into the American Heritage Dictionary and is included as a unit of measure in Google Earth. The bridge still displays its quirky unit of measure today.

Although not officially sanctioned, hacks can be appreciated for their technical prowess and humorous digs at rival institutions, for example in the astonishing emergence of a large black weather balloon with MIT written all over it in the middle of a Harvard-Yale football game in 1982, or in the 2006 cross-country theft of Caltech’s Fleming Cannon. Other famous hacks involve rather large objects falling from building rooftops (the Baker House Piano Drop) or appearing where they don’t belong, most notably on MIT’s Great Dome, which over the years has been graced by a Hilltop Steakhouse plastic cow, a Campus Police cruiser, the Wright Flyer, an MIT fire truck, and the Apollo Lunar Module.
**Pirate Certificate**

Not content to just produce exceptional graduates in the usual fields of study, the Institute also offers its swashbuckling students the opportunity to become certified pirates. How is this possible? Students who complete four physical education courses—archery, fencing, pistol (or rifle), and sailing—are eligible to receive a Pirate Certificate, officially awarded by the Department of Athletics, Physical Education, and Recreation. In addition to receiving a tangible document printed on faux parchment, newly minted pirates are rumored to swear a secret oath. Although they are no longer lily-livered landlubbers, their pirating activities nevertheless are limited to “entertainment purposes only.”

**Brass Rat**

In a ritual long enjoyed by MIT undergraduates, a committee of sophomores gathers each year to redesign their class ring, which is ceremoniously revealed during the spring term. The history of MIT’s class ring dates back to 1929 when a student committee convened to design what is formally known as the “Standard Technology Ring.” Featuring a beaver on top (an industrious, nocturnal, American animal), the Boston and Cambridge skylines on the sides, and the MIT seal and dome on the shank, the ring also incorporates unique design elements related to each individual graduating class. Made of gold, the ring’s nickname, “the Brass Rat,” derives from its color—similar to brass—and the prominence of the beaver mascot—resembling a rat.

A concrete symbol of an MIT education, the distinctive Brass Rat is recognized worldwide and
instantly identifies MIT alumni to one another, serving as a reminder of the bond that all MIT students share.

MIT and the Community

MIT is an integral member of its host city of Cambridge, a diverse and vibrant community noted for its intellectual life, history, and thriving innovation climate. With a campus nestled between Central and Kendall Squares, and across the Charles River from Boston’s Seaport District, the Institute is in an optimal position to engage in collaborative endeavors with its neighbors and contribute to the growing innovation community.

MIT and Cambridge. The city’s approximately 105,000 residents, including more than 45,000 college and university students, together form a lively community within its 6.26 square miles. Cambridge is pedestrian- and bicycle-friendly, with 82 parks and playgrounds, six subway stations, a commuter rail line, 29 bus routes, multiple shuttles, 33 bike sharing stations, and numerous dedicated bicycle lanes and bikeways, enabling visitors and students to get around the city and the MIT campus without a car.

Service to the community. Since its founding, MIT has maintained a commitment to be a good neighbor and serve the local community. The Institute actively supports nonprofit organizations that address local challenges by providing educational programs, financial resources, representation on boards and committees, volunteer engagement, and the use of MIT facilities. In addition, members of the MIT community support the Institute’s Commu-
Community Service Fund, which provides assistance for nonprofits where MIT volunteers are at work.

Students, faculty, and staff at MIT are involved in a broad range of volunteer activities in the community. The Institute’s Public Service Center provides programming, guidance, information, and support to those interested in public service, and serves as a resource for both MIT and the community-at-large. More information is available at web.mit.edu/mitpsc.

Economic impact and innovation catalyst. MIT has a far-reaching impact on the economy of the region. The Institute is Cambridge’s second largest employer and largest taxpayer, representing 13 percent of the city’s tax revenue stream. MIT pays taxes on its commercial property and provides an annual payment in lieu of taxes (PILOT) for property that is used for academic purposes and is legally tax exempt. In fiscal year 2015, the Institute made a voluntary PILOT contribution of approximately $2 million to the City of Cambridge and paid approximately $45 million in real estate taxes.

MIT is also a magnet for investment and fuels the innovation economy with the research, start-ups, and talent pool that it generates. Kendall Square, at the eastern end of MIT’s campus, is the seat of a thriving innovation cluster in which MIT plays a catalyzing role, and the area has attracted offices of over 150 life science and technology-related companies.

For more information about MIT and the community, visit ogcr.mit.edu.
Sustainability

MIT is committed to leadership in sustainability and strong climate action at the local level, making strides to reduce the greenhouse gas emissions of the MIT campus, using the campus as a living laboratory for sustainability innovation and education, and partnering with the cities of Cambridge and Boston. In a five-year Plan for Action on Climate Change, released in 2015, the Institute set a goal to reduce its campus emissions by at least 32 percent by 2030. As a founding member of the Cambridge Compact for a Sustainable Future, MIT works with Cambridge, Harvard University, and more than 15 local businesses and organizations to achieve a more healthy, livable, and sustainable future. MIT is also a member of the Boston Green Ribbon Commission.

New construction and major renovation projects on campus aim to meet the national LEED Gold (version 4) certification standard, reflecting MIT's dedication to building healthy, high performance facilities that meet the highest standards of sustainability. Six buildings have achieved LEED gold or silver certification for new construction.

Eighty-four percent of MIT commutes to campus in ways other than driving alone in a car, such as by using public transportation, or by bicycling, walking, and ride-sharing to work.

The Institute offers many courses focused on understanding or solving challenges in sustainability, some of which use the campus itself as a test bed, such as one that explored the solar energy potential of MIT rooftops.
MIT has a vibrant ecosystem of student and staff groups promoting sustainability on campus, such as the Graduate Student Council and Undergraduate Association’s committees on sustainability as well as the Green Committee, Staff for Sustainability. Initiatives range from a monthly swapfest called Choose to Reuse to student hackathons, which engage students, industry, and thought partners in finding real-life solutions to sustainability challenges.

Research

The soul of MIT is research. For more than 150 years, the Institute has married teaching with engineering and scientific studies—and produced an unending stream of advancements, many of them world-changing. Examples of some of MIT’s historical achievements follow:

- Achieving the first chemical synthesis of penicillin
- Developing the inertial guidance systems for the Apollo space program
- Pioneering high-speed photography
- Engineering practical microwave radar
- Building the magnetic core memory that made digital computers possible
- Developing the world’s first biomedical prosthetic device

This stream of discovery continues. Here are just a few accomplishments from this decade:

- Genetically reprogramming skin cells to cure a mouse model of sickle-cell anemia
- Re-engineering viruses to produce both ends of a lithium ion battery
• Finding a way to use RNA interference to silence multiple genes at once
• Designing computer techniques that automatically decipher ancient languages
• Building a new radar technology system that can see through walls up to 60 feet away
• Demonstrating experimentally the existence of a fundamentally new magnetic state called a quantum spin liquid
• Developing a new steelmaking process that produces no emissions other than pure oxygen
• Designing a new paper strip diagnostic test to rapidly diagnose Ebola and other viral hemorrhagic fevers

Research Expenditures, by Primary Sponsor (in Millions),* Fiscal Year 2015
Total: $696.89

- 17% Department of Health and Human Services $116.47
- 17% Industry $119.24
- 18% Department of Defense $125.85
- 12% Department of Energy $81.53
- 11% National Science Foundation $78.95
- 11% Foundations and other nonprofits $78.67
- 6% NASA $41.74
- 4% State, local, and foreign governments $27.95
- 2% MIT internal $11.06
- 2% All other federal $15.44

*Figures are rounded.
Undergraduates can plunge directly into this world of exploration through the Undergraduate Research Opportunities Program, which offers students a chance to collaborate on cutting-edge research as junior colleagues of Institute faculty.

During the academic year, approximately 3,775 researchers (including 550 visiting faculty and scientists) work with MIT faculty and students on projects funded by government, foundations, and industry. Approximately 2,565 graduate students are primarily supported as research assistants and 610 are appointed as teaching assistants; 1,640 are supported on fellowships.

As an institution, MIT encourages interdisciplinary research across department and school boundaries while focusing on tackling great challenges for society at large. Two examples of such initiatives include the MIT Energy Initiative and the David H. Koch Institute for Integrative Cancer Research.

More interdisciplinary teams are found off-campus in nearby Lexington, Massachusetts, at MIT Lincoln Laboratory, a federally funded research and development center focused on national security.

**Interdisciplinary Centers, Labs, and Programs**

Today’s researchers tackle complex problems that cannot be resolved within a single academic discipline—and MIT constantly creates and evolves academic organizations that foster interdisciplinary work.

- Abdul Latif Jameel Poverty Action Lab
- Abdul Latif Jameel World Water and Food Security Lab
Center for Archaeological Materials
Center for Collective Intelligence
Center for Computational Engineering
Center for Computational Research in Economics and Management Science
Center for Energy and Environmental Policy Research
Center for Environmental Health Sciences
Center for Global Change Science
Center for International Studies
Center for Materials Science and Engineering
Center for Real Estate
Center for Transportation and Logistics
Clinical Research Center
Computer Science and Artificial Intelligence Laboratory
Concrete Sustainability Hub
Deshpande Center for Technological Innovation
Division of Comparative Medicine
Francis Bitter Magnet Laboratory
Haystack Observatory
Initiative on the Digital Economy
Institute for Data, Systems, and Society
Institute for Medical Engineering and Science
Institute for Soldier Nanotechnologies
Institute for Work and Employment Research
Joint Program on the Science and Policy of Global Change
Knight Science Journalism Program
Koch Institute for Integrative Cancer Research
Laboratory for Financial Engineering
Laboratory for Information and Decision Systems
Laboratory for Manufacturing and Productivity
Laboratory for Nuclear Science
Legatum Center for Development and Entrepreneurship
Lincoln Laboratory
Martin Trust Center for MIT Entrepreneurship
Materials Processing Center
McGovern Institute for Brain Research
Microsystems Technology Laboratories
MIT Center for Art, Science, and Technology
MIT Energy Initiative
MIT Environmental Solutions Initiative
MIT Innovation Initiative
MIT Kavli Institute for Astrophysics and Space Research
MIT Media Lab
MIT Portugal Program
MIT Professional Education
MIT Program in Art, Culture, and Technology
MIT Sea Grant College Program
Nuclear Reactor Laboratory
Operations Research Center
Picower Institute for Learning and Memory
Plasma Science and Fusion Center
Research Laboratory of Electronics
Simons Center for the Social Brain
Singapore–MIT Alliance
Singapore–MIT Alliance for Research and Technology
Sociotechnical Systems Research Center
Technology and Development Program
Transportation@MIT
Women’s and Gender Studies Program
Research Alliances

MIT’s research extends out through collaborations with leading institutes and consortia around the world.

- Alliance for Global Sustainability
- Broad Institute
- Charles Stark Draper Laboratory
- Howard Hughes Medical Institute
- Massachusetts Green High Performance Computing Center
- Northeast Radio Observatory Corporation
- Ragon Institute of MGH, MIT and Harvard
- Whitehead Institute for Biomedical Research

Lincoln Laboratory

MIT’s Lincoln Laboratory, located in Lexington, Massachusetts, is a federally funded research and development center focused on applying advanced technology to problems of national security. Lincoln Laboratory’s core competencies are in sensors, information extraction (signal processing and embedded computing), communications, integrated sensing, and decision support, all founded in a broad research base in advanced electronics. Other areas of innovative research and development are cybersecurity, autonomous systems, and homeland protection. The laboratory has a strong focus on developing and field-testing unique prototype systems, and is very engaged in transitioning technologies to industry. Approximately 3,325 MIT employees work at Lincoln Laboratory.
Lincoln Laboratory Program Funding, by Mission Area (in Millions),* Fiscal Year 2015
Total: $937

- 21% Communication Systems, $196.77
- 1% Other, $9.37
- 8% Cybersecurity and Information Sciences, $74.96
- 9% Advanced Technology, $84.33
- 9% Homeland Protection and Air Traffic Control, $84.33
- 13% Intelligence, Surveillance, and Reconnaissance Systems and Technology, $103.07
- 14% Tactical Systems, $121.81
- 14% Space Control, $131.18
- 14% Air and Missile Defense, $131.18

*Figures are rounded.
MIT and Industry

Since its founding, MIT has fostered a problem-solving approach that encourages researchers to work together across departments, fields, and institutional boundaries. The resulting collaborations have included thousands of fruitful partnerships with industry and other leading research institutions.

Approximately 700 companies are working with faculty and students both in Institute-wide programs such as the Industrial Liaison Program (part of the Office of Corporate Relations and the main conduit between corporations and MIT) and the MIT Energy Initiative, and in smaller collaborations.

Research sponsored directly by industry totaled $134 million in fiscal year 2015, or 19 percent of
all MIT research funding. According to the National Science Foundation, MIT ranks first in industry-financed research and development expenditures among all universities and colleges without a medical school.

The Technology Licensing Office (TLO) oversees MIT’s vibrant patenting and licensing activity. Fiscal year 2015 saw 795 new invention disclosures and $46.2 million in total licensing income. The TLO’s mission is to benefit the public by moving results of MIT research into societal use via technology licensing, through a process that is consistent with academic principles, demonstrates a concern for the welfare of students and faculty, and conforms to the highest ethical standards. This process benefits the public by creating new products and promoting economic development.

MIT Sloan Executive Education provides mid- to senior-level executives with the tools and frameworks needed to create and lead successful organizations. Its programs are led by senior faculty, and combine innovation and entrepreneurship with strategic thinking and global leadership.

MIT Professional Education provides engineering, science, and technology professionals a gateway to renowned MIT expertise, research, and knowledge through advanced education programs designed for working professionals.

MIT’s strong corporate connection also is reflected in its extensive business-oriented curricula, many spearheaded by the MIT Sloan School of Management in collaboration with other schools. Examples include:
Leaders for Global Operations. This dual-degree graduate program combines an engineering and management curriculum with an internship at a partner company. Students earn an SM from one of seven MIT engineering programs and an MBA from MIT Sloan. The six-month internship focusing on real-world operations and manufacturing challenges is the basis for the dual-degree master’s thesis.

System Design and Management. This program educates future technical leaders in architecting, engineering, and designing complex products and systems, and fosters the leadership and management skills needed to connect technical and nontechnical organizations.

Sloan Fellows Program in Innovation and Global Leadership. This program enrolls 100 mid-career fellows from around the world and offers a demanding academic curriculum and frequent interactions with international business and government leaders.

Supply Chain Management. This nine-month program combines master’s level coursework, professional development, and industry interaction for business professionals to gain proficiency in problem solving and change leadership.

Entrepreneurship and Innovation

MIT’s preeminence in entrepreneurship is rooted in its founding. As one of the first land-grant colleges, the Institute was designed to deliver a practical education rather than to focus on the classical education that was provided by many private universities of that era that were
founded to train clergy. Its emphasis on *mens et manus*, mind and hand, is infused into the entrepreneurship curriculum and programming, which emphasizes learning by doing. Over the course of the 2014–2015 academic year, 60 entrepreneurship courses were offered, as well as not-for-credit boot camps over the Independent Activities Period and the summer MIT Global Founders’ Skills Accelerator program, showing that entrepreneurship is a year-round endeavor at MIT.

MIT’s educational efforts in entrepreneurship and innovation have an impressive impact at local, regional, and global levels. A 2015 report suggested that 30,000 companies founded by MIT alumni were active as of 2014, employing 4.6 million people and producing annual revenues of $1.9 trillion, equivalent to the world’s 10th largest economy. MIT alumni form hundreds of new companies each year, and approximately 40 percent of MIT founders are serial entrepreneurs, starting multiple companies. Twenty-three percent of MIT alumni’s new firms are founded outside the United States.

Several MIT departments, labs, and centers foster entrepreneurship and innovation at MIT:

- The Martin Trust Center for MIT Entrepreneurship supports students with an entrepreneurship curriculum, programming, guidance, and connections to the MIT and broader entrepreneurial communities.
- The MIT Innovation Initiative educates the next generation of global innovators, preparing them to move ideas to impact more effectively
by combining practical opportunities for building expertise in the innovation process with insights developed from the evidence-based science of innovation.

- The Technology Licensing Office assists MIT inventors in protecting their technology and in licensing that technology to startups and to existing companies.
- The Deshpande Center for Technological Innovation funds innovative faculty research and supports faculty in technology commercialization.
- The Venture Mentoring Service matches student, faculty, staff, and alumni entrepreneurs with talented mentors.
- The Bernard M. Gordon–MIT Engineering Leadership Program promotes leadership and communications skills among undergraduate engineers.
- The Legatum Center for Development and Entrepreneurship supports entrepreneurship in developing economies among MIT students.
- The Lemelson-MIT Program promotes invention at MIT, in particular among students through the Lemelson-MIT National Collegiate Student Prize Competition.
- The MIT Enterprise Forum, part of Technology Review, produces programs and events through its worldwide network of chapters for the broader external entrepreneurial community.

MIT also has over 20 student clubs and initiatives involved in entrepreneurship or innovation, including the MIT $100K Entrepreneurship Competition and the MIT Clean Energy Prize business plan contests.
Publishing

MIT Press

One of the largest and most well regarded university presses in the world, the MIT Press publishes books and journals in established and emerging fields in the humanities, social sciences, and sciences for an international audience. Its authors are likewise drawn from the global academic community. The Press is known locally for the MIT Press Bookstore, a popular Kendall Square destination, and more widely for its beautifully designed books, for producing works of equal rigor in the sciences and the visual arts, and for a distinguished legacy of experimentation in both content and format.

MIT Technology Review

Through serious journalism, written in clear language by a knowledgeable editorial staff, MIT Technology Review creates technology journalism on multiple platforms for a worldwide audience of millions. Technologyreview.com gives readers daily news and analysis. The magazine—published since 1899—features business reports, photo essays, and reviews. The company also produces live events and manages the global entrepreneurial organization MIT Enterprise Forum.

MIT Sloan Management Review

The mission of MIT Sloan Management Review (MIT SMR) is to lead the conversation among thinkers, researchers, and professors about advances in management practice that are transforming how people innovate and lead. Since 1959, MIT SMR has disseminated new management research and innovative ideas so that executives can capitalize
on the opportunities generated by rapid organizational, technological, and societal change. Content is sourced primarily through independent research from global thought leaders and through MIT SMR-generated research and the Big Ideas Initiative. Topics covered in 2015 range from adapting to the sharing economy to the dark side of information technology.

**Alumni**

**MIT Students after Graduation**

During 2014–2015, 305 employers recruited in MIT Global Education and Career Development (GECD). Computer technology companies (24 percent), consulting (17 percent), financial services (17 percent), engineering (11 percent), and energy (5 percent) were the top five industries participating in on-campus recruiting and accounted for 74 percent of total recruiters.

**Undergraduates after Graduation**

- Twenty-one percent of 2015 bachelor’s degree graduates found jobs through various networking venues, including MIT faculty and administrators, GECD contacts, and professional conferences.
- Twenty percent found jobs through a career fair.
- Eighteen percent had internships that led to a full-time job offer.
- Seventeen percent found jobs through on-campus recruiting and MIT-sponsored job listings.
- Eighty-four percent of all graduating seniors completed internships while at MIT.
Fifty-eight percent of MIT undergraduates took jobs after graduation; 33 percent went on to graduate school. The top graduate school destinations were MIT, Stanford, University of California at Berkeley, Harvard, Columbia, University of California at San Diego, Princeton, University of Illinois, and University of Massachusetts.

**Graduate Students after Graduation**

- Eighty percent of master’s students graduating from MIT entered the work sector and 11 percent went on to graduate school.
- While 92 percent of PhD students planned to work after graduation, one percent continued their education. Of those with confirmed employment, 41 percent were postdoctoral positions.

### Top Employment Sectors for MIT Graduates, by Degree Type

<table>
<thead>
<tr>
<th>Employment sector</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace/defense</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Computer technologies</td>
<td>26%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Consulting</td>
<td>16%</td>
<td>21%</td>
<td>5%</td>
</tr>
<tr>
<td>Education</td>
<td>1%</td>
<td>1%</td>
<td>28%</td>
</tr>
<tr>
<td>Energy/utilities</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Engineering (all fields)</td>
<td>22%</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>Finance/banking</td>
<td>11%</td>
<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>Health/medicine</td>
<td>4%</td>
<td>5%</td>
<td>9%</td>
</tr>
</tbody>
</table>
The top employers for bachelor’s degree recipients were Google, Oracle, Amazon, McKinsey, Accenture, Apple, Boeing, Microsoft, ExxonMobil, General Motors, Boston Consulting Group, Morgan Stanley, Booz Allen Hamilton, Goldman Sachs, and SpaceX. The top employers for master’s degree recipients were Google, McKinsey, Amazon, Boston Consulting Group, Deloitte, Bain, Microsoft, Apple, Goldman Sachs, the US Air Force, US Navy, Boeing, Nike, Parthenon-EY, and Shell. The top employers for doctoral degree recipients were MIT, UC Berkeley, Harvard, Stanford, Columbia, Google, Oracle, Princeton, UCLA, Exponent, Facebook, Lam Research, Massachusetts General Hospital, and MIT Lincoln Laboratory.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>$83,455</td>
<td>$80,350</td>
</tr>
<tr>
<td>Master of Science</td>
<td>$85,842</td>
<td>$80,165</td>
</tr>
<tr>
<td>Master of Engineering</td>
<td>$101,424</td>
<td>$110,000</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$129,586</td>
<td>$135,000</td>
</tr>
<tr>
<td>PhD entering postdoctoral positions</td>
<td>$62,750</td>
<td>$52,000</td>
</tr>
<tr>
<td>PhD entering other positions</td>
<td>$117,922</td>
<td>$110,000</td>
</tr>
</tbody>
</table>
MIT Alumni Association

The MIT Alumni Association is a gateway to one of the most diverse, talented, and invigorating communities in the world: the 132,370 living MIT alumni. It provides services and resources that strengthen alumni’s ties to MIT and to each other, from face-to-face gatherings to a suite of online services.

More than 13,774 alumni volunteer their services for the Institute, serving as class and club officers, educational counselors, and members of the MIT Corporation and its visiting committees. In fiscal year 2015, the Annual Fund reported $69.5 million in gifts from 44,993 alumni, students, parents, and friends.
<table>
<thead>
<tr>
<th>Geographic Distribution of Alumni*</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States and Possessions</td>
<td>100,796</td>
</tr>
<tr>
<td>Mid-Atlantic</td>
<td>25,974</td>
</tr>
<tr>
<td>New England</td>
<td>25,855</td>
</tr>
<tr>
<td>West</td>
<td>20,013</td>
</tr>
<tr>
<td>Southwest and South Central</td>
<td>8,337</td>
</tr>
<tr>
<td>Great Lakes</td>
<td>7,514</td>
</tr>
<tr>
<td>Southeast</td>
<td>6,652</td>
</tr>
<tr>
<td>Northwest and Great Plains</td>
<td>5,698</td>
</tr>
<tr>
<td>Alaska and Hawaii</td>
<td>520</td>
</tr>
<tr>
<td>Puerto Rico, the Virgin Islands, and other US territories</td>
<td>233</td>
</tr>
<tr>
<td>Asia</td>
<td>7,713</td>
</tr>
<tr>
<td>Europe</td>
<td>5,900</td>
</tr>
<tr>
<td>North America (other than US)</td>
<td>2,160</td>
</tr>
<tr>
<td>South America</td>
<td>1,467</td>
</tr>
<tr>
<td>Pacific Islands and Australia</td>
<td>586</td>
</tr>
<tr>
<td>Africa</td>
<td>483</td>
</tr>
<tr>
<td>Central America</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>119,178</strong></td>
</tr>
</tbody>
</table>

*Includes only alumni with known addresses.
Building MIT’s Resources

During the 2014–2015 fiscal year, organizations and individuals gave or pledged a total of $575 million to support the community and the work of MIT. These contributions provide critically needed unrestricted funds and vital resources designated to a range of priorities. Unrestricted gifts, which give the Institute the ultimate flexibility to seize opportunities and address unforeseen challenges as they arise, serve to strengthen existing programs and supply seed funding for new projects. MIT is also working to develop new resources for areas such as undergraduate scholarships, professorships, research, building construction and renovation, athletics, and the arts. At the center of these efforts is an energetic group of MIT volunteers who give their time, talent, and energy to the Institute.
## Financial Data

### Year-end Statistics (in Millions), Fiscal Year 2015

#### Value of Plant and Invested Assets

<table>
<thead>
<tr>
<th>Asset</th>
<th>Value (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land, buildings, and equipment, net book value</td>
<td>$2,822.3</td>
</tr>
<tr>
<td>Market value of endowed funds</td>
<td>$13,474.7</td>
</tr>
<tr>
<td>Market value of total investments</td>
<td>$17,533.8</td>
</tr>
</tbody>
</table>

#### Gifts and Pledge Payments to MIT

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>$139.0</td>
</tr>
<tr>
<td>Corporations</td>
<td>$104.8</td>
</tr>
<tr>
<td>Foundations</td>
<td>$200.3</td>
</tr>
<tr>
<td>Other</td>
<td>$5.5</td>
</tr>
<tr>
<td>Total</td>
<td>$449.6</td>
</tr>
</tbody>
</table>

#### Gift and Pledge Payment Designations

<table>
<thead>
<tr>
<th>Designation</th>
<th>Amount (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty chairs</td>
<td>$16.3</td>
</tr>
<tr>
<td>Scholarships and other undergraduate aid</td>
<td>$19.5</td>
</tr>
<tr>
<td>Undergraduate education and student life</td>
<td>$15.1</td>
</tr>
<tr>
<td>Graduate fellowships</td>
<td>$32.8</td>
</tr>
<tr>
<td>Research and education programs</td>
<td>$243.3</td>
</tr>
<tr>
<td>Construction and renovations</td>
<td>$51.5</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$64.7</td>
</tr>
<tr>
<td>Undesignated and miscellaneous</td>
<td>$6.4</td>
</tr>
<tr>
<td>Total</td>
<td>$449.6</td>
</tr>
</tbody>
</table>
Operating Expenditures (in Millions)*
Fiscal Year 2015
Total: $3,111.1

*Figures are rounded.
Operating Revenues (in Millions)*
Fiscal Year 2015
Total: $3,290.8

*Figures are rounded.
Accreditation

MIT is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Inquiries regarding MIT’s accreditation status should be directed to the Office of the Senior Vice President and Secretary of the Corporation, Massachusetts Institute of Technology. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4531
781.425.7714
cihe@neasc.org

Many degree programs at MIT are accredited by specialized professional accrediting bodies, including ABET, the American Chemical Society, the Association to Advance Collegiate Schools of Business, the National Architectural Accrediting Board, and the Planning Accreditation Board. Academic departments can provide information on the accreditation of the specific degree programs they offer.
About the Cover

This year, MIT commemorates the 100th anniversary of its campus’s move from its original home in Boston to its current location along the Charles River in Cambridge, Massachusetts. MIT alumnus William Welles Bosworth designed the new Cambridge campus; its footprint is seen in the 1916 map on the cover.

As Professor Mark Jarzombek (’71) described in his book *Designing MIT: Bosworth’s New Tech*, Bosworth’s vision encompassed several key goals that are as important today as they were 100 years ago. These include interconnected buildings and interiors that encourage and support interdisciplinary interaction and communication, and the ability of the physical complex to adapt to the constantly evolving nature of science, technology, and the MIT community.

The cover overleaf shows the outlines of the campus in the present day, its growth clearly evident. The darker lines of the Institute’s building footprints demonstrate that MIT’s commitment to Bosworth’s ideals of fostering communication and interaction through physical connection, and of adaptation to changing times and needs remains unchanged.
A goal without a plan is just a wish.
—Antoine de Saint-Exupéry
A few of the most visited locations on campus are highlighted below:

- W16 Kresge Auditorium
- W30 Student Center
- NS2 MIT Museum
- 7 Information Center
- 10 Lobby 10 and Great Dome
- K Killian Court
- N North Court
- 32 Stata Center

whereis.mit.edu
m.mit.edu