

Industry Advisory Board Meeting - May 5, 2025

Transcript

1-214_MSK: Okay, we're at. We're at 3 16. So I'm gonna kick us off

1-214_MSK: couple of things for the lab members. You will have noticed that instead of the traditional free read, we sent you the 1st of a series of lab matters, and that was in response to a desire for more communication from us.

1-214_MSK: and so going forward, there will always be that dashboard with all the operations that will be updated as well as program highlights and alumni highlights. So we hope that that brought some value, and please give us any feedback in terms of ways that we might be able to improve it.

1-214_MSK: So the the rough draft of the agenda for today, we're going to go through program updates for Gel, followed by Grad L, and on each of them I'd invite questions, not just on what the presenters are putting today, but anything that may have come out of the pre-reading.

1-214_MSK: We're going to spend more of the meeting today on the output of the 2 subcommittees. I want to thank the members of those subcommittees for devoted service and for some energy and passion. And I think we're doing, we're finding some interesting things where

1-214_MSK: we can deepen what we do in the program and areas where we can expand where we are. So with that I'll leave it to Leo to start off on the gel in the hot seat.

1-214_MSK: Thanks for being here. So in terms of Gel, there's there's 3 slides. The update is generally positive.

1-214_MSK: We're wrapping up the semester. My last engineering leadership lab courses just this Friday. The program itself, Jim's class engineering leadership will up will wrap up next

Tuesday program completion ceremony is next Thursday. So we're on track. We had. We had a really really strong admissions and recruitment season. We actually had

1-214_MS0: the most program applicants since the program launched

1-214_MS0: in for both. Gel one and for gel 2,

1-214_MS0: a fact that really astounded us is that 24% of school of engineering sophomores applied to gel one. That's a that's a substantial number, it it's big. It means a lot to us.

1-214_MS0: So, you know, last year we were inundated. We had 50 Wellesley College students apply. They skewed our numbers a little bit, but we had

1-214_MS0: a large number of Mit students have applied to the program.

1-214_MS0: When this meeting ends, we're gonna offer admission to 200 of them. That 75 applicant pool.

1-214_MS0: And so we attribute, you know, to us. If you've ever talked to me about the program, we rely on timely caring interactions with students, we rely on providing a quality academic experience for students that they're deriving benefit and value from. And we also rely on our current

1-214_MS0: gel 2 students to assist and support us, because in reality most mit sophomores and juniors don't want to talk to me or my colleagues. They want to hear from other students that are in the program that can recount what their experiences in the program are. And we have a really strong group of core leaders in the pro core gel, 2 leaders, a group of about 10,

1-214_MS0: this semester that have really driven the program to success in that area. We're pretty excited about that. We had 54 students apply to gel 2. That's a big number as well. We only have 98 gel ones left in the program right now, so well over over half of them

1-214_MS0: applied to gel 2, which speaks positively, I think, to the experience that that they're gaining

1-214_MS0: we're likely. And reason this is a change number from this morning.

1-214_MS0: we're likely going to offer admission to probably 41 of those which is also about which is also 75%.

1-214_MSK: We're zeroing in on that now we have a few interviews that we need to do of a couple of applicants we have what's sort of dotting our eyes and crossing our T's around that you can see our current enrollment. We have 98 1st year students, 35 gel twos. We. We offered admission last year to 196 gel ones. This program definitely sees attrition. And we've been surveying students. Most of the attrition in this program

1-214_MSK: is not because students don't feel that they're getting value up from it. They're just over committed elsewhere, and they're unable to meet the standard. And the program standard is high. And so we would like to see a lower overall attrition number. But these are students that are they typically over commit elsewhere. And if they're not on track to remain in the program and in a satisfactory manner.

1-214_MSK: Some students we have to ask to leave, like, for instance, within the last 2 weeks

1-214_MSK: we found a student that was in the engineering leadership lab. But for some reason the spring did not sign up for the Corequisite engineering leadership course. We had to pull that student out of the lab

1-214_MSK: and wish him well, and we told him he could pick back up next year if he wanted to. We so we offered 196. We had 142 students start the program in the fall. Most of the attrition among gel ones happens over the summer among students that don't give the program a chance to come in. We're at 98 right now. We're probably going to end at 98 hopefully, we'll hand out that many certificates. You can hit the slide for me, John.

1-214_MSK: in terms of programming.

Art Reidel: Leo, forgive me. I forget what you said before you want us to hold questions, or do you want them along the way.

1-214_MSK: It's fine. Go go for it! Art.

Art Reidel: Yeah, I you know this is anecdotal end of one. But

Art Reidel: it's a perennial issue that you know the students.

Art Reidel: the ones who drop out for the reason you cited, because they're over committed elsewhere in their their priorities, their values, you know the way they're set, you know, taking another academic class.

Art Reidel: It feels more important to them than than completing the jail program.

Art Reidel: And you know, I is part of the the you know, network with a mentor program in Upop. I I recently spoke with

Art Reidel: a handful of of upop students, one of whom I think you know this is was applying to gel, and I think you've admitted her, and I had that conversation with her because she's taking a very heavy academic load. And I I said to her, you know, you know, 10 years from now you will not miss any academic class that you didn't take and give you a money back guarantee.

Art Reidel: But if you fail to complete jail. You will really miss that, and I think she got it. I mean, you know, just one conversation is not going to make it stick. But it sounds like it's a real issue for us that we need to work on is, you know, get these students to realign their priorities in a way that we all on this call obviously believe is the right way, so that you know, if necessary, they'll drop an academic class. But they won't, you know? Drop out of jail.

1-214_MSKO: All right. I couldn't agree with you more. A little bit of that, you know. Some of that's the organizational culture within the Institute. Some of that is the challenge that not all advisors completely understand

1-214_MSKO: the nature of the program we are making inroads there, but

1-214_MSKO: it, the most challenged students are those that are like a double major.

1-214_MSKO: or that they double major and do a year off, or do a double major in a super year off, and they just write off more than they can chew. But it is a challenge, and it's 1 that we try to combat as best we can, and we like to think that we're making inroads there, and when they're surrounded by mentors like you

1-214_MSKO: or engineering leader guests that come into the lab, I think that the students here

1-214_MSKO: that message as well. So art. I spoke to Nicole after you sent her my wake, and I think there was something else that opened the door. There that I realized, she said, everyone I've spoken to tells me that if I don't graduate from Mit with a 5.0.

Ed: Yeah.

1-214_MSK: Yes, you know they won't look at me the same way, and I told her. I think that's entirely wrong.

1-214_MSK: Most of the people that I know and trust the most didn't graduate from Mit with a 5.0, and the difference between a 4.5 and a 5.0 is not something you should ever worry about. So that's ingrained in some of them as well. We've had students over the years, because

1-214_MSK: in the engineering leadership lab. If you can't show up on time to be there for your teammates, and that happens repeatedly. Your grade is going to suffer. We've had. We've had students come to us at the end of the semester complaining that their grade in jail is going to impact their Gpa. And you know we explain to them right up front. Sort of what the rules of engagement are around grading and attendance, so it can be a challenge for sure.

Art Reidel: Ye? Yeah. Well, obviously, it's a you know. It's a long topic. Thank you for the response. But it just sounds like it's an area that

Art Reidel: you know. I don't know if we have a list of. You know, things that we think we need to focus on or focus more on going forward, but you know I would nominate that to be high up on the list to figure out how to do a bit better job of tackling that issue, because not only is it the right thing for the program, but also, frankly, I think, is a great service to the students if we can get them to, you know, adopt a better set of priorities.

1-214_MSK: I agree it would certainly make our jobs easier. One of the other challenge leads right into my next bullet, and that's you know, we have a design and innovation leadership requirement, a design thinking requirement in the program.

1-214_MSK: We've noticed a trend especially this year, and that is that students

1-214_MSK: that do not complete the requirement in the fall. Often the our biggest attrition

1-214_MSK: happened this year from students that did not complete that requirement. In the fall they kicked the can down the road to the spring, and then all of a sudden they were over committed academically in the spring.

1-214_MSK: so one big challenge that that one big change that we're Gonna put forth for the for next fall

1-214_MSK: blade, Cotelli's detail course design thinking and innovation leadership for engineers. We're only going to offer that course in the fall. We're going to run 2 sections of it.

We're not going to offer that in the spring. We do have iap courses. We have an engineering design course, and there are some spring courses as well.

1-214_MSKO: But we're only gonna enable students to take that. By exception. They're gonna have to. They're gonna have to

1-214_MSKO: fill out a petition and show and demonstrate clear rationale and reasoning as to why they can't complete that dirlr requirement in the fall. We're hoping by doing that more students finish that requirement and that it'll be easier coasting for them going into the spring.

Simon Pitts: So I'd just like to add

Simon Pitts: comment, and then we should move on, because we'll never get through the rest of the agenda. But I think this is a topic for further study.

Simon Pitts: because a you know, the the original goal was

Simon Pitts: a program for the right students to give them the maximum impact. And if you're losing 50%, you're compromising the education of the remainders.

Simon Pitts: And and we're we're wasting resources. Essentially. So I don't want to go into it in detail now. But I think it's a really serious topic for both the grad program

Simon Pitts: and the undergrad program and get the right students and keep them there.

1-214_MSKO: Yeah, I think some students bite off more than they can chew, or they want to get their foot in the door. Simon. Certainly a topic for discussion. I, personally don't think that we're lessening the academic experience for the students that remain in the program.

1-214_MSKO: Once in a while it could have an impact on a team in the engineering leadership lab if a team goes from like 5 to 4 students, but certainly a topic for for future discussion. Tony graciously added seats in one of the Grad. Els, Ip. 3 courses as another elective option for students in the spring that should enable more students to be able to take a course.

1-214_MSKO: Yeah, just just 2 quick pieces. So one, Simon, we can accommodate 168 people comfortably

1-214_MSKO: in gel one. That's right. I think we are all agreed that in a perfect world we would have 168 people start and 168 people end. And so that that's what we're trying to go against.

We haven't yet found the recipe for making sure that only the ones that we want come in, or that we're keeping, I do believe. And I'm 100 with Leo that we're not losing the top students. So that's not happening.

1-214_MS0: The other one. We had a discussion in the retail governing board just a couple of minutes ago about how could we encourage the top gel twos who are staying on 4 Mmngs to take the grad L program, and having Ip. 3, as one of the ways that them doing their grad 2 elective begins to tie the 2 programs together.

1-214_MS0: Thanks.

1-214_MS0: Thanks. Risa, just a brief note. Our, our camp Cody project engineering course will continue that next year

1-214_MS0: we're going to bump that up to 6 units. And with the new instructor, Brian Moser, we've added a spring version of that course for gel students to take as an alternate. If they're for some reason they're unable to take the course up at Camp Cody. The course up at Camp Cody is like a magic elixir that helps bond students in the program together and bonds the cohort

1-214_MS0: in terms of impact ships

1-214_MS0: we had. We have a student at Apple right now in an ongoing impact ship since February we've had 2 accepted at Northrop Grumman, possibly a 3rd one. We haven't heard back from the Northrop Representative on that yet, but it was a. It was a good semester for gels that applied to those

1-214_MS0: company, and I know we're going to talk about this later executive sponsorship, and and the supervisor mentor understanding of Job continues to be a challenge

1-214_MS0: simply because there's turnover in the in the organizations. You know, we had

1-214_MS0: Chris Carlson at Northrop Grumman. He was a senior Hr. Rep. He left the company, and so just that that's a little bit of a challenge, and I know we'll get to that a little bit more later, so I won't. I won't dog on it.

1-214_MS0: If you could change the slide, John.

1-214_MS0: One of the challenge. One of the charters and challenges Bernie put forward to us is to share and exchange best practices with other universities. We continue to do that, and

we're continuing to be sought out. We had University of Birmingham in the UK. We had a faculty member visit us from there. We're about to meet with the University of New South Wales and Australia. They're coming here to visit next week.

1-214_MS0: We've been reached out to recently by Georgia Tech, so I do think that other universities that are involved in or contemplating engineering leadership education programs are seeking us out.

1-214_MS0: You can see on the right. That's our new website. Finally, after many years of needing one

1-214_MS0: we, we hammered our new, a new website, new program logo. We're pretty excited about that. And the staff. You see, here is the same staff in jail that you've seen for, like the last 10 years. It's something that I'm really proud about. It's just this team is sort of running on a lot of cylinders and happy to have that. I talked a little bit about our program completion ceremony next week

1-214_MS0: this summer Jim, Alex Reza and I believe Tony and Monica are going to head out to asee in Montreal. Jim's going to present. Jim is a gifted writer of academic papers I'm going to present on that paper you see, there in gels, longitudinal assessment approach. And we're going to run our typical summer professional education, courses.

1-214_MS0: design, thinking and engineering leadership for emerging leaders.

1-214_MS0: Any questions, comments.

Art Reidel: So very quick comment, Leo, which is, I really, really, really, really think

Art Reidel: you've you're doing some phenomenal in retaining the staff on that that basis. Specifically, because you know, for

Art Reidel: a good, you know good large fraction of them.

Art Reidel: They have limited advancement opportunities if they stay within jail career wise, and you know at least several of them that I know have phenomenal opportunities outside of jail for their decide to leave, and the fact that they've chosen to stay, and, you know, dedicate themselves to jail, I think, is a particular testimonial to the quality of the program and and to your leadership of it.

1-214_MSK: All right. Thanks. You weren't supposed to tell them I've had them bamboozled until yeah, it's it's not just me. It's Reza. It's the whole, you know.

Art Reidel: Well, the last thing I was gonna do was give reason any more praise. So.

1-214_MSK: It takes a passionate team to deliver this program, and I think that's 1 that's 1 common denominator. But thank you.

1-214_MSK: Tony, I'm gonna let you jump in the hospital all right. Thank you, Leo.

1-214_MSK: Good to see you all.

1-214_MSK: I've got a lot more slides than you, Leo, but don't worry. I'll blaze through them quickly. I want to keep John awake, his finger on the mouse.

1-214_MSK: So yes. Next slide. This is not a grad L slide. This is a Tlc. Slide. We had a big event last week with Raphael Reif. President Emeritus, being interviewed by Anantha, 1st started off on the right side with 13 of our students in an intimate environment, and then with almost 200 guests in a bigger environment. And they had a very candid discussion, very open about leadership and importance, of technical leadership, education, and communication while you're at Mit. So

1-214_MSK: want to give a shout out to everybody who helped with that? They echoed one of your comments. Dan. Empathy is a superpower. Oh, did they? You recorded.

Call-In User_1: My phone is dying.

1-214_MSK: Loyalties.

1-214_MSK: Okay? So I want to start off with, a north star is kind of our framework here. We've got our 3 pillars, the 1st one developing technical leadership skills through theory and inspirational learning. That's all about our courses. I'll give you an update on our course evolution and our electives and our certificate evolution.

1-214_MS0: The next pillar is about understanding and creating impact from technologies. And we do that through a course called unpacking impact. I'll talk to you about that, and how we're going to make it a permanent course, hopefully. And the last one I'll dive pretty deeply.

1-214_MS0: I was going with the 1st and second cohorts. Now, John.

1-214_MS0: okay. First, st a glimpse at our numbers. We're up to 144 students in our courses this year and 47 certificates.

1-214_MS0: It's good growth. But there's potential for a lot more. We're touching a small percentage of our 3,300 engineering grad students. So with Mike Finkel, Mark Communications Officer in the back on board, he's been doing a lot of work with our marketing. So thanks for that. And we're looking to grow this significantly.

1-214_MS0: So just point of reference.

1-214_MS0: 24% of the sophomores applied to gel. This is about one and a half percent of the graduate students in the veterinary school. So a lot of upside. But there's but there's more graduate students than there are undergrads.

1-214_MS0: Here's a look at about 120 of our 200 plus alums who have our certificate.

1-214_MS0: It's good to see about 36% of them are in leadership roles. I think it's a really great sign. And 70% are in technical roles.

1-214_MS0: We'll track them carefully.

1-214_MS0: Okay, the next slide shows we showed this last time. But it's a refresher on our relatively new electives categories with our 6 of our own courses, 19 other electives. Sometimes it's harder for students to kind of navigate those that. So this helps.

1-214_MS0: And the next slide will show you kind of where we're at with our courses. The 3 courses on the left are original ones, leading creative teams to negotiations, courses in the center. Monica Pfeiffer launch innovation innovating for improvement in the fall.

1-214_MS0: Is that better?

1-214_MSK: Okay? So innovating for improvements, you know not. All people work on disruptive innovation. Actually, very few and more people are working on innovating in ongoing product extensions, line extensions.

1-214_MSK: That's what that's all. About

1-214_MSK: this spring, we have our second incarnation of leadership. People, products, projects. That is our product development product management project management course. That's team based. And it's been going really. Well, it's now a permanent course. Thanks to Jim McGarian's efforts.

1-214_MSK: the next course is unpacking impact. This one is really about

1-214_MSK: helping our researchers step back from their lab bench and say, Not just what am I doing? How am I doing it. But why am I doing this work? And who in the world am I impacting?

1-214_MSK: And can you communicate it to people outside your discipline? We're finding it's very difficult for people right away, and we train them through this course that started last spring. This semester we kind of added a lot of content. In particular, we talked them through how to assess technologies and how to roadmap them. And this is something that many Phds will be asked for if they join industry.

1-214_MSK: How do you plan out future capabilities of your company, future products? And with Jim's help again, we're going to petition for a permanent subject for next year so excited about these 2 great additions to our courses

1-214_MSK: next year, we're looking to further experiment and look at communication. So Rachel best teaches our very popular negotiations. Course, she's going to be piloting persuasive communications for grad students.

1-214_MSK: And this is a critical capability. And Anantha chimed in on that. Just a little bit ago.

1-214_MSK: David Nino, who was one of the key founding members of Grad L. 5 years ago, piloted with David Martinez, leadership and age of AI. And now that nobody can say anything without mentioning AI, he's going to reboot this course. For you know, today, basically.

1-214_MSK: okay, next, please.

1-214_MS0: And we had 4 wonderful workshops. Top left is our old Joe owned Joel Shandel, who gave a very dynamic case study on globalstar.

1-214_MS0: and we also have on the upper right Linda.

Call-In User_1: Phone is dying.

1-214_MS0: Who was the former President, recently retired of Exxon, Mobil's Tech Technology and Engineering Company. She basically, you know, control all the engineers there. And she very passionate talk.

1-214_MS0: and actually Reza described our fundraising efforts, and she volunteered to help us.

Call-In User_1: I'll tell them in a moment.

1-214_MS0: So we're very excited about that. Next, please.

Call-In User_1: Okay, let's talk about the Residency.

1-214_MS0: So we're about to celebrate kind of the graduation, so to speak, of our initial.

Call-In User_1: More better.

1-214_MS0: This Thursday evening.

Call-In User_1: If it's let's see if it's any better.

1-214_MS0: The 4 students on the left all receive return offers to the companies north of Grumman and Apple, very excited about that. The 5th one, Somu. There, he finished a little bit later, and he's expecting a return offer. His supervisor is working on it now. So excellent. So Yun Yang is actually a nonpa student, and she did her 1st summer last summer. She's about to return in June for her second 3 months, there, to complete her residency.

1-214_MS0: Jim's helped us with Alex in doing in-depth assessment of the residents and their supervisors. And we're just getting a lot of great feedback from both sides. We're finding that supervisors are rating residents higher than the residents rate themselves.

1-214_MSKO: We're finding that they're very pleased with the overall rating of this program and how it's being run.

1-214_MSKO: and you know there's some specific quotes. One of Mindy's folks, a supervisor said that the internal R. And D project was funded largely due to Peter Fisher's help in his work at Mrs. Bro.

1-214_MSKO: And also Katie Chen's manager, kind of really raved about her, and how well prepared she was, and how she hit the ground, running, networking with everybody. So

1-214_MSKO: I think in in talking to other companies, too, who might potentially become a partnership in this as we grow slowly, and we'll talk more about that later. They're really valuing

1-214_MSKO: our ability to kind of to to find these students

1-214_MSKO: and develop them through detailed preparations. And one on one coaching, and that's valuable to the companies

1-214_MSKO: next, please. Here's a glimpse at our new cohort. We're going through the training right now, and the coaching. We've got 2 from systems, design and management, one of who's double majoring in Eecs, 2 Phds in Aeroastro, a Phd. In mechanical. And then so he's returning from Eecs to finish it.

1-214_MSKO: and so far so good for all of them.

1-214_MSKO: Alright. I mentioned that we're updating our certificate. So

1-214_MSKO: right now you need to take our foundation foundational course, leading creative teams and 12 other units out of our 6 courses or 19 electives. What we want to do is increase the number of capabilities that the students are learning.

1-214_MSKO: Okay, so to do that, we're keeping leading creative teams as a foundational course.

1-214_MSKO: But we're saying, take 2 additional courses in 2 other categories. Then you'll be guaranteed that you've covered capabilities in 3 categories.

1-214_MSKO: Right? So this strengthens our program overall in the students who graduate. They still have 4 workshops

1-214_MSK: on top of that

1-214_MSK: kind of modeling after gel, 2 gel success with gel 2. We want to offer the ability to get something on top of the foundational. If you've already done the foundational, you take another

1-214_MSK: course in the leadership Fundamentals category, and then 3 more courses in 3 other categories

1-214_MSK: to further build that base in a couple of more workshops. This is a pilot. We're going to try this next year and see how it goes.

1-214_MSK: and the Residency is up there just to show that it's not part of the certificate. It's its own thing. Okay, you can take foundational and the Residency

1-214_MSK: next, please.

1-214_MSK: And here's a glimpse of our new certificate. We recently redesigned it as Jill did, and in addition to that, we want to find a way to honor the founding cohort of students, grad students who are part of a nonfas grad sage, advisory group.

1-214_MSK: They weren't around to benefit from this program. So we're honoring them with it.

1-214_MSK: Next, please.

1-214_MSK: Okay, I mentioned the marketing efforts. One more slide. And in addition to Gel's new website, our new website. Tlc. Is right about to launch a revamp up there. So excited for that.

1-214_MSK: And I mentioned some of the efforts that Mike's making, in addition to all that. We're going to be in the Asee Conference in Montreal, where Jim and Alex are going to be presenting a paper. Monica will be on a panel, and Reese has been on the planning committee for this.

1-214_MSK: and

1-214_MSKO: in the fall we are planning around November to have Lisa Su, who is Time magazine CEO of the year to come. Here. We're still in the planning phases, hoping for the best.

1-214_MSKO: Hand it over to heather. Now, alright, okay. Next slide.

1-214_MSKO: So we are moving along. We've raised just over 3.1,000,003.2 million to date, so we still have quite a bit of a way to go here, but we're starting to pick up and see some conversations coming to fruition. If we could go to the next slide.

1-214_MSKO: I wanted to talk about 2 things in terms of the fundraising. One is sort of the long term goal, and one is the other is the short term

1-214_MSKO: longer term. It's really important for Grad L to develop a base of donors, and this is best done through the annual fund this year we were able to feature grad. L. Through the 24 h challenge. That's Mit's 24 h online giving day. Joel was one of the challengers for the for the 24 h challenge, and it brought a lot of attention to Grad L.

1-214_MSKO: It may not seem like a lot to you, but bringing in 56 new donors at the annual fund level is actually very, very good for a program's 1st foray into this typically I see them around 20 or 30 or so donors.

1-214_MSKO: These are small gifts, but we want to get people in the in the habit of giving. So it's building that alumni base of Gradl and then shorter term, we're continuing to work on our fundraising efforts for larger gift conversations. One of the things that we're really pivoting to is taking a look at a few of Mit's Presidential initiatives heals which is the health and Life Sciences initiative. And then this week we're going to be announcing an initiative on new manufacturing

1-214_MSKO: one of the things that we've talked with Dan about is the importance of really expressing the doing a better job, sharpening our conversations about what is the Roi for companies. And what we're hearing in these conversations through heels and the manufacturing initiative. They're really interested in that talent development. And there's going to be some great synergy here. So we're going to be having some meetings internally with the leadership of both figuring out ways in which we can

1-214_MSKO: further leverage gradl in those programs. But also, we've had a number of conversations with companies that we're trying to engage with those presidential initiatives and bringing up Gradl as a potential fundraising possibility.

Art Reidel: Excuse me. So obviously with with Martha. You've got a an excellent connection with the heels side of things.

Art Reidel: Wh. What is your who, what or who is your main connection with the mythic side of things?

1-214_MSKO: Yeah. So mythic is is August and Rayo the Dean and Carol. Who's we have a meeting coming up with them.

Art Reidel: Okay meeting upcoming. Let me know. I I talk to.

1-214_MSKO: You want to get involved.

Art Reidel: Well, I will. I would be happy to help if I can. I talk to Augustine all the time about various things we're working on together. So give me a holler after you've spoken. If there's any way with respect to follow up that I can be helpful or supportive I'd be pleased to do that.

1-214_MSKO: That'd be terrific. Art. Thank you.

Art Reidel: You're welcome.

1-214_MSKO: Hey?

1-214_MSKO: With that we'll change gears a little bit. So this these subcommittees

1-214_MSKO: came out of both program needs, and a challenge from the lab members that the lab wanted to, not just

1-214_MSKO: the observers.

1-214_MSKO: but they wanted to help contribute to the success of the programs. And so we said we'd love to put you guys to work who would volunteer. And so the 2 subcommittees that floated to the top, which we talked about at the last meeting, and both of which got some traction. 1st of them is this concept of understanding, workforce and workplace change to see what are the impact of those for our programs and what we might do differently.

1-214_MSKO: So for those who don't know me, I'm Eileen Milligan. I'm a student industry relations manager for Gel, and so I'm going to start off by giving just a summary of

1-214_MSK: how we aligned on our priorities the pain points and just where we are currently with our programmatic response. So myself and Monica Pfeiffer, who is with Grad L. We were the staff support for the subcommittee, and then I just wanted to briefly introduce our subcommittee members, Terrence Calloway, King, Tan Ed Troutman, and Peter Z. Who unfortunately can't be with us today. Next slide, John.

1-214_MSK: So just to refresh people's memory. This was what was originally presented at the last lab meeting regarding our charge. And so our focus was mainly on what does the latest generation of students now need in order to thrive when they start work

1-214_MSK: next slide, John.

1-214_MSK: And so we had a couple of goals. So we asked the subcommittee to help us gather feedback from frontline company personnel, whether it be recruiters or managers of entry level employees to do 2 things.

1-214_MSK: one to gain

1-214_MSK: the ways today's graduates compared to those from previous generations in terms of their readiness to handle the challenges of engineering work in today's world and 2 to help ensure that future gel Gradl graduates are prepared and will succeed in a rapidly changing engineering landscape.

1-214_MSK: and so to kick off our subcommittee meetings, we introduced a brainstorming activity, using Miro where we asked subcommittee members to answer the question of What are the top 3 challenges keeping you up at night regarding hiring, onboarding and training today's graduates. So that was the 1st part of the exercise, and we populated a list

1-214_MSK: of different ideas and categorize them into themes. And then the second part of the exercise was, we had subcommittee members go off to their own networks, engage with frontline managers to see if we were on track with these themes, or if there were things missing

1-214_MSK: next slide, John.

1-214_MSK: And so I'm going to hand off the presentation to my colleagues. Ting and Ed to talk about the emerging themes that came out of those discussions, and how we down selected

1-214_MSK: into 4 particular categories that we wanted to focus in on more deeply.

Tang Tan: Thanks, Eileen. So as she mentioned, like we started a funnel with this brainstorm, and we came up with 9 common themes. They're not in any particular order of importance. But the 9 themes at a high level were like the 1st one is retention challenges effectively. We found that the the new graduates have no patience to grant it out. In many cases their full sense of security, or what they already know.

Tang Tan: And because of, like a lot of pay data online, they they effectively know they are worth. And like, are seeking out new opportunities whenever they can.

Tang Tan: The second category was adapting to hybrid work, I think. With onset of pandemic, I think, like remote works becoming a bit more prevalent and so engineers effectively learn to be more proficient with tools like, and for remote work and virtual collaboration, I mean, zoom teams

Tang Tan: and effective, and then learn to effectively collaborate across time zones and even geography, sometimes. In this particular case, virtual prototyping and digital twins are increasingly becoming used to test and simulate designs.

Tang Tan: Oh.

Tang Tan: the 3, rd the 3rd one is communication skills. And I think Ed will drill in a little bit more later on. This is effectively making sure, like the students understand the audience, right? Storytelling with data where sometimes the messaging and the content are equally important.

Tang Tan: And so and then the 4th category from the from the brainstorm was, obviously, I think we think across disciplinary skills are becoming more important.

Tang Tan: especially in like startups small companies where you have to wear multiple hats. I I think traditionally in the past, where deep expertise in a single field was sort of the norm. But I think in today's world, engineers must basically cut across disciplines, integrating knowledge from various fields like AI computer science, data, analytics, environmental sciences. So you're starting to see a lot of the the cross. Disciplinary skill requirements come into play.

Tang Tan: And and that will add, I think we'll also get into more details of the 5th one is a project skills. I think this one is more essentially the ability to self complete projects.

Tang Tan: without having somebody to tell them what to do. We are finding that the students nowadays are not really well equipped to sort of take ownership of assignments and seeing it to completion.

Tang Tan: And then, in addition to that, as well, learning to collaborate with the other team members, we think like project skills is one of the key, the the key areas to develop

Tang Tan: the 6th one is balancing experience with the self gratification at a high level. This is essentially

Tang Tan: we find that today's students or young grads are basically prioritizing work, life balance and mental health and like are very values driven like we talk about Dei, social justice, environmental initiatives. But in addition to that as well, they are also expecting.

Tang Tan: They have high expectations for growth and salary. So I think they want work, life balance, but they also want a high growth and a high salary. So we find a conflict in that.

Tang Tan: And then the 7th would be a soft skills behavioral engagement.

Tang Tan: what we mean by this is

Tang Tan: just having the positive attitude, enthusiasm and willingness to learn right? We find that engineers must possess strong communication leadership teamwork and also problem solving skills to work in this global diverse teams. We feel like emotional intelligence is critical. And this is also one of the areas that we thought we wanted to drill further into as well.

Tang Tan: And then going down the list on to item number 8, which is understanding business operations. We think, like, it's important for engineers to understand how companies operate, organize, and then the culture and the business models. I think sometimes it's important for us to sort of understand the business fundamentals like the budgeting, the roi, the marketing, the project management and ability for for them to sort of breach the technical and business stakeholders.

Tang Tan: Alright. Last, but not least. We feel like a workplace technical skills.

Tang Tan: It's a it's important thing to sort of pick up.

Tang Tan: Obviously, you get a lot of that from just working your career. But we feel like we can equip students better if we sort of prepare them beforehand. I think some ideas here would be like like internships. We talk a lot about it quite a bit, but also identifying skill gaps within academia and industry.

Tang Tan: especially now in this age where there's a lot more new tools that are used in the workplace. Like, again, AI data analytics. You're becoming more prevalent. And we just want to make sure the students are well equipped.

Call-In User_1: And that was the 9 areas.

Call-In User_1: Hello, folks, this is Bernard Gordon.

Tang Tan: Hey, Buddy.

Call-In User_1: I I seem to be

Call-In User_1: both. My phone's battery seems to be fading.

Call-In User_1: and I seem to be fading, so thank you for letting me listening so far, I look forward to being with you on another meeting. Good evening.

1-214_MSK: Yourself, Bernie. Thank you, Bernie.

Call-In User_1: Hey, take care, Buddy.

Ed: Thank you. Bye, bye.

Ed: Okay, so this is it. I'll pick up where Tang left off. Now with those 9 or lot lot of areas that we

Ed: identified and got into. We had a lot of discussions, multiple cycles of it, mural boards and and trying to come up with. If we only had to pick a few. What would we?

Ed: What we we go with? And the 4 that are listed here are the ones we we found were really the ones that classically have been the the pain points. And we we explored and listed out various examples in here. So in in the area of communications, which is one that going over the years is always at the

Ed: professional reviews or the reviews of colleagues every year. It's always communications can be improved, and so on. Some of the things we discussed were things like Edward Tufte's classic, 40 Year old book, Visual display of quantitative information. How do you take things that you want to talk about and convey it to an audience. So some of that is talked about understanding the audience

Ed: and the concept of read aheads and elements like that, but also the purpose of the communications. Sometimes it's just for information, sometimes to convey the facts a lot of times. It's the message. So a lot of times the message is more important than the facts themselves.

Ed: And then the other thing we talked about in the same areas, differences between meetings and discussions. And how do you run an effective meeting as part of what should be conveyed? Because that is something that people need to need to know. Going into organizations. We also discussed a little bit of a How do you get the decisions in the communication? So that's the, I guess a concept that we heard from the grad

Ed: course on

Ed: persuasive communications. We also talked about the concept of reviews, peer reviews, for example, senior reviews looking down as well as the general use of dry runs and getting into that, and also the concept of self reviews, you know. In other words, are, am I doing a good job? Is something that should be would be

Ed: useful to learn. And then the other element of communications is both communicating up

Ed: and communicating down are important and a lot of people don't know how to do that very effectively.

Ed: The second area, which is a really big one. We spend a lot of time on, I guess, is the soft skills which collapse into habits and effective colleague. A little bit of that is to consider it's not just about leading, but it's about being an effective member of the team.

Ed: and some of that is the these elements of trust and trustworthiness as well as vulnerability and empathy that has been talked about.

Ed: and it's not clear how one really teaches and trains in that. But mentoring and coaching comes into that.

Ed: But the other element of this is understanding that other people are different, and that it's important to assess those differences. And so this is an area that like to see people get more training in

Ed: the 3rd area is the more concrete, which is the project skills as was brought up here. It's about people taking responsibility and accountability. And the other element is understanding. The various stakeholders is important.

Ed: whether it's the people who are responsible or accountable, or people are just involved in the ones that are paying. Your bills are important, but also the customers, and so on.

Ed: and also the elements of risk management are very important in leading a project. We also talked about the distinction between just managing a project which sounds very execution, oriented versus leading a project which is where you're going to be doing your pivoting and going left and right, and moving up and down, and the concept about a good plan we talked about that needs to be conveyed is that all organizations are not the same. What works in one organization isn't going to work in another organization.

Ed: The various different project methodologies come into that and again get into communicating up and down as well as working in the effective team, brings it back into the soft skills

Ed: and obviously still need to understand what it takes to grind it out and be successful at the end.

Ed: The last one is the one that I personally interested in in many ways is cross disciplinary work, which is at all levels. The classic is marketing, working with engineering that we've dealt with for many, many years that marketeers don't understand. Engineers and engineers don't understand marketeers, but yet we all have to work together.

Ed: And the other one that comes up we talked about is different suite application engineers and technical engineers that always don't see eye to eye and need to work there.

Ed: but also looked at the this. 2 areas of the the cross disciplinary. One is within the organization that organizations, understanding how the organization is structured and how you work up and work down is one element like the marketing and engineering, perhaps, and the other one is work working across organizations, the classic. There is life sciences and heals, and others and physicians talking with engineers and vice versa.

Ed: And you know, basically, the concept is, how do you deal with quote others?

Ed: And we talked about some of the strategies that we've discovered have been useful, which is understanding the other organization, the other discipline sufficiently so you can have good conversations coming back to communication once again

Ed: respecting the other person, because just because it's something doing different things doesn't mean they're any less of a human

Ed: and the vocabulary and communication once again is understanding. What they're talking about is important.

Ed: And finally, the the concept that

Ed: engineers should be able to lead in multiple disciplinary organizations. In other words, you get an engineering leader of the life sciences. Team is perfectly fine. They don't have to be life sciences trained. They can be engineering trained.

Ed: Now in all of these things we looked at, and we'll touch on the next slide with Eileen. Of of what are the strategies that we might consider, and this latter one of cross disciplinary courses

Ed: are not, are not necessarily the way to go, but seminars and workshops, and getting people from the outside to come in and understanding how the different organizations are very effective.

Ed: And finally, in this area, it's that

Ed: is getting excited about the other person's discipline is important it comes back to. How do you convey the fact that you respect them? Respect them because you're really excited about what they're doing?

Ed: So a lot of this comes down to the soft skills, communication, soft skills and projects and dealing with quote others

Ed: are very important. And the final thing we've tried to explore and dovetail into how Gradiel and Gel can can deal with this, and we'll get into that in the next slide.

1-214_MSK: Thank you. Ed, so this is really a snapshot of a timeline of initiatives to add to program coverage and theme areas. So what is actively in flight, what's in development and future seeking. So I want to preface by saying that many of these initiatives are being addressed in existing courses across the programs.

1-214_MSK: These efforts are really intended to be supplemental initiatives or enhancements to strengthen and expand our current offerings. So just to orient people to the table. Here on the far left, we have the prioritized themes. So the 4 themes the subcommittee agreed, or rated rather, as most important, to focus on for the moment, and then moving from left to right, we go into spring 2025, which is what is actively happening right now.

1-214_MSK: Summer fall, 2025 is what is in development, and then spring 2026 is really what is what we hope to pursue in the future?

1-214_MSK: Just leave this for a second, John, so people can kind of get their bearings, and then we'll move on.

1-214_MSK: Alright, John, next slide

1-214_MSK: so before we kick off our discussion portion of this presentation. I just since we have Ping and Ed here, I wanted to give them a moment to share any feedback they have regarding our collaboration process as a subcommittee and just the general outcomes and recommendations we've achieved so far.

Ed: Well, I mean, I would point out that the the approach that we took a mirror board is a little, takes a little bit of getting used to, but it was fairly effective way of cycling around and soliciting input and I think it was very effective and going away and coming back, having done some research with our colleagues, and and so on. So

Ed: It's been good love to continue it.

Tang Tan: Ping, did you have any thoughts you wanted to share?

Tang Tan: Yeah, I agree with, I thought the Mirror board. Yeah, I mean getting used to, but after that it was pretty good tool, so.

1-214_MSK: So just to give people a sense of next steps. So we're going to continue seeking input from the subcommittee on the refined plans for enacting near term proposals. And then this second bullet really has to do with the broader lab Committee. So given the educational themes identified, we're asking if any other lab members would like to be involved, whether that be by providing related ideas, examples, content, or by actually joining the subcommittee.

1-214_MSK: You don't have to answer right now. You can think about it for sure.

Ed: And.

Tang Tan: I I think. Sorry. A quick one, I think. And one of the next steps as well. I think from this discussion that we had one of the key things that came out was.

Tang Tan: what is the what is the brand? What is the identity of mit grad? Students, right

Tang Tan: leadership students.

1-214_MSO: I think like

Tang Tan: I think it's important for us to try to identify what we're trying to achieve with all this.

Tang Tan: obviously, leadership is gonna be key. But like

Tang Tan: the reason why I'm trying to understand right now, as I'm doing my startup as well like we're hiring. We are hiring a lot of young engineers, and sometimes, like, you see, certain patterns coming out from different schools. I mean, for example, like not to be cliche about it. But Stanford students, I mean they tend to be. I mean, they tend to be innovation driven. They are a little bit more interdisciplinary thinkers, and then they're like entrepreneur mindset. So like if I'm thinking of people who can be like self starters who can go think about a business plan itself.

Tang Tan: I would look for a Stanford student.

Tang Tan: and then, like Berkeley, Berkeley students tend to be a little bit more rooted in activism.

Tang Tan: I mean social courses and whatnot and then just across the town in northeast Northeastern students, I think because of the Co-OP program, they tend to be a little bit more career focused. They're adaptable. They're deeply connected to industry. And so they're almost like plug and play just like Waterloo, just like Waterloo

Tang Tan: board students as well, and they get a leg up because they actually because of the Co-OP programs, they get repeatedly invited back into the company. And it's basically a showing to to hire them in as full time.

Tang Tan: So when we think about mit students, I just wanted to sort of put this prompt out there, right, I know, like they have technically, and they're all brilliant. They are intensely curious, they are.

Tang Tan: They're bright.

Tang Tan: But there doesn't seem to be a sort of brand around this.

Tang Tan: Okay.

1-214_MS0: Yeah. So tang, I think.

1-214_MS0: So both Monica and Eileen broach with me. This, I think it's something that we we need to talk about and the question is, do we do it as part of this subcommittee? Or do we let this subcommittee other subcommittee that deals with branding. My own view on branding is, I think you're right. I think there is

1-214_MS0: sort of an Mit brand, but it isn't as well defined, and really what we want to create out of these programs what I want to call an mit plus brand. Because if we look at the things that are the employers of mit students. Say, you're right, technically deep, intensely curious. Don't deal with conflict particularly. Well.

1-214_MS0: you know. Don't don't necessarily have the tools for broad cross functional communication. And so I think, as we do the branding work sort of a little bit of a deeper dive in terms of what is the traditional Mit student brand look like? And what might we do to to fill that in? This is this goes back to day one with Bernie, yeah, which was his

1-214_MS0: reason why you got involved with this to answer the question of, Why does mit the most technically renowned university in the world output really great technical engineers. But why very few of them go on to be leaders or captains of industry. So that was the original problem statement that we have. So I know that we're not trying to change all of Mit, but at least in the certain areas that we touch at the undergraduate and graduate level.

1-214_MS0: That's what we're aspiring to do. But what might be good is.

1-214_MS0: look at this a little differently than a branding exercise. Look at. Well, if, before we started. We were here. Now we believe that we're here. Where? What's our north star? Where do we want to get to at the end of the day. Where do we want to evolve into such that when we're done that folks that students that go through this, they can achieve that level, whatever

that is, and that's something that could be synonymous with our students that go through the program.

Art Reidel: Yeah, yeah, I I would, you know, pull a number of these things together under a headline, something along the lines of

Art Reidel: you know, mit in general and mit leadership development in particular kind of meet. You know the reality of the external world.

Art Reidel: And you know there, there are things that are very, very hard to get our arms around, but critically important.

Art Reidel: And you know, I go back to the

Art Reidel: earlier discussion of how of the the areas that the committee identified, you know, and and frankly, one of them that they, the committee, didn't select to focus on, you know, and that is

Art Reidel: The I forget how they put it in the bullet point there. But you know the focus of the individual and their personal career, development and self realization. Gratification. Whatever you know versus, you know, focus on the team and the task at hand. And I just say, that's a tremendous critical issue. Dan has talked about this at length. Bernie, you know, used to talk about it at length, you know.

Art Reidel: for you know an engineering leader, that or team matter, for that matter, that you know any of us want to develop.

Art Reidel: We feel, I think, I feel safe in saying that you know they have to have an absolute commitment to complete the the project, to complete the task at hand. Regardless of the fact. They're going to be challenges and disappointments, and

Art Reidel: you know, and it may not turn out to meet their ideal career objectives. You're either committed to complete the project on a quality basis. Get it to get the job done or you're not. And unfortunately, in today's world there are a lot of bad examples out there that people look to, and not that many good examples.

Art Reidel: Well, I'll shut up, but I think we need to.

Art Reidel: We could talk about our brand. I think we should. But we we need to deal with these external realities and come to grips with them. Because if we can't shift the perceptions of the values, you know, so forth, the priorities of the students. You know that we we work with? We're just. We're not going to be able to turn them into captains of industry.

1-214_MSKO: Yeah. So I think there are 2 things that we can do to move this forward one is as suggested. Let's do some intentional work on

1-214_MSKO: what is our north star from where we are to where we want to be the other piece, though I think we can do some reverse engineering on the gel side. We know from companies that they choose to hire gel graduates because they see something special in those gel graduates.

1-214_MSKO: We can do some work to figure out. Let's quantify what that is. What is that special sauce? And let's make sure that we reverse engineer it in the same way. The feedback that we're getting, even though it's a really small number from Northrop and Apple on the engineering residence is suggesting that there's something special there. So how do we take what's special and try to make that intentionally back into the program?

1-214_MSKO: But, Tang, I'm glad you brought it up. It's work that we need to do.

Simon Pitts: Yeah, just to add another voice. I think it. It shouldn't be in one subcommittee, and it shouldn't be called branding.

1-214_MSKO: So totally agree on the shouldn't be called branding. Say a little bit more, Simon, in terms of shouldn't be in one subcommittee. What- what's what's the.

Simon Pitts: Well, I think this is a. It feels like a much bigger discussion

Simon Pitts: than either of the 2 existing subcommittees.

Simon Pitts: So, therefore, it should be a new subcommittee, or it should be the full lab, or it should be something else.

1-214_MSKO: Yeah, so I am. I am all for when we get to the point where we believe that those on this subcommittee have got to the point where they have some bandwidth to take on something new that we we do a new subcommittee.

1-214_MSK: I think what we what I've seen from these 2 subcommittees is that we've made a lot more progress than we have, raising these more broadly with the lab. And so I think maybe a new subcommittee, where the subcommittee does some incubation of the ideas, and then brings it to the full. lab, for more discussion might be a good path forward.

Simon Pitts: I think that sounds like a really good path forward.

Simon Pitts: So you get this staff work done early, and you can have a valuable discussion with the whole group.

1-214_MSK: Right?

1-214_MSK: Okay, let's shift over to the second.

1-214_MSK: Excuse our technical change over.

1-214_MSK: Oh, thanks, all right.

1-214_MSK: So Hi, everybody for those of you that don't know me. I'm Monica Pfeiffer. I am one of our principal lecturers with the Grad Elk program, and we're heading up the subcommittee on strengthening our enhanced leadership programs

1-214_MSK: or enhanced internship programs that are all focused

1-214_MSK: in an engineering sense. So what we're going to talk about today is mostly the approach that we've taken to date, and then where we see ourselves going with the next steps.

1-214_MSK: So our initial goals for this subcommittee were really focused on leveraging our lab members and their connections to identify some actionable recommendations for both the gel impact ship and the engineering Residency enhanced internship programs around, how we can improve and sustain our partnerships with our current host companies.

1-214_MSK: and how we can use that information to also help us eventually establish and sustain new partnerships as well. So really focused on what we can do to enhance what we already have in particular with those companies that we're looking at targeting.

1-214_MSK: Here are core team members, and some of our extended team members that have been contributing to our efforts in an asynchronous fashion. So big, thanks to Mindy and Kate

and the other apple reps that have given us some some insights on their own. But our core team has been with us the whole time, digging into all of these topics.

1-214_MSKO: and where we started was getting a good understanding of where our enhanced internship programs have some challenges today. So we started with an overview of both the undergraduate gel impact ship program. What are the elements that are included in it? What is the goal of that program in particular and a very similar review for the Engineering Residency for the graduate side.

1-214_MSKO: It was important for us to really showcase. What are the challenges that we're seeing from a program running, and with our students that are engaging with it today. So we looked at those challenges primarily in people and organization changes happening at those host companies? Where is the sustainability when there is no transfer of knowledge? Or what is the value proposition that they can understand that they can convey throughout the organization

1-214_MSKO: having a particular challenge for our graduate students. They have to unenroll in Mit in order to have a 6 month contiguous opportunity for an internship like this, where it's a bit more flexible on the undergraduate side. So one of our big challenges is the funding for students to stay enrolled at Mit while they are away during the semester.

1-214_MSKO: then our host company, hiring manager readiness again. Do they have an understanding of taking on a high potential intern. And have we communicated effectively enough? What is that difference from a typical internship experience?

1-214_MSKO: And then, also, we've had some challenges with coordinating and aligning our start time and durations. And how can we get better at communicating those expectations, holding ourselves to those same expectations, etcetera.

1-214_MSKO: So I'm going to hand it over to Ken to talk a little bit more about what we've done in our subcommittee. Thanks, Monica.

1-214_MSKO: I'm going to do my best to summarize some of the observations and thoughts that we had as a subcommittee.

1-214_MSKO: But Simon and Mindy, please amend anything that I say that you feel you'd like to add to, or if there's anything that you think you saw differently.

1-214_MS0: But similar to the other subcommittee, we met multiple times and used the mirror board.

1-214_MS0: We ended up asking ourselves some questions and trying to identify some various

1-214_MS0: aspects, insights into different aspects of what we're looking for in terms in our own respective companies.

1-214_MS0: how that translates into a residency or a longer term type of internship, what we think students should be looking for themselves. What are some of the characteristics of those students. What are some of the characteristics of the company and the managers and other people involved in the success of those types of engagements.

1-214_MS0: and then overall, we came up with 70 different things.

1-214_MS0: If you can click, let's get up.

1-214_MS0: Yep, and then from those seventies, which was obviously a real robust collection of different insights.

1-214_MS0: We synthesize those into 11 different themes.

1-214_MS0: Now this process was

1-214_MS0: a little bit subjective and and qualitative. But what you see here is essentially a Pareto, of

1-214_MS0: how all of those different insights fell into the different themes that were identified, and we have one theme that was kind of stood above all the others, and that was essentially how you differentiate a student

1-214_MS0: who's in the grad L or gel

1-214_MS0: from others, and how, and vice versa, like, how does the company that's sponsoring them differentiate the actual assignment or the opportunity?

1-214_MS0: That wasn't the only thing we talked about, and you can see here that there are others that we'll address in a minute. But that was essentially the biggest one that we came

across, and it actually is similar to what we were just talking about previously, like what sets an Mit student apart.

1-214_MS0: you know. And what is the brand? And that actually branding was not something that we really discussed, but it seems like a natural progression of the work that we did.

1-214_MS0: So when you think about differentiation.

1-214_MS0: I looked at it as really, there's 2 elements of that. One is, what do the students bring?

1-214_MS0: That's different.

1-214_MS0: And then what do the companies need? That's different.

1-214_MS0: In some cases just keep in mind. A company may not need anything different.

1-214_MS0: So, even though they would love to see an mit student gel or Grad L student

1-214_MS0: in their midst. Maybe they just don't have a need for someone with those capabilities. So maybe that's just not a good fit. Or maybe there, there is a need, and they don't know it yet, and I think some of the the work that we did as a subcommittee was. Well, how can we identify those opportunities within the companies that don't know them know about them yet? And then how can the companies who have found those opportunities. Maybe you know, how do we kind of

1-214_MS0: progress from those companies? Experiences to what other companies could experience as well

1-214_MS0: other themes were, you know, obviously super important as well. What's the value to the company for the actual engagement?

1-214_MS0: Who in the company should be the primary person responsible for this engagement. We felt like that should be someone who's a director, level or higher. Maybe not your typical intern manager.

1-214_MS0: That the company and the managers and the intern or resident should be setting expectations.

1-214_MSK: And it's important that

1-214_MSK: as those those students progress through these engagements that there's some sense of

1-214_MSK: you know what the timeframe is, what kind of topics they should be working on. One of the things I suggested, for example, was, instead of a student coming to a company and waiting to be assigned something I know from my company. We would love to have students come and say, Hey, I've been looking at your company or your business. And I have an idea for you.

1-214_MSK: Actually, that's a huge game changer for us. And if you don't mind, I commented, that for years I got calls from the Harvard College Consulting Club.

1-214_MSK: and every year it was the same stupid pitch.

1-214_MSK: You know we want to come and do some consulting engagement to you.

1-214_MSK: and I was like, Well, what do you want to do? And they had no ideas. They just thought, you know, they could come, and we give them something awesome to do. And every year I said the same thing. You should come to us with an idea, and you will almost always listen. We might even actually engage you. But if you're just waiting for us to hand you something we probably aren't going to be. It's not that we're not interested. It's just we got other stuff to do.

1-214_MSK: I'm not picking on the other school. We had that compellingly happen in the very earliest days of gel, and that's when Tanya Goldhaver. She was an intern over at British telecom, and it was a meet to see it was the CEO meets the interns day, and she all the interns, got to meet the CEO

1-214_MSK: before he left. She cornered him like between a pillar and the elevator, and said, Hey, the scrolling television menu that you have show for TV stinks. I have a better way to do this.

1-214_MSK: She hasn't left the Uk since, and this is probably 2010. I think that she was there. She's got a Phd. I think she still might work for them. So it has happened. Yeah, but I do. I do agree, you know, don't just bring the. I have a suggestion. I have a recommended solution to that problem. I think that's effective, and I can tell you my company, and I think others have got to be the same. It's like we're never going to punish anybody for coming up with an idea

1-214_MSK: like that's we're always even. The idea may not be great, and we may not move forward with it, but we always see that as a plus, if nothing else. They may give you a different lens on what you've been looking at for a long time, and not see exactly right, and they may affirm something that we've looked at that we've stayed away from.

1-214_MSK: That's something we should still stay away from something like that.

1-214_MSK: Anyway, I digress. So there are other themes and that are important, and we're definitely gonna revisit them.

1-214_MSK: But again, this is a qualitative ranking process, and

1-214_MSK: like a lot of things that fell out as a as a Pareto, and would focus mostly on the differentiation theme.

Art Reidel: I would just lobby, beat the drumma one more time and say that

Art Reidel: I don't know that, you know we can, you know, do anything helpful with the Mit brand on this.

Art Reidel: But for Gel and Grad EI, you know, students, I think

Art Reidel: at least important. My book more important than the skills we teach them. And we've detailed all those you know is if we do. And I believe we do. If we students who come to our programs have a different set of values.

Art Reidel: Then you know the typical

Art Reidel: student that a company would hire if they're less focused on their personal gratification and more focused on helping the team actually accomplish something that the team committed to, you know, and on and on. And you know, if we can represent fairly that our students come to the, to the employer with a different set of values. I think that will turn out to be

Art Reidel: more important to the employers than any of the other skills we teach them than any of the skills we teach them.

1-214_MSK: And the only thing I would amend to that art, I think, is.

1-214_MSK: I think you want people to have some self interest, but in this case

1-214_MSK: you want their self interest to be focused on. Success of the team like that gives them.

Art Reidel: Absolutely. The question is, you know, how do you get there? What's the cart? What's the horse? You know? I've had a handful of these discussions recently with you, Pop students who asked me. You know how I got all the opportunities that they see. I, you know, apparently got during my my career, and my answer is, I never looked for any of them. What happened was, I always focused on doing the best damn job I possibly could, or whatever I was doing then.

Art Reidel: And you know I discovered that if I did that that people, you know, just regularly appeared, offering me new opportunity track new opportunities. But it was never that. I was looking for the new opportunity, and that's probably maybe just me. But but you know, but I think I think we're in agreement.

1-214_MSK: I want. I want to not miss a chance. Leo mentioned Tanya Goldhaver. Tanya Goldhaver was so shy when she joined the program. You'll remember, I remember looking at her halfway through the 1st year and saying.

1-214_MSK: How did the student get into our program? And I want to make that point to the board members, because that 1st year, when you talk about our attrition, one of the things to keep in mind is, there are sleepers in the student body. They just don't have the self confidence, and if we don't take them in and keep them for a while, we're not going to get them to flower.

1-214_MSK: and so maybe we lose a few in the process. But we also get the flowers to bloom, and I think it's a rather nuanced question to say, what should the attrition be if there are many currents and cost currents.

Terence: It's a great point, Joel.

1-214_MSK: It's very surprising that she cornered the CEO in front of the elevator.

1-214_MSK: I can. Kinda I can move quickly through the next couple of slides. Because essentially, we're we're just focused on differentiation as our key factor.

1-214_MSK: Something that we want to be thinking about. A lot of that again, is what we've just been discussing. And then the branding obviously segues, you know, directly into that

1-214_MSKO: we did generate some additional ideas related to that specific topic. If you go to the next page.

1-214_MSKO: you can see that some of the the things that we feel are important for us to be thinking about are

1-214_MSKO: getting more information from the hiring company about what they're looking for. We were just discussing.

1-214_MSKO: having the actual interns and residents work together, and that kind of helped them

1-214_MSKO: collaborate and share experiences so that they can, you know, continue to improve and differentiate that way. I can attest that a lot of interns that we that I've worked with in my company don't do anything like that, but the ones that do

1-214_MSKO: clearly stand out possibly going through a nomination process both here and with the companies

1-214_MSKO: looking at a certificate certification going through an approval process. But some other things that we should continue to discuss include like, what's the right amount of pay? What's the timeline for that?

1-214_MSKO: Monica mentioned earlier that we still need to figure out like what we do with a student with respect to the length of the Residency or the internship, 3 months is probably what most people can afford from a timing perspective. But 6 months might be a better time might be a better experience for them. So how do we kind of

1-214_MSKO: wrestle with that conflict? And Ken, if you're okay, I just want to jump in here. What's been really nice about having both Eileen and I present in this subcommittee is that while the whole team was generating these ideas. We were able to pick out these 10 of the total 28 that we showed on the earlier slide

1-214_MSKO: that we can pilot right now with the next set of gel impact ship or engineering residency coming up. And so that's really exciting for us that there were out of this whole process some low hanging fruit that are pretty straightforward enough that we can say, all right, let's let's pilot it. Let's try it out because it makes sense for where we are right now with our current either recruitment stages

1-214_MSKO: or the students entering into their internship experiences. So some immediate value coming out of our subcommittee, so, thanks very much to all of our members present and not present. It was a great experience, and we've got some great momentum. I think.

Simon Pitts: So I agree, Ken, we got a lot of momentum. We've got a huge amount of data to work with and work with the teams.

Simon Pitts: and the thing we're getting towards is getting to refining it down to the value proposition for the companies. As we look to expand residencies and internships, so that kind of ties in with the branding and the North Star and the reverse engineering that we talked about elsewhere. So they're all interlinked.

Simon Pitts: But the the final. I think good discussion that we've had as a group is, it's really difficult to do longer than a 3 months grad. L. But there are a few of us that are really passionate, that we need to find a way to do a 6 months. So that tension, I think, is healthy, and we just need to to keep going.

1-214_MSKO: Yep. And the the other piece on process that I want to comment on is we've tried in the in the spirit of getting things moving quickly, of having sort of the subcommittee and the program leadership sort of be doing parallel work. And it's very clear that that hasn't been

1-214_MSKO: the the best in terms of making sure that everybody's on board and getting that solution. So we are committed to going back to these 18 ideas and bringing the program leadership and the subcommittee together. So that not only do we validate that we're we're in the right place, but that we've got there the right way.

1-214_MSKO: Yeah, so that actually kind of kicked off, Simon. I'm glad you hopped in. We were going to open it up for additional board Member feedback comments or any comments around the outcomes that we've achieved so far or are planning for. And then you can kind of see this is what you can expect from us at our next lab. Our intention is that we're looking to identify that subset of enhancements.

1-214_MSKO: In particular, we talk about this value proposition for the host companies, we think, is really important for us to identify ways to improve and sustain those partnerships

1-214_MSKO: that we're going to be doing that data collection of what would need to be true in order to fulfill some of that value proposition. And ideally, we have some action plans.

1-214_MSK: either, some in process, if not already complete towards drafting what that might look like that can then be leveraged for our existing and future partnerships so really excited about where we're going with this one and a big thanks to all of our subcommittee members.

1-214_MSK: So if if no more questions, so what I would say is, you know, we started off with the concept of the subcommittees.

1-214_MSK: trying to make sure that we had the intersection of

1-214_MSK: how could we make sure that for each of the lv members. They felt that they were adding value in a way that energized them, and at the same time

1-214_MSK: would bring value to the programs.

1-214_MSK: I think it is absolutely clear to me, from the from the point of view of adding value to the programs, that what has happened with the subcommittees in the last 6 months has been absolutely incredible. I mean, I am just incredibly energized and heartened by this.

1-214_MSK: but I want to make sure that from the subcommittee members that you guys feel that it has been a good worth use of your time. We are open to any suggestions for how we might do this better. You know. The last time I said this was a grand experiment, and it's still a grand experiment.

1-214_MSK: So please send that our our way.

1-214_MSK: in terms of what you will find is that instead of trying to distill the recording of this meeting and give you a verbatim transcript which takes us an incredibly long time to do

1-214_MSK: Mike is gonna take on the task of just simply providing an executive summary of the meeting.

1-214_MSK: and we will also make available the for the recording. And so if any of you really want to go into the recording, if you're having trouble sleeping at night, you that'll be available. But hopefully the executive summary will bring the highlights to you.

1-214_MSK: our next Industry Advisory Board will be in the fall, and we'll get the data out to you as soon as we have it. But just want to express my thanks to all of the Id members.

1-214_MSK: This has been a a really really energizing meeting for me. And I'm really appreciative of what you guys have brought.

1-214_MSK: I just wanted to ask if I'm sure I wasn't the only one who noticed that project skills and project skills reads the same when you see it on the paper, and they appeared on separate slides. But I love the I never had thought of the one of project skills, and it's a very, very nice term.

1-214_MSK: Great with that we'll give you 10 min back. Thank you all we appreciate you.

1-214_MSK: Thank you. Thank you.

1-214_MSK: Yes.

Art Reidel: Take care! Everybody!

Terence: Thank you.

Simon Pitts: Right.

Tang Tan: Thank you.

1-214_MSK: Did I see a Terrence.