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11.332J Urban design studio
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Stakeholder interests and key characteristics expressed within the

# Report of the Presidential Task Force on Student Life & Learning

## Key stakeholders (in no particular order)

1. Institute administration
2. Faculty (both senior and junior)
3. Staff
4. Students (undergraduate and graduate, single and married)

## MIT's educational principles

1. The educational value of useful knowledge
2. Societal responsibility
3. Learning-by-doing
4. Combining a liberal education with a professional education
5. Education as preparation for life
6. The value of fundamentals
7. Excellence and limited objectives
8. Unity of the faculty
9. An integrated educational tried of academics, research, and community
10. Intensity, curiosity, and excitement
11. The importance of diversity

## Central finding

"The combination of structured learning and unstructured or informal education is critical because it enables us to educate the whole student … the central and distinguishing feature of an MIT education is that it incorporates the three elements of its educational triad – research, academics, and community – into an education that is greater than the sum of its parts" (Section 2).

## Academics and research

MIT's education principles need to adapt to meet the changing professional needs of its graduates, addressing increased demand for undergraduate research opportunities, providing greater access to management education, and improving the advising system. The Institute also needs to carefully consider the manner in which it utilizes cutting-edge educational technologies, spurs innovation in teaching, and incorporates newcomers into the MIT community via orientation and the first-year program.

## Community

There is clear value in integrating the "educational benefits of community activities with more structured learning." On-campus housing could be improved through the construction of additional housing for undergraduate students, graduate students, and faculty and staff, as well as by providing a more programmed residential experience for many graduate students. Both new and existing housing should be re-designed to encourage greater informal interaction between faculty, staff, and students. The on-campus dining system could be better utilized to create community. MIT could also use more space for performing arts and campus-wide common space, which would hopefully encourage a greater degree of informal interaction between all members of the MIT community.