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00:07:11.270 --> 00:07:21.139

Leo McGonagle: Riza, thank you, and thank you to our Industry Advisory Board members, especially for your time, talent, and passion, as we collectively seek to

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00:07:21.440 --> 00:07:36.820

Leo McGonagle: develop both of these programs. So, now with the advent of our pre-read and the IAB Matters operational dashboard, which I hope you've gotten a chance to look at, and by all means, if you have any questions around that.

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00:07:37.160 --> 00:07:50.799

Leo McGonagle: I'm glad to try to, as best possible, answer those questions. That IEB dashboard information, the operational dashboard information, is typically what I would present to you, sort of the daily dozen, of what's going on.

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00:07:51.420 --> 00:07:58.720

Leo McGonagle: Since we last met. I won't do that. Instead, that'll... it enables me to instead highlight

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00:07:58.860 --> 00:08:11.560

Leo McGonagle: some of our students and multiple alum of the program instead. And we're still very much a work in progress. You know, I'm not here to say we've identified the next

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00:08:11.560 --> 00:08:31.239

Leo McGonagle: Bernie Gordon, you know, we have identified the next Amar Bose, although I do know that, you know, Ted Williams was cryogenically frozen, and I've recently heard that Tom Brady cloned his dog. Maybe we should consider doing that with Bernie, who I've not seen... I don't believe he's here in the meeting yet.

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00:08:31.320 --> 00:08:38.579

Leo McGonagle: So, by all means, I'm about to show you some, some slides and highlights on a student and several alum.

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00:08:38.820 --> 00:08:41.689

Leo McGonagle: We don't think it's a... that it's a,

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00:08:41.820 --> 00:08:49.729

Leo McGonagle: a finished product. We're very much still a work in progress. But, as we track our students and alum.

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00:08:49.850 --> 00:08:57.159

Leo McGonagle: With it being a work in progress, as we seek to demonstrate the program's impact on helping to develop emerging leaders.

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00:08:57.550 --> 00:09:04.200

Leo McGonagle: We've previously updated you on data that's, we've provided via our longitudinal survey.

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00:09:04.280 --> 00:09:18.890

Leo McGonagle: And in that... and in that data from our alum, and we've just re-surveied alum to get additional data, but our alum, first of all, they credit Jel with helping them to succeed as technical leaders.

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00:09:19.250 --> 00:09:24.460

Leo McGonagle: Our gel alum would rec... they would highly recommend gel to others.

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00:09:24.620 --> 00:09:33.780

Leo McGonagle: Compared to... School of Engineering non-GEL alum, GEL program alum, are advancing more quickly in their careers.

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00:09:33.970 --> 00:09:36.969

Leo McGonagle: And they're all state... and they're also staying more technical.

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00:09:37.420 --> 00:09:53.880

Leo McGonagle: This helps us lay a foundation for impactful engineering leaders, and we're only as good as our next time up, and so the longitudinal survey is quantitative... it's a quantitative measure, but our alum are, of course, are real people, and I'd like to present you a snapshot.

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00:09:54.930 --> 00:09:57.969

Leo McGonagle: And so, Mike, if you don't mind advancing the slide.

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00:10:01.530 --> 00:10:10.409

Leo McGonagle: 2025 has been a pretty good year for GEL program students and alum, and I'll just walk you through a few from left to right.

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00:10:10.520 --> 00:10:17.389

Leo McGonagle: Current gel senior Alice Hall, she's the Undergraduate Association President of MIT,

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00:10:17.540 --> 00:10:33.339

Leo McGonagle: What's notable about that as well... Alice is a superstar. You know, she was one of two students that I... that I, along with some others, hand-selected to go to West Point last year to represent all of MIT at an annual leadership conference there.

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00:10:33.380 --> 00:10:44.920

Leo McGonagle: However, from a gel perspective, in the last four years, two undergraduate association presidents have been GEL program students, and we feel that that's pretty impactful.

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00:10:44.980 --> 00:10:49.070

Leo McGonagle: However, hot off the press, after the print.

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00:10:49.180 --> 00:11:01.950

Leo McGonagle: Alice was just announced, as one of four MIT Rhodes Scholars, so she just was awarded the Rhodes Scholarship this past week. Hugely notable, as you know.

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00:11:01.950 --> 00:11:14.269

Leo McGonagle: However, even more impactful from a gen... and we understand, all of these students, Alice is a Course 10 student, all of these students are members of other departments, organizations, programs.

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00:11:14.270 --> 00:11:21.749

Leo McGonagle: However, in the la... Alice is the second Rhodes Scholar that was also in jail.

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00:11:21.750 --> 00:11:34.290

Leo McGonagle: within the past 6 years. We had another student 6 years ago, so in the past 6 years, the world has announced 192 Rhodes Scholars, 2 of them have been gel program students. We're pretty proud of that.

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00:11:34.430 --> 00:11:41.180

Leo McGonagle: You may have seen the news about, Course 16 alum, Adam Furman.

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00:11:41.190 --> 00:12:00.459

Leo McGonagle: and Jellalam being named by NASA as an astronaut candidate. That happened very recently. We followed it live, the live announcement. We were pretty excited about that. We've stayed connected. I specifically have stayed, at least most notably, have stayed connected with Adam for years. Knew about the,

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00:12:00.460 --> 00:12:08.920

Leo McGonagle: what was going to happen in advance. We had a news story ready to go about that. What people might not... what people don't know here, though, is that

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00:12:09.020 --> 00:12:27.850

Leo McGonagle: The GEL program has another 2011 alum who, twice, two out of the last three years has been named a finalist... finalist for the Astronaut candidate program, has been flown down to Johnson Space Center two out of the last three years, so we very nearly

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00:12:27.950 --> 00:12:43.719

Leo McGonagle: had two, asked. We only had one, but we very nearly had two. We had two firmly in the running, so good year for Adam, good year for Jill, good year for Course 16. And then also recently this year, we have a 2013 alum, Cameron McCord.

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00:12:43.880 --> 00:12:51.370

Leo McGonagle: was recently named to the Forbes Next Billion Dollar Startups list. Now, you know that's just a projection.

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00:12:51.450 --> 00:12:57.160

Leo McGonagle: But Cameron, a former naval nuclear Submariner, is doing good things with this new company.

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00:12:57.210 --> 00:13:13.810

Leo McGonagle: There's also another alum named Andrew Dorn, who's a software engineer in that company. Nominal provides a software platform to modernize and streamline testing and validation of mission-critical hardware for industry, aerospace, defense, and manufacturing. So.

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00:13:13.930 --> 00:13:20.109

Leo McGonagle: It's been a good... a good year overall for us in terms of, the success of our students and alum.

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00:13:21.100 --> 00:13:24.100

Leo McGonagle: Mike, if you can just advance the slide.

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00:13:29.540 --> 00:13:37.559

Leo McGonagle: We have several alumni that are founders, co-founders, or CEOs. I'm only highlighting a few of them here.

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00:13:37.630 --> 00:13:42.280

Leo McGonagle: 3 classmates. They were Core 6 classmates.

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00:13:42.330 --> 00:14:00.300

Leo McGonagle: here at MIT, they were both first-year and second-year gel program classmates and friends, are co-founders of Semgrep, the company called Semgrep, and I have... what's the summary of what it is that we do? I have it here, sorry about that.

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00:14:03.450 --> 00:14:07.369

Leo McGonagle: Isaac Evans, Drew Denison, and Luke O'Malley.

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00:14:07.500 --> 00:14:19.120

Leo McGonagle: Founded in 2017, they provide a code scanning platform that automates finding first- and third-party security vulnerabilities in code.

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00:14:19.120 --> 00:14:31.319

Leo McGonagle: These are 3 really brilliant young people that they met before they... in full disclosure, they met before they were in gel, but their friendships solidified in gel. They've spun off their own company. Similarly.

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00:14:31.320 --> 00:14:50.880

Leo McGonagle: We have, Jake Jurowitz from the Class of 2015. He's the co-founder and CEO of a company called Blue Energy. They deploy small modular nuclear power plants to inexpensively, quickly, and safely deliver energy abundance at a substantial cost and time savings to their competitors.

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00:14:51.050 --> 00:15:06.819

Leo McGonagle: So, Jake is out there making it happen, and then Kyle Penior from the Class of 2018, who was named to the Forbes 30 Under 30, he and a couple of classmates took their course 2009 capstone project.

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00:15:06.820 --> 00:15:17.849

Leo McGonagle: turned it into a viable company. It's a... it's a wear... they're creating a wearable medical device which minimizes muscle tremors associated with Parkinson's disease.

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00:15:17.990 --> 00:15:18.980

Leo McGonagle: So...

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00:15:19.080 --> 00:15:32.019

Leo McGonagle: You know, by no means have they all arrived in the promised land, but we have several alum that are significantly advancing in their careers, these as founders and CEOs.

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00:15:33.110 --> 00:15:50.680

Leo McGonagle: In addition to founders and CEOs, and these are... this is just a snapshot, many of our alumni have fairly quickly advanced into very senior roles in engineering. Nick Lima from the class of 2015 is now the VP of Engineering at Hellion Energy.

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00:15:50.680 --> 00:16:08.259

Leo McGonagle: It's... I don't know the exact number, it's somewhere between 350 to 500 employee company, and it provides... it's a fusion power company in Washington with the mission to build the world's first fusion power plant, enabling a future with unlimited clean electricity.

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00:16:08.570 --> 00:16:20.750

Leo McGonagle: Nick was a GEL1 and Gel 2, he's a Course 16 alum. Spent his first 6 years at SpaceX, and then 4 at Fusion, where he has ascended to the VP of Engineering role.

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00:16:20.750 --> 00:16:28.700

Leo McGonagle: Brandon Suarez was in East Course 16 as well, was in our first ever cohort of Gel 2s, our pilot Gel 2 year.

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00:16:28.860 --> 00:16:37.639

Leo McGonagle: the vice president, of UAS integration at Reliable Robotics. That's about a 150 or so employee company.

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00:16:37.910 --> 00:16:43.600

Leo McGonagle: And so he's a very senior and note... and he's ascended into a senior role.

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00:16:43.820 --> 00:17:03.810

Leo McGonagle: Course 10 alum... Course 10, chemical engineer, Elizabeth Ort Sondecker, started her career in consulting, loathed it, reinvented herself by going through LGO, and she's done nothing but advance herself and her career. She's now the senior manager of Falcon and Dragon sourcing for SpaceX.

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00:17:03.810 --> 00:17:07.399

Leo McGonagle: Very busy. Her husband also works for SpaceX. They met.

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00:17:07.560 --> 00:17:11.449

Leo McGonagle: While they were both here in graduate school at MIT,

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00:17:11.650 --> 00:17:24.929

Leo McGonagle: You've all heard Dan Ric... well, many of you have heard Dan Riccio present in the past on Jeremy Franklin. He was also in our pilot Gel 2 class. He has ascended to the Director of Product Design role at Apple.

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00:17:24.930 --> 00:17:44.480

Leo McGonagle: So, just a snapshot of some of our alum. There was a lot of others that we could have added to this, could have added a few more slides, but wanted to provide sort of a snapshot in time that we feel like the program is having impact, and we're watching our alum, both through data and through real-world stories, advance.

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00:17:45.770 --> 00:17:50.690

Leo McGonagle: Pandy, anybody have any questions, points, anything you'd like to add, Risa?

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00:17:53.180 --> 00:18:03.909

Reza Rahaman: Nope, I think you... I think you've covered it. Again, certainly not proof positive that we've got to the endpoint, but hopefully indications that we're making progress in the right direction.

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00:18:05.480 --> 00:18:10.129

Leo McGonagle: Thanks for that, Risa. And pending any questions, I'll be followed by Tony for Cranelle.

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00:18:11.450 --> 00:18:15.450

Art Reidel: Yeah, it is very... can you hear me, Leo?

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00:18:15.950 --> 00:18:17.050

Leo McGonagle: Yes, I can hear you, Art.

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00:18:17.400 --> 00:18:31.039

Art Reidel: Sorry, and I... we have actually had a power failure here, so I'm on my iPad now instead of my laptop. I wasn't sure it was working. It would also... this would be incredibly hard to, you know.

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00:18:31.450 --> 00:18:42.870

Art Reidel: to quant... quantify, you know, and report on. But another dimension, which, you know, I think would be...

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00:18:43.060 --> 00:18:50.440

Art Reidel: Wonderful, if we could take any kind of stab at it, would be not just what positions these people ascended to.

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00:18:50.700 --> 00:19:01.550

Art Reidel: But, but, you know, but how they, how they perform, how they operate in those positions. I mean, I would like to believe that, you know, in jail, we, you know, teach people

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00:19:01.770 --> 00:19:19.129

Art Reidel: You know, certain, you know, values and so forth that, cause them to perform their jobs in a much better way, than, you know, their, their, their peers, who have not had this kind of training.

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00:19:19.220 --> 00:19:37.730

Art Reidel: And again, you know, not possible to measure it, but, you know, we're all aware of people who've gotten to, you know, fairly high positions, and, you know, and behave badly in those positions. And I'd like to believe that our people not only get to high positions, but behave and perform very well.

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00:19:37.770 --> 00:19:45.859

Art Reidel: You know, in those... those positions. So, I have no idea how we could ever, you know, get our arms around it.

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00:19:45.950 --> 00:19:56.669

Art Reidel: But I think when we just talk about what positions these people have gotten to, we're really missing an important dimension, which is that, you know, we develop leaders who will

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00:19:56.810 --> 00:20:00.170

Art Reidel: You know, be better leaders at whatever level they're operating.

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00:20:00.980 --> 00:20:16.830

Leo McGonagle: I couldn't agree more. It is hard to capture, our... what we hope to, and some of it, it's really early, like, nominal, really, really early innings, for them, and who knows if they'll truly end up being a billion-dollar company, but we certainly want to track impact.

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00:20:16.830 --> 00:20:25.820

Leo McGonagle: Of both the companies and of the engineering leaders that this program has produced as well. Something that we definitely strive to do and will seek.

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00:20:26.200 --> 00:20:38.760

Ed Trautman: Well, and I would add to that, Art, the other side, which is, how satisfied are they in their careers, having learned how to navigate the treacheries of organizations and things like that?

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00:20:39.300 --> 00:20:43.309

Art Reidel: Yeah, I also... I also think you make a very, very important point. Thank you, Ed.

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00:20:44.010 --> 00:20:58.509

Leo McGonagle: And I do... and Ed, thank you for that point, and I do think that a portion of our longitudinal serv... Longitudinal survey, where we survey alum from time to time, will hit at some of that information and others, but that's another good point, Ed.

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00:20:58.760 --> 00:21:10.950

Reza Rahaman: Yeah, before we move on to Gretel, the other piece that I think we can add to this is there is a subsection of these alumni that both Leo and Jim McGarion have interviewed.

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00:21:11.120 --> 00:21:28.130

Reza Rahaman: And so talking to those folks and hearing what the words they use to describe their leadership style and how they have, achieved and how they've succeeded is not, you know, proof positive, but it does give you a sense of

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00:21:28.130 --> 00:21:39.049

Reza Rahaman: what they might be like as leaders. And so, if we get enough of that, then hopefully we can get to the preponderance of the evidence of what does a gel-trained leader, feel like?

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00:21:41.760 --> 00:21:57.950

Leo McGonagle: I... and thank you for that, Riza. I can just say, watching our alum advance, and watching the positions that they're moving into, and watching some of the success, it's still a work in progress. It certainly warms my heart, especially being connected to the program for so long, and just watching them go.

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00:21:57.950 --> 00:21:58.540

Reza Rahaman: Okay.

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00:21:58.540 --> 00:22:06.470

Leo McGonagle: And I do think that some of the longitudinal survey data will help... it's anonymous, of course, but help us yield results.

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00:22:06.470 --> 00:22:15.040

s.pitts: So, Leah, dumb question. Does the survey data, ask the companies for their input as well?

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00:22:15.760 --> 00:22:18.649

Leo McGonagle: I don't believe it... I don't... I don't... it... it's... it's...

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00:22:19.030 --> 00:22:29.220

Leo McGonagle: I will let Jim... Jim answer or... or pick up after me. I don't believe that it does, Simon. It's asking... it's specific to alumni and specific...

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00:22:29.530 --> 00:22:33.980

Leo McGonagle: To them, sounds good.

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00:22:33.980 --> 00:22:46.920

Reza Rahaman: We can take it off and have you understand exactly how the survey works, but it is coded so that we can follow an alum, but the coding is not, is not obvious to us.

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00:22:47.010 --> 00:23:04.150

Reza Rahaman: So, the survey, essentially, to go through MIT's CUIs has to be quote-unquote, anonymous, and so that's one of the reasons that we're trying to combine quantitative data on our alum compared to School of Engineering alum who didn't go through gel.

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00:23:04.260 --> 00:23:09.089

Reza Rahaman: and overlay the stories of the individual people. One of the things that we hope

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00:23:09.580 --> 00:23:13.210

Reza Rahaman: and Tony will talk about this in Gradel.

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00:23:13.330 --> 00:23:31.760

Reza Rahaman: is that because we have the engineering residency through Gradel, we can get more granular information from the companies, but in general, companies are unwilling to speak about their employees absent that educational component, for a whole myriad of reasons.

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00:23:31.760 --> 00:23:39.350

s.pitts: Yeah, and... I'll take it offline, but the crazy thought was a lot of good companies

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00:23:39.400 --> 00:23:55.180

s.pitts: track performance in terms of what's achieved and how it's achieved. Yes. If we could ever access some of that data for some of these ex-students, that would be very illuminating, but we'd probably all end up in jail or court or something.

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00:23:55.180 --> 00:24:01.959

Reza Rahaman: We'll take it offline, but you're absolutely right, it's not just the what, but the how. Mike, if you can move us on, Tony?

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00:24:01.960 --> 00:24:04.220

Dan Riccio: Whoa, whoa, whoa, whoa, I got one more before we go.

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00:24:04.220 --> 00:24:04.560

Reza Rahaman: Okay, so...

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00:24:04.560 --> 00:24:11.279

Dan Riccio: So, you know, we can take it offline, but ideally, We'd like to understand from

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00:24:11.520 --> 00:24:17.979

Dan Riccio: the students and the future leaders, what skills Oh, what learnings...

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00:24:18.200 --> 00:24:23.590

Dan Riccio: They picked up, or what experiences that they picked up that they've employed.

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00:24:23.590 --> 00:24:26.539

Reza Rahaman: To differentiate themselves from others.

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00:24:26.540 --> 00:24:32.820

Dan Riccio: That helped them to get to these new roles. So if those... that line of inquiry is part of the...

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00:24:33.460 --> 00:24:37.400

Dan Riccio: Survey, that's great, because it's... well, it's wonderful to see.

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00:24:37.700 --> 00:24:40.790

Reza Rahaman: You know, stories like this, which is fantastic.

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00:24:40.880 --> 00:24:43.880

Dan Riccio: you know, I think we all agree it's important to close the loop.

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00:24:44.030 --> 00:24:54.860

Dan Riccio: To understand exactly, you know, what and why and how, what they picked up from here that enabled them to do so, both to, you know, kind of justify the

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00:24:55.070 --> 00:25:04.579

Dan Riccio: the investment in this program, but I'd say equally as much as to understand, you know, what things worked and didn't work, so we can tweak the program moving forward, so it can be more effective.

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00:25:05.090 --> 00:25:19.170

Reza Rahaman: All of those are in there, and we can definitely dive deeper on it in the future. But what they've learned from the program, what are the things that they wish that we had covered in the program that we didn't, are all in there.

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00:25:19.850 --> 00:25:21.019

Jim Magarian: Yeah, we'll look forward to doing

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00:25:21.400 --> 00:25:30.489

Jim Magarian: brief on the longitudinal survey in the near future, but most of... most or all of what you're asking for is integral. And just one quick connection to what Simon inquired about.

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00:25:30.770 --> 00:25:39.640

Jim Magarian: For those employer relationships where we have a close relationship, such as with the residency, we have a much more involved survey system.

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00:25:39.640 --> 00:25:51.009

Jim Magarian: for instance, in use right now for Gradel, where the supervisors do weigh in on not only their view of how the employee, the Gradel resident, is performing, but also on the how.

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00:25:51.010 --> 00:25:59.770

Jim Magarian: They're asked specifically not just on their level of performance, but their assessment of how they go about doing their work, whether there's opportunities for improvement, and so forth.

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00:25:59.770 --> 00:26:03.089

Jim Magarian: So it's, we have different tools in the assessment toolbox.

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00:26:03.240 --> 00:26:06.619

Jim Magarian: But they're not all deployed everywhere at the moment.

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00:26:08.420 --> 00:26:08.770
Leo McGonagle: Lastly.

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00:26:08.770 --> 00:26:09.230
Art Reidel: Mr.

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00:26:09.230 --> 00:26:16.300
Leo McGonagle: We just recently re-surveied gel, and we included GRETL, and the response rates have been high for both programs.

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00:26:16.530 --> 00:26:17.380
Leo McGonagle: Thank you.

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00:26:17.980 --> 00:26:21.240
Art Reidel: Hey, just a very quick thought, something that, you know, is available.

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00:26:21.720 --> 00:26:31.309
Art Reidel: Is a number of the, you know, companies, particularly the larger ones, you know, do employee recognition, give out awards and so forth for a variety of things, including.

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00:26:31.310 --> 00:26:33.719
Reza Rahaman: you know, leadership. You know, they.

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00:26:33.720 --> 00:26:39.250
Art Reidel: Excellence in leadership. And, you know, it would be nice to..

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00:26:39.310 --> 00:26:57.300
Art Reidel: You know, it's... and it would be small, but it would be nice to, you know, collect that information and, you know, in addition to bragging about, you know, students who've gone on to high positions, you know, brag about students who've received those kinds of awards from their companies.

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00:26:57.790 --> 00:26:58.440
Reza Rahaman: Yep.

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00:26:58.440 --> 00:26:59.170
Jim Magarian: Agreed.

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00:26:59.540 --> 00:27:02.730
Reza Rahaman: Cool. Mike, let's move forward. Tony, yours.

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00:27:03.700 --> 00:27:26.159

Tony Hu: All right, thank you, great to see you all. Mike, let's dive into the presentation. So I want to start and recognize Tong for a terrific TLC speaker series talk. He followed in Dan's footsteps, Dan kicked off this whole series, and I don't want to compare the two, I'm not going to, but they both managed to fill a very large auditorium with over 300 people, so thanks so much for that.

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00:27:26.230 --> 00:27:31.089

Tang Tan: Hey, Tony, like, I know you don't want to compare, but, like, how big was the... how big was the...

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00:27:32.060 --> 00:27:33.850

Tang Tan: The speaker seiz, like...

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00:27:34.190 --> 00:27:36.670

Tony Hu: I mean, at least 350.

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00:27:36.900 --> 00:27:37.500

Tang Tan: Well, let's turn.

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00:27:37.500 --> 00:27:39.239

Tony Hu: For, for each of you. Yeah.

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00:27:42.340 --> 00:27:44.599

Tony Hu: Oh, yeah, okay, it's like, that's.

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00:27:44.600 --> 00:27:45.060

Tang Tan: Great.

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00:27:45.060 --> 00:27:45.950

Tony Hu: I'll give you the opportunity.

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00:27:46.640 --> 00:27:48.210

Ed Trautman: Politicians!

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00:27:49.420 --> 00:27:52.210

Dan Riccio: God bless Teg.

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00:27:52.430 --> 00:27:53.770

Tang Tan: Alright, Mike, next, please.

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00:27:53.980 --> 00:27:56.020

Tony Hu: Okay, so,

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00:27:56.020 --> 00:28:20.999

Tony Hu: our North Star, you know, here's our three pillars of academics, impact from technology and practice. Just a little summary of what we're going to dive into is our three new courses, this academic year. We'll give you a little more detail. In terms of the impact, our course, Unpacking impact, has now been made a permanent course with a permanent course number, and I'll talk a bit more about that later. For practice, thank you, Tung, for bringing open

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00:28:21.000 --> 00:28:32.680

Tony Hu: AI into the residency with your hardware group. We've seen a lot of excitement from there. And thank you, Jamin, for bringing Corning on board. We're going to be looking for students for you starting next week, I believe.

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00:28:33.000 --> 00:28:42.839

Tony Hu: And big thanks to the IAB subcommittees for advising us on enhanced internships and workforce needs. We're going to spend quite a bit of time today on that. Next, Mike.

216

00:28:44.430 --> 00:28:57.920

Tony Hu: Okay, so, some data here. So, the blue chart shows the unique students working with us each academic year, either through our courses or our workshops. What's interesting is the rightmost

217

00:28:57.990 --> 00:29:12.739

Tony Hu: bar shows just half the year, just this semester, we're almost approaching the numbers we had in the prior years. So something's working here. I think Mike Finkel, our new comms officer, has a lot to do with that, as well as the rest of the team kind of building up this audience.

218

00:29:12.740 --> 00:29:23.370

Tony Hu: Very interestingly, we have about twice the number of AeroAstro students, and maybe HAMSA has something to do with that. But also, AeroAstro is piloting MIT's new

219

00:29:23.370 --> 00:29:25.500

Tony Hu: graduate, professional.

220

00:29:25.500 --> 00:29:45.399

Tony Hu: development requirement for PhDs, and a lot of our content satisfies that requirement. We also have about twice the number of EECS students this semester, so very interesting. The certificates were projecting, you know, an increase, not as big an increase, because it takes some time for the students to earn that certificate.

221

00:29:46.430 --> 00:29:52.619

Tony Hu: Okay, let's talk about some of the courses. Mike, we can jump to, slide 6 here. So...

222

00:29:52.970 --> 00:30:11.009

Tony Hu: The left side shows our original courses, leading creative teams, our two negotiations courses. In the center column, we have what's new for right now. So Monica is piloting right now the new course, Personal Engineering Leadership Development. We've hand-selected some high-potential students from our, our,

223

00:30:11.400 --> 00:30:25.830

Tony Hu: total number of graduate students, and she's working with them personally to work on development plans, looking at each person's educational career trajectory, and doing some team coaching. So, very exciting developments there. In the spring.

224

00:30:25.830 --> 00:30:41.060

Tony Hu: Rachel has a very popular, fall class on negotiation, and what's been... there's been a demand for more communication content, so she's launching a brand new class on persuasive communication. That's a working title right now. Already, she has

225

00:30:41.060 --> 00:30:45.040

Tony Hu: Close to 40 people interested in that class, but we're gonna keep it small for the pilot.

226

00:30:45.560 --> 00:31:05.470

Tony Hu: And then David is going to be prototyping a class through a workshop during IAP, our January period, for a fall class on the engineering leadership in the age of AI. We anticipate that's going to be very much in demand, kind of this intersection of technical leadership and artificial intelligence.

227

00:31:05.580 --> 00:31:18.969

Tony Hu: And then on the right, I already mentioned Unpacking Impact is now a permanent course, and LP3 was granted that last semester. So we have high hopes for that. For LP3, we are opening it up to GEL students as well.

228

00:31:18.970 --> 00:31:26.529

Tony Hu: to satisfy, you know, their design requirement. So it's going to be very interesting combining the undergrads with the grads.

229

00:31:26.530 --> 00:31:27.850

Tony Hu: We have high hopes for that.

230

00:31:28.430 --> 00:31:32.459

Tony Hu: Okay, let's have Monica talk about workshops on the next slide.

231

00:31:32.690 --> 00:31:57.030

Monica Pheifer: Yeah, thanks. So, this semester, we had our workshop series, our Gradel workshop series, on top of, our TLC speaker as well. And so the four workshops that we hosted this semester all had really positive ratings, both from the learning and development side, but also from... we have asked one question around, would you recommend people

232

00:31:57.140 --> 00:32:21.900

Monica Pheifer: take this workshop, and so also very highly rated for all four. What's interesting that we're trying to figure out still with our workshop series is what time of day and during the week is best for our student population. We seem to have really good attendance on Friday and kind of in the morning around lunchtime, though traditionally we've also had really good attendance

233

00:32:21.900 --> 00:32:36.960

Monica Pheifer: during the week, at the evening. What we're also seeing from our workshops themselves, our first one with Rahul Singhi was an opportunity for us to co-host with one of the presidential initiatives

234

00:32:36.960 --> 00:32:57.650

Monica Pheifer: for Health and Life Sciences, the HEALS group, and then our Science of Charisma workshop that involved both Olivia Fox-Cabain, an author, and Dr. Oliver Niebuhr from the University of South Denmark. That was one of our most highly subscribed

235

00:32:57.650 --> 00:33:10.619

Monica Pheifer: Most highly subscribed workshops, and we're continuing to engage with Olivia beyond that, looking to bring her in for some work on charisma with our residents as well.

236

00:33:11.850 --> 00:33:21.929

Monica Pheifer: And then, just on the other things to note on our workshops, one of the reasons that we do this is not only to help convey those skills.

237

00:33:21.930 --> 00:33:45.780

Monica Pheifer: but also to bring in some more interest from the student body. And so our likelihood of students enrolling, we're seeing about 51% are very likely to enroll in our classes after having attended a workshop. And then, pursuit of the graduate certificate, we're hitting a majority of students that are already in

238

00:33:45.780 --> 00:33:58.080

Monica Pheifer: pursuit of, of the resident, or of the Gradel certificate, and then about an additional 15% that are very likely to engage with our certificate after taking a workshop.

239

00:33:59.900 --> 00:34:12.119

Tony Hu: Thanks, Monica. We're also excited that, you know, in the past, we've had attendance between 30 and in the 40s. Now we're seeing regularly in the 50s, so that's a great sign. Okay, next slide, please.

240

00:34:13.739 --> 00:34:34.889

Tony Hu: Thank you, Dan, for introducing us to the new Sloan dean, Rick Locke, former head of Apple University. You brokered a great meeting. Rick has expressed a commitment to connect Sloan more with the rest of MIT, and I'm hearing that's already happening, which is exciting. He's connected us with the head of their leadership center, which is

241

00:34:34.889 --> 00:34:41.909

Tony Hu: called the MIT Leadership Center, but mainly serves the MBAs. They have just now opened up to us

242

00:34:42.040 --> 00:34:57.289

Tony Hu: seats in their three IEP courses in January, guaranteed for some grad L students. So, I think that's a nice starting point with them. And, they are including us in some collaborative discussions to a donor for them.

243

00:34:57.480 --> 00:35:17.079

Tony Hu: And we're working on taking our LP3 Product Development Product Management class, and hoping to cross-list it with Sloan. So we've had some initial conversations, I'm meeting with the head of their product management certificate, who may be interested in this as one of their electives. So, you know, good news, starting to make some more inroads with Sloan.

244

00:35:18.250 --> 00:35:30.269

Tony Hu: Next, please. Let's jump to, slide 10, showing the residency. Just wanted to start with a quick recap of our first cohort. Just now, as of now, So Yoon Yang, she was the

245

00:35:30.270 --> 00:35:38.860

Tony Hu: the last of the six who've completed the residency, and we're excited to say she just accepted a full-time offer with Apple's Watch Group.

246

00:35:39.080 --> 00:35:43.849

Tony Hu: So Yoon was advised on her PhD thesis by Anantha.

247

00:35:43.910 --> 00:36:03.659

Tony Hu: And by Gio Traverso, who is one of the top researchers at MIT. And Gio, without our prompting, went to the HEALS Presidential Initiative on Health and Life Sciences, and really boasted about Gradel and our residency program, and what kind of impact it made on SOU. So, we're very appreciative of that.

248

00:36:03.980 --> 00:36:06.780

Tony Hu: Let's have Monica talk about the next two cohorts.

249

00:36:07.200 --> 00:36:28.289

Monica Pheifer: Yeah, so our, second cohort that is on their residencies right now, we've got some pretty exciting updates for those that maybe have not heard already. We have 3 of them, about halfway through their residency experiences, have already received full-time offers.

250

00:36:28.290 --> 00:36:29.740

Tony Hu: Can I answer that slide, please?

251

00:36:29.740 --> 00:36:31.270

Monica Pheifer: Oop, yep.

252

00:36:31.510 --> 00:36:32.300

Tony Hu: Thanks.

253

00:36:32.840 --> 00:36:33.880

Monica Pheifer: Thanks.

254

00:36:33.880 --> 00:36:58.600

Monica Pheifer: So for Ben, who is currently at Northrop Grumman, he received a verbal return offer, based on the work that he's been doing in the systems engineering group there. Mo from Apple is... has been, received and has accepted a full-time offer to join the iPad PD team, and then Vishnavi, has also

255

00:36:58.600 --> 00:37:04.839

Monica Pheifer: received and has accepted a full-time offer to join the Apple Thermal PD team after graduation.

256

00:37:04.860 --> 00:37:17.039

Monica Pheifer: Bill, Vishnavi and Ben are still in process finishing their residency experiences, but Mo has completed his, and will be joining the team after he graduates.

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00:37:19.450 --> 00:37:33.339

Monica Pheifer: And then we're, as we mentioned, earlier, I think while we were talking about some of the survey questions and an interest in getting a sense of how the students are performing at their companies.

258

00:37:33.340 --> 00:37:39.490

Monica Pheifer: In the residency space, this is where we're actively collecting some of that information.

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00:37:39.490 --> 00:38:03.599

Monica Pheifer: from the direct hiring managers of our residents. So as part of our midpoint and endpoint survey with both the students and their managers, we're able to collect information directly from the companies themselves on their assessment of how they are performing, both from a what and a how perspective.

260

00:38:03.600 --> 00:38:25.109

Monica Pheifer: Consistently, prior to this, with our first round of residents, we got the feedback that our residents were performing, meeting expectations or exceeding expectations in most cases, which is really positive, and we'll continue to collect that for this second cohort and the third as we continue on.

261

00:38:26.530 --> 00:38:28.269

Monica Pheifer: Can we go to the next slide?

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00:38:30.560 --> 00:38:54.250

Monica Pheifer: All right, our third round, our third cohort, we had a record number of applicants. We got in 42 applicants across 11 departments here at MIT, and where we are in the process is that we've, our Gradel team has reviewed and interviewed those candidates and down-selected to hand over

263

00:38:54.250 --> 00:39:19.179

Monica Pheifer: 5 candidates to Apple, 2 candidates over to Norsis Grumman, and 6 candidates over to OpenAI. So the ball is in the company's

courts, for having their company interviews with those residents and making some final decisions about who they might want to bring on board for their six-month internships. A couple of trends that we've seen this year, there

264

00:39:19.180 --> 00:39:40.000

Monica Pheifer: There was definitely an uptick in EECS applicants, likely thanks to the introduction of OpenAI as one of the companies. But there was also an uptick in what is known as the SMARCS program here at MIT. It's a combination dual degree between the design aspects of

265

00:39:40.000 --> 00:39:50.049

Monica Pheifer: Architecture and EECS. And we had quite a few students from that relatively small program, express their interest and apply.

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00:39:50.050 --> 00:40:13.130

Monica Pheifer: We've also, interestingly, seen a bit of a decline in MechIE candidates that are specifically interested in product design. But on the flip side, we've seen an uptick in those MechIE candidates being interested in, really, specialties. They're looking for a specific aspect of mechanical engineering to be involved in, which

267

00:40:13.130 --> 00:40:17.809

Monica Pheifer: kind of tracks with their PhD bent, for the most part.

268

00:40:18.410 --> 00:40:42.260

Monica Pheifer: We're also, a known issue that we're still working through is that our 6-month contiguous format continues to be a challenge for our EECS applicants in particular. We are working through it, we're influencing where we can with the EECS department and Leslie, directly, but that is one area where we're still looking for that amount of flexibility, both from the companies

269

00:40:42.260 --> 00:40:45.810

Monica Pheifer: From the students and, from the departments as well.

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00:40:45.810 --> 00:40:49.609

Reza Rahaman: Monica, just a warning that you're eating into your own subcommittee time.

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00:40:50.250 --> 00:40:52.750

Monica Pheifer: I'm all set.

272

00:40:53.850 --> 00:40:57.830

Tony Hu: Thanks, Monica. Okay, can we go to the marketing sled?

273

00:40:59.130 --> 00:41:10.619

Tony Hu: All right, so, a lot of marketing efforts. I believe they are paying off. We've collected over 500 new emails. Monica and I have been running customized workshops and other seminar sessions

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00:41:10.620 --> 00:41:19.350

Tony Hu: For twice as many groups as we did last year, and we feel like we're making good inroads because we have the students' attention for one or two hours there.

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00:41:19.420 --> 00:41:32.799

Tony Hu: We launched our first student advisory group of about, I believe it's 6 or 7 grad students, and they've been providing great feedback to us on everything from marketing to the residency program.

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00:41:33.360 --> 00:41:44.869

Tony Hu: And Jim and Alex have helped us launch our first alumni survey, and we're seeing a great response, and our target was 40 responses. I think we're getting about 50 now.

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00:41:45.630 --> 00:41:55.249

Tony Hu: We are going to thank our founding cohort with a, kind of a virtual ceremony and a, kind of a get-together in January, so excited for that.

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00:41:55.280 --> 00:42:11.360

Tony Hu: And then, just to note that, you know, I mentioned that we went out to Montreal for the American Society for Engineering Education meeting. We also had a meetup that Simon's group hosted at Northeastern, and a number of us were involved in those. So, appreciate that, Simon.

279

00:42:12.280 --> 00:42:15.900

Tony Hu: All right, let's hand it over to Heather to talk about fundraising.

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00:42:17.430 --> 00:42:18.010

Heather Kispert Hagerty: Right?

281

00:42:18.440 --> 00:42:20.009

Heather Kispert Hagerty: Can we go to the next slide, Mike?

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00:42:20.440 --> 00:42:21.220

Heather Kispert Hagerty: Thanks.

283

00:42:21.560 --> 00:42:36.110

Heather Kispert Hagerty: So, at the end of FY25, we had raised \$3.3 million overall. That leaves us with about \$6.6 million to raise over the next 4 years, so we have our work cut out for us. A few updates on the next slide.

284

00:42:36.830 --> 00:42:51.820

Heather Kispert Hagerty: So we've had some, I think when I last spoke, I mentioned that we were starting to get introductions to individuals that were interested in the program. I have some good updates on two of those cases. One of them is with a Chemi

285

00:42:51.920 --> 00:43:09.190

Heather Kispert Hagerty: alumnus, who is the founder of a biomanufacturing company. He previously was a non-donor and recently made, a verbal commitment to a six-figure gift to both Gradel and Chem-E, so we are really excited about that.

286

00:43:09.270 --> 00:43:33.999

Heather Kispert Hagerty: And I hope to, share more information once that gift is closed. We have another alumnus from Materials Science, who is just starting to re-engage with MIT, and is very interested in what's going on in Gradel. We have plans to engage them in a workshop later on this year, and have had some initial conversations around, potential philanthropic support.

287

00:43:34.010 --> 00:43:47.760

Heather Kispert Hagerty: early on conversations, but both these are highly rated prospects, and both of them are non-donors. These relationships take a while to form, so we're excited to see some progress on the first, and look forward to the second.

288

00:43:47.890 --> 00:44:11.049

Heather Kispert Hagerty: In parallel, I have a new staff member on my team who I've assigned to researching, companies to build up a new list of corporate prospects. We've been focusing on companies that have a strong focus on and a culture of technical leadership, so we've developed a list of about 45 companies, and we're prioritizing the initial top 10.

289

00:44:11.100 --> 00:44:22.329

Heather Kispert Hagerty: And Monica had previously mentioned HEALS, our presidential initiative on Health and Life Sciences. We're collaborating with their development team. There seems to be really good synergies between Gradel and HEALS.

290

00:44:22.330 --> 00:44:33.610

Heather Kispert Hagerty: And so we're looking for opportunities to collaborate on some proposals that the HEALS team is taking the lead on with various, large-scale, pharma and life sciences companies.

291

00:44:36.350 --> 00:44:36.800

Tony Hu: Thank you, Heather.

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00:44:36.800 --> 00:44:41.829

Art Reidel: Heather... I'm sorry, Tony, go ahead. I'll follow you.

293

00:44:41.830 --> 00:44:43.330

Tony Hu: No, please, please, go ahead, Bart.

294

00:44:43.610 --> 00:44:54.630

Art Reidel: So, I have a question and a comment. Oh, power just came on, we'll see if it stays back on. Anyway, a question and a comment.

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00:44:54.880 --> 00:44:58.140

Art Reidel: The, the question, as you mentioned, you know, heals, but...

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00:44:58.140 --> 00:44:58.760

Heather Kispert Hagerty: Yep.

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00:44:58.760 --> 00:45:02.209

Art Reidel: In particular, within HEALS,

298

00:45:02.770 --> 00:45:15.789

Art Reidel: And Martha's, you know, on the call, I know, you know, who's in the middle of what I'm about to mention, but, have you had any discussion with, Alex, the, you know, the new,

299

00:45:15.940 --> 00:45:22.379

Art Reidel: Director of, of IMES, about potential cooperation, collaboration.

300

00:45:23.300 --> 00:45:29.770

Heather Kispert Hagerty: I've mentioned, I've been here and I haven't dug into it, but Alex and I work really closely together, and this has been on my mind. Yep.

301

00:45:30.090 --> 00:45:43.230

Art Reidel: Okay, because at the, you know, the HEALS, you know, launch event, you know, I had a brief conversation with Alex, and he did say that he, you know, is interested, and obviously, again, Martha, you know, is.

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00:45:43.230 --> 00:45:43.620

Heather Kispert Hagerty: Yep.

303

00:45:43.620 --> 00:45:50.879

Art Reidel: Very much into all that. Okay, the comment is, again, you know, this is a very small N, but I can't help noticing

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00:45:50.880 --> 00:46:07.780

Art Reidel: that both of the, you know, individual prospects you mentioned you're working with, or on, or whatever, you know, verbiage I should apply to that at the moment are prior non-donors, and I, you know, I respond to that particularly because

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00:46:07.780 --> 00:46:14.759

Art Reidel: goes back a number of years now, but, you know, I was a many-year non-donor, and when I re-engaged.

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00:46:14.760 --> 00:46:28.220

Art Reidel: with MIT, you know, courtesy of, you know, generations before you in RD, you know, engaging with me, the first thing that I responded to was gel. We didn't have.

307

00:46:28.220 --> 00:46:28.600

Heather Kispert Hagerty: album.

308

00:46:28.600 --> 00:46:39.590

Art Reidel: back then. But, so, I just... so there's, you know, a third data point to add for N of 3, and I'm just, you know, kind of noticing that perhaps this is something to sort of, you know.

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00:46:39.750 --> 00:46:58.210

Art Reidel: you know, talk up within RD that, it may not be coincidence that, that, you know, the leadership programs in general, Gradiel in particular now, are, you know, a high potential way of trying to, you know, engage or re-engage prior non-donors.

310

00:46:58.210 --> 00:47:12.449

Heather Kispert Hagerty: Yeah, I could not agree with you more, Art. In fact, Maria Yang and I were just talking about this yesterday. You know,

one of the... one of the things about non-donors, quite often they have not been engaged with MIT for... for some time, and...

311

00:47:12.470 --> 00:47:28.009

Heather Kispert Hagerty: They are looking to find ways to, you know, give their time and their talents, and really sort of test the waters before they are making gifts with various organizations within MIT.

312

00:47:28.010 --> 00:47:38.589

Heather Kispert Hagerty: And one of the amazing things about both GEL and Grad L is that there is no shortage of opportunities to get someone involved.

313

00:47:38.640 --> 00:47:51.490

Heather Kispert Hagerty: And it's really meaningful engagement, and both the GEL and the Gradel teams do a bang-up job of getting people involved, staying in touch, and building deep relationships.

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00:47:52.060 --> 00:47:56.689

Art Reidel: Yeah, no, no, you know, absolutely. I also, since I brought it up, I should give credit, you know.

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00:47:57.140 --> 00:48:15.579

Art Reidel: not just the RD people, but, you know, it was Joel, also on the call, I know, who spent a lot of time with me, you know, a number of years ago now, you know, convincing me that, you know, this was a way that I could and should, you know, re-engage with MIT.

316

00:48:16.470 --> 00:48:17.910

Heather Kispert Hagerty: Yeah, I couldn't agree more.

317

00:48:18.450 --> 00:48:33.540

Tony Hu: Also, Linda Ducharme, you know, gave a terrific workshop for us, then gave us a donation, and then is now working with the DMSE prospect on another workshop to get him involved. So, she's been really helping us out in a big way.

318

00:48:33.540 --> 00:48:33.960

Reza Rahaman: Yep.

319

00:48:33.960 --> 00:48:35.989

Heather Kispert Hagerty: Yeah, engaging people is really important.

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00:48:36.160 --> 00:48:37.650

Heather Kispert Hagerty: Really, really important.

321

00:48:37.650 --> 00:48:45.069

Tony Hu: And Dan, we'll be reaching out to you about, you know, asking for your help to engage with some of these folks, and perhaps connect you with some of the folks at HEALS.

322

00:48:45.550 --> 00:48:51.799

Dan Riccio: Yeah, let me be... A little more direct on this.

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00:48:52.050 --> 00:48:54.009

Dan Riccio: We're behind.

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00:48:54.350 --> 00:48:54.750

Heather Kispert Hagerty: Nope.

325

00:48:54.750 --> 00:48:57.729

Dan Riccio: And as each year goes by, we're getting further behind.

326

00:48:58.360 --> 00:49:02.179

Dan Riccio: So, while it's wonderful to have individual anecdotes about

327

00:49:02.310 --> 00:49:06.479

Dan Riccio: Prospective individual prospects and bringing on people to look

328

00:49:06.590 --> 00:49:09.549

Dan Riccio: At what we can do with industry.

329

00:49:09.670 --> 00:49:13.610

Dan Riccio: We really don't have a plan to converge and catch up and meet our goal... yet.

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00:49:14.400 --> 00:49:20.169

Dan Riccio: So, that I'd like to understand at a much deeper level. We can talk about that a little more this afternoon.

331

00:49:20.170 --> 00:49:20.720

Reza Rahaman: Yep.

332

00:49:20.720 --> 00:49:24.330

Dan Riccio: And, you know, as I've mentioned on several occasions.

333

00:49:24.460 --> 00:49:27.049

Dan Riccio: I'm more than available to often help.

334

00:49:27.190 --> 00:49:29.710

Dan Riccio: But my phone has not rung once.

335

00:49:29.830 --> 00:49:41.610

Dan Riccio: from you guys to go off and help in any meaningful way. So, Nat, I'm really worried about this. It's great that we have some energy, but there's a long way we have to go, and each day we're falling further behind.

336

00:49:41.870 --> 00:49:44.399

Dan Riccio: So... Giddy up.

337

00:49:45.630 --> 00:49:48.189

Heather Kispert Hagerty: Understood. We have some names to talk with you about this afternoon.

338

00:49:49.080 --> 00:49:49.610

Dan Riccio: Okay.

339

00:49:52.340 --> 00:49:53.899

Reza Rahaman: Great, Mike, let's move ahead.

340

00:49:55.660 --> 00:49:56.240

Monica Pheifer: Great.

341

00:49:56.570 --> 00:50:14.150

Monica Pheifer: All right, so thanks, everyone. We're going to be chatting about one of our subcommittees. This is the Subcommittee on Strengthening Our Enhanced Internship Programs, and Rahul is here with me to help walk through some of this stuff. Mike, let's head to the next one.

342

00:50:15.130 --> 00:50:29.840

Monica Pheifer: We'll go through, just again, a really brief background. We'll talk a little bit about the progress to date on our value proposition development, and then we have an ask for this team at the end. So Mike, go ahead.

343

00:50:31.140 --> 00:50:55.290

Monica Pheifer: For those of you that maybe don't remember, this subcommittee was initiated in order to help us leverage IAB member connections, to think about ways that we can improve and sustain our existing partnerships with host companies for our enhanced internship programs, and think about what we might need in order to establish and sustain new programs.

344

00:50:55.290 --> 00:50:56.390

Monica Pheifer: partnerships.

345

00:50:56.770 --> 00:50:58.159

Monica Pheifer: Let's go to the next one.

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00:50:59.190 --> 00:51:07.979

Monica Pheifer: These are our subcommittee members. Big thanks to everybody that's on this list that's been helping out so far.

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00:51:08.420 --> 00:51:10.270

Monica Pheifer: We'll move on.

348

00:51:12.420 --> 00:51:24.950

Monica Pheifer: And, just a brief background of how we have approached this to date. We... last time we met, or last time we presented to this group.

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00:51:24.950 --> 00:51:49.909

Monica Pheifer: We had gathered about 70 insights from our IAB subcommittee members and their extended networks, about characteristics of impactful internship programs. We synthesized those into about 11 themes, and aligned on prioritizing, really defining what differentiation means with respect to our grad L engineering residency and the

350

00:51:49.910 --> 00:51:52.190

Monica Pheifer: Dell Impact Shift programs.

351

00:51:52.190 --> 00:52:15.960

Monica Pheifer: From there, we were able to generate about 28 ideas, 18 of which were continually refined, but 10 of which were identified as low-hanging fruit that we were able to pursue for immediate pilot for the next round of enhanced internships. Those 18 ideas that we continued to refine were then presented

352

00:52:15.960 --> 00:52:32.989

Monica Pheifer: by our subcommittee over to our GEL Impact Ship and Gradel Engineering Residency leadership teams. We'll take a closer look

at those. And then the next steps for the subcommittee were aligning on, developing a compelling value proposition

353

00:52:32.990 --> 00:52:35.879

Monica Pheifer: For our enhanced internship programs.

354

00:52:36.210 --> 00:52:37.610

Monica Pheifer: We go to the next one?

355

00:52:37.770 --> 00:52:47.750

Monica Pheifer: Those low-hanging fruit, we've been able to actually already see a bit of a difference being made from this subcommittee. The.. the four ideas.

356

00:52:47.750 --> 00:52:50.699

Art Reidel: I see in progress, right, right, right, right, right.

357

00:52:51.920 --> 00:53:16.339

Monica Pheifer: The four ideas we've been able to pilot so far, have been getting some more information from the hiring companies for these impact ships and residencies. Specifically with Apple, we were able to get job descriptions ahead of time and additional details about the team needs, and with our NG and OpenAI folks, more info about the candidate profile.

358

00:53:16.340 --> 00:53:20.120

Monica Pheifer: That have really helped us narrow down the candidate pools.

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00:53:20.280 --> 00:53:36.079

Monica Pheifer: We've also engaged in intern peer prep, so connecting the first round interviewees, with their, essentially, counterparts that are already on an internship experience with those companies.

360

00:53:36.080 --> 00:54:00.299

Monica Pheifer: The residents, in particular, have been able to provide a lot of clarity on the culture and the overall experience for the candidates that are going to then go on their first round of interviews with those companies. One of our other, low-hanging fruit ideas was requiring our Gradel certificate, or at least taking Leading Creative Teams, our foundational course, in order to be connected

361

00:54:00.300 --> 00:54:03.690

Monica Pheifer: Considered as a... as a resident.

362

00:54:03.690 --> 00:54:26.690

Monica Pheifer: The third cohort this time around actually moved forward with three individuals who've already earned the Gradel cert. And what we've found already is that for the other students that have taken Leading Creative Teams prior to coming into their internship experience, it's really enhancing the quality of their reflections and the impact of that one-on-one coaching we do with them.

363

00:54:27.300 --> 00:54:50.960

Monica Pheifer: Our last piece that we've been piloting with the current Gradel cohort is a required structured reflection. We've gotten some really positive feedback from our residents, in particular Soyoon, who we've talked about earlier, on how it's set up, and including this as a required practice. Again, this is enhancing the quality of our one-on-one coaching, and on top of that.

364

00:54:50.960 --> 00:54:55.109

Monica Pheifer: The cohort learn and share activities that the residents engage in.

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00:54:55.980 --> 00:54:57.610

Monica Pheifer: Mike, let's move to next.

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00:54:58.320 --> 00:55:22.619

Monica Pheifer: The exciting part that, again, results to date from this subcommittee is that the subcommittee members, were really excited about sharing their insights on the elements of differentiation that we are going to use, both from the gel impact ship and Gradel residency, as guiding concepts as they continue to evolve

367

00:55:22.620 --> 00:55:29.520

Monica Pheifer: for future cycles. So in a... a subcommittee report out to those leadership teams.

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00:55:29.520 --> 00:55:40.060

Monica Pheifer: The subcommittee group shared their insights on the host company sponsor roles, industry mentorship, the definition of what we mean.

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00:55:40.060 --> 00:55:42.849

Monica Pheifer: When we ask for exposure to leadership.

370

00:55:42.850 --> 00:56:06.279

Monica Pheifer: their insights on what's important about our internship durations, the consideration of a fee structure for our residency, and again, getting more clarity on how we can align MIT and hiring manager

expectations. I want to pause here and offer Rahul, is there anything in particular that you might want to call out

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00:56:06.400 --> 00:56:14.380

Monica Pheifer: The things that we learned in this process and felt were impactful for sharing with those leadership teams.

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00:56:14.820 --> 00:56:31.289

Rahul Saha: Yeah, thanks, Monica. And also, I'll just say, Mindy apologizes, she landed during this meeting, she messaged me, so that's why she's not on today. The two things I do want to call out, Monica, because I feel are pretty important for this organization, the...

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00:56:31.360 --> 00:56:50.650

Rahul Saha: the committee to understand, right? Industry mentorship, I think, is something that I personally really like to focus on, because the point there is industry mentorship. It's not about necessarily just the company in which we're placing a Gradel student, but it's about mentoring them into industry, and into maybe a particular industry, or industry as a whole.

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00:56:50.650 --> 00:56:58.850

Rahul Saha: I feel that, that is a very valuable thing that the program can offer to students. Even if it's someone from a company, it's not...

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00:56:58.850 --> 00:57:02.270

Rahul Saha: specific to that company, and I think that helps open up the world to them.

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00:57:02.270 --> 00:57:13.299

Rahul Saha: The other one, which is going to be a big challenge in order to balance, I think, the value of their experience with the demands, of their studies at MIT, is the internship duration.

377

00:57:13.300 --> 00:57:25.490

Rahul Saha: 6 months is definitely much more impactful than 3 months. 3 months also doesn't feel like more than a standard internship, and we do want to differentiate, but it's going to take a bit of work to understand what a 6-month

378

00:57:25.490 --> 00:57:44.830

Rahul Saha: really impact ship duration, looks like for the student. It means working with departments, working with, course loads, or pre-planning enough. Maybe they can stay at... on-site for the full 6 months. Maybe they can provide more than, like, the 10 hours a week, which is about the maximum we think we can really ask from a student.

379

00:57:44.830 --> 00:57:53.260

Rahul Saha: If they're doing, the work remotely. The other things that are on here, I think, are self-explanatory. The fee structure, also, I'll just say.

380

00:57:53.260 --> 00:58:04.369

Rahul Saha: I think we were looking at LGO as the model. That took a while to build that level of cachet of the program to be able to say, hey, you need to pay into this program.

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00:58:04.370 --> 00:58:15.909

Rahul Saha: So we'll have to look at when is the right time to ask for that sort of thing from industry partners versus, you know, how much we build the brand of Gradel before we can do that.

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00:58:15.910 --> 00:58:19.140

Rahul Saha: I think that's... those are the important things I had on this slide.

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00:58:19.760 --> 00:58:42.110

Monica Pheifer: Great, thanks, Rahul. I'll also call out in particular, I know they weren't able to join today, but our Apple counterparts really called out one of the things that we learned through this process is the importance of having those clear expectations when we talk about wanting to get our students' exposure to leadership, what does that actually mean?

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00:58:42.110 --> 00:59:05.500

Monica Pheifer: And what does that look like? The differentiation between... we're not asking for them to meet with the CEO or really, really senior leadership, but that we're... we want them to have the visibility to how leadership is done on their project teams, or within their functional groups, and the everyday leadership that they'll have the chance to see through the processes that they're involved in.

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00:59:06.360 --> 00:59:10.869

Monica Pheifer: Mike, let's go to the next one. Well, before... before you move on... Yeah.

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00:59:11.030 --> 00:59:26.090

Art Reidel: comment, which, I may. You know, and that is, about the fee, possibility. And I make this comment, you know, admittedly being the capitalist pig that I am,

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00:59:26.690 --> 00:59:36.770

Art Reidel: But it's something I certainly would not be bashful about, and I don't think you have to wait to build a brand long-term. The way the world solves this problem is.

388

00:59:36.820 --> 00:59:48.989

Art Reidel: You... you announce that there's a fee, keep it, you know, reasonable, you announce that there's a fee, but you tell the... any new company, you know, potentially signing on that, you know, we waive the fee for the first year.

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00:59:49.200 --> 00:59:57.090

Art Reidel: First cohort. And, you know, and, and, you know, it's the equivalent of a free trial, right?

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00:59:57.090 --> 00:59:57.470

Monica Pheifer: Yeah.

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00:59:57.470 --> 01:00:15.749

Art Reidel: You know, and then, you know, so, you know, it's not a barrier initially, but, you know, then, if they see value in it, which clearly, you know, I think we can be confident they will, you know, after the, you know, first year, if you want to continue, you know, you'll be paying the fee.

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01:00:15.820 --> 01:00:26.539

Art Reidel: And you don't have to wait to build a brand for that, because, you know, there's no barrier initially to engage with you, and then it's one-on-one. Through their engagement with you, they decide if there's value or not.

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01:00:28.090 --> 01:00:29.880

Monica Pheifer: Yeah, thanks, Art. That's great.

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01:00:31.290 --> 01:00:33.450

Rahul Saha: It's also called the drug dealer model art.

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01:00:36.330 --> 01:00:46.489

Art Reidel: Yeah, well, we capitalist pigs have other, you know, terminology we apply to it too, but I try to... in this day and age, I try to be, you know, a little bit gentle about that.

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01:00:46.750 --> 01:00:48.020

Monica Pheifer: Totally.

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01:00:48.020 --> 01:00:51.939

Samuel "Mooly" Dinnar (he/his): Organizations are used to paying recruiters and headhunters

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01:00:52.120 --> 01:00:55.790

Samuel "Mooly" Dinnar (he/his): They place these people, and that's a very natural.

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01:00:56.250 --> 01:00:56.850

Reza Rahaman: Yep.

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01:00:57.530 --> 01:00:58.940

Reza Rahaman: Let's keep it going.

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01:00:58.980 --> 01:00:59.820

Monica Pheifer: Let's go.

402

01:01:00.110 --> 01:01:24.239

Monica Pheifer: All right, so what our subcommittee is working on right now, we have... our next priority was working on two clearly defined value propositions for the host company audience. We wanted to leverage the information that we have, the insights from our existing partners, to really determine what elements are important to showcase, or would be convincing.

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01:01:24.350 --> 01:01:49.259

Monica Pheifer: And we collected insights from our existing sponsors on what data would be compelling, too. That included things that we have already, but also some things that we're going to have to build over time. So, the conversion rate of interns to full-time hires, the career trajectory of those individuals, perhaps some estimates around direct

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01:01:49.260 --> 01:02:00.700

Monica Pheifer: direct or indirect cost savings, and then certainly some anecdotes about how the students are performing. In particular, as we mentioned, their what and how performance in terms of exceeding expectations.

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01:02:01.170 --> 01:02:10.109

Monica Pheifer: Before I move on from here, Rahul, is there anything that you might call out in our approach for the value proposition development?

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01:02:10.540 --> 01:02:30.060

Rahul Saha: I'd just, tie this back to, I think it was Art that mentioned, you know, and we talked about getting some of the data is a little harder. You know, if we can work with the students themselves, once they've placed, you know, permanent positions at companies, maybe that's one way to get this data.

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01:02:30.180 --> 01:02:48.670

Rahul Saha: Because they would be, you know, acquiesced to having it, you know, kind of published on their behalf. The indirect cost savings are definitely hard. Just for the direct cost savings, what I'd look at, most companies understand they have a, a cost for hiring one employee, right? In terms of..

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01:02:49.620 --> 01:03:02.490

Rahul Saha: the amount of resumes they have to screen, and interview process, and everything like that. So the cost of hiring one employee, if we can somehow compare that, we don't even have to ask the company for what that is, but say, here's essentially your cost for essentially

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01:03:02.490 --> 01:03:18.039

Rahul Saha: participating in Gradel, fee or not, and then placing that person with a much higher yield percentage, 80%, whatever it is, compare that to your cost of, you know, hiring, like, from a blank slate of candidates, and see what you think. And that might be one way to go about it.

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01:03:18.880 --> 01:03:19.450

Monica Pheifer: Great.

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01:03:19.690 --> 01:03:20.870

Rahul Saha: That's all I have.

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01:03:21.400 --> 01:03:22.220

Monica Pheifer: Yeah, thanks for holding.

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01:03:22.220 --> 01:03:33.680

Art Reidel: Yeah, I agree. I think it's, you know, it's that. And also, you know, every company, you know, has the same attitude, you know, I think, which is that

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01:03:33.840 --> 01:03:51.549

Art Reidel: And the ratio may be a little different from company to company, but, you know, 1 in 10 employees, the engineers that they hire, you know, are going to be the ones who really make an impact, who really, you know, add value to the company, as opposed to just doing a job that, you know, interchangeably another engineer could do.

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01:03:51.550 --> 01:04:08.689

Art Reidel: And, you know, and if we... if, you know, they're wind... if they wind up convinced that the people that, you know, they... they are able to hire, you know, they take on an internship through us, and then are potentially able to hire, you know, they're there that 1 in 10, and there's just incredible value in that.

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01:04:10.400 --> 01:04:10.920

Monica Pheifer: Nope.

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01:04:11.110 --> 01:04:11.730

Reza Rahaman: Greg?

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01:04:12.240 --> 01:04:15.190

Monica Pheifer: Great. Alright, Mike, so...

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01:04:15.420 --> 01:04:40.060

Monica Pheifer: The next steps for this subcommittee is that we are finalizing the drafts of those value propositions, and then our subcommittee members will be sharing those drafts with their company and network to validate if the value propositions are, in fact, compelling. Our intention here is to collect feedback and suggestions, and then revise those value propositions based on the feedback.

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01:04:40.070 --> 01:05:03.280

Monica Pheifer: Our goal is then to share those at the next IAB, and hand off those revised value propositions to people in marketing or comms, because as a direct quote from our lovely subcommittee, we recognize that we are a bunch of engineers, and marketing professionals could probably really shape up whatever it is that we produce.

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01:05:03.530 --> 01:05:06.080

Monica Pheifer: So, Mike, our next slide?

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01:05:06.380 --> 01:05:31.220

Monica Pheifer: This is our ask to this IAB and friends here. We have the draft of our two value propositions, and we need a few more volunteers. We'd love if you would be interested to read them and provide your feedback on what is working about them, or what could be more compelling. We promise that this is no more meetings on your calendar, it is asynchronous.

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01:05:31.220 --> 01:05:42.059

Art Reidel: feedback, so we are just looking for some extra volunteers to validate our value propositions. Happy to... happy to review, review.

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01:05:42.060 --> 01:05:43.149

Monica Pheifer: Thank you, Art.

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01:05:43.770 --> 01:05:50.850

Reza Rahaman: as you take a look at these, I want you to go think through the lens of companies spend a lot of money

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01:05:51.010 --> 01:05:56.540

Reza Rahaman: To recruit, attract, and retain new employees.

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01:05:56.880 --> 01:06:03.180

Reza Rahaman: We have some evidence that the employees that we provide to them are...

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01:06:03.660 --> 01:06:07.499

Reza Rahaman: In their own words, superior to those they are sourcing on their own.

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01:06:08.480 --> 01:06:17.060

Reza Rahaman: How can we convince them that a little bit of money diverted from their usual recruiting budgets to us.

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01:06:17.520 --> 01:06:19.530

Reza Rahaman: Is a worthy thing to do.

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01:06:19.900 --> 01:06:26.660

Reza Rahaman: Because we know we're not in a world of art from your... from the capitalist point of view. There is no new money.

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01:06:27.390 --> 01:06:34.320

Reza Rahaman: So, this is, how can we get our hands on some of what's already being spent, because we're delivering a superior product?

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01:06:36.760 --> 01:06:41.959

Art Reidel: Right, well, I don't want to, you know, take any more time in this call now, but I...

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01:06:42.580 --> 01:06:46.489

Art Reidel: I'll give you my feedback after I read what you said.

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01:06:46.820 --> 01:06:47.380

Reza Rahaman: Thank you.

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01:06:48.980 --> 01:06:50.810

Reza Rahaman: Okay, let's move it, Mike.

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01:06:54.490 --> 01:07:07.719

Eileen Milligan: All right, thanks everyone. So I, along with, my subcommittee member, Peter Zee, will be presenting on our subcommittee focused on understanding workforce and workplace change.

438

01:07:07.840 --> 01:07:26.379

Eileen Milligan: Mike, next slide, please. So I just wanted to start with a little bit of background information, refreshing people's memories about who served on the subcommittee and what our initial charge and goals were. Also, just a huge thank you to our subcommittee members who participated over the last year, who've just

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01:07:26.380 --> 01:07:30.639

Eileen Milligan: Throughout our time together, have provided just some incredible insights.

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01:07:30.640 --> 01:07:32.480

Eileen Milligan: Okay, next slide, please.

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01:07:32.850 --> 01:07:47.839

Eileen Milligan: Okay, just wanted to remind people what our initial, charge was, and we were really focused on this question of what skills today's students need in order to thrive in the workplace. Next slide, please.

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01:07:48.280 --> 01:08:01.169

Eileen Milligan: So throughout their time on the subcommittee, members were asked to engage with their individual professional networks, whether they be recruiters, managers, of entry-level engineering employees, with really two goals in mind.

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01:08:01.170 --> 01:08:12.120

Eileen Milligan: One looking at, how do today's graduates compare, with those from previous generations with regards to their readiness for today's engineering challenges?

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01:08:12.120 --> 01:08:24.100

Eileen Milligan: And then two, being able to use this feedback to ensure that, future GEL and grad L graduates are prepared to successfully navigate this, evolving engineering landscape.

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01:08:24.380 --> 01:08:25.840

Eileen Milligan: Next slide, please.

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01:08:26.979 --> 01:08:39.820

Eileen Milligan: So just to recap, where we left off at our last IAB meeting, so at our last meeting, we shared how the subcommittee identified four key challenge areas for early career engineers.

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01:08:39.930 --> 01:09:04.680

Eileen Milligan: So those four themes, that... that we landed on were persuasive technical communication, habits of an effective engine... sorry, habits of an effective colleague, resilient project leadership, and then interdisciplinary participation and, sorry, interdisciplinary participation and facilitation. And, what we started to do was review the existing,

448

01:09:04.680 --> 01:09:27.999

Eileen Milligan: and propose educational activities that are already a part of the GEL GradEd curriculum to really get at, what we... what we already teach, and where do we... where might we need additional support. So, identifying the gaps in refined priorities to strengthen our offerings, as well as validating that these priorities align with industry pain points.

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01:09:28.340 --> 01:09:40.520

Eileen Milligan: And then where we ended, the IAB was proposing the next step of having the subcommittee focus on providing inputs on our refined plans and near-term proposals.

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01:09:40.790 --> 01:09:42.499

Eileen Milligan: Next slide, please.

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01:09:44.370 --> 01:09:59.439

Eileen Milligan: So you may remember this visual from the last IAB meeting. It really just highlights the four priority themes and shows how our current in-development and planned GEL and grad L educational activities align with each theme.

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01:09:59.590 --> 01:10:01.319

Eileen Milligan: And then, next slide, please.

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01:10:03.380 --> 01:10:12.770

Eileen Milligan: So I'm gonna hand off the presentation to Peter Zieb, who will talk about, our... how our work has progressed since our last IABEAM meeting.

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01:10:13.950 --> 01:10:27.770

Peter Zeeb: Thanks, Eileen. So having winnowed down the subcommittee's initial brainstorming to the four themes that Eileen just discussed, and also completed a deep dive into each theme to bring concrete experience to the surface, extract as much insight as possible.

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01:10:27.810 --> 01:10:38.279

Peter Zeeb: We then had the privilege of spending some time with several team members who facilitated a more focused discussion intended to kind of harvest our further inputs to support actionable strategies

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01:10:38.350 --> 01:10:49.709

Peter Zeeb: for several relevant elements of the GEL and GRADL programs. And we pursued these engagements in a pretty structured way, with an initial meeting where we learned what was of particular interest to the guest

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01:10:49.910 --> 01:11:02.269

Peter Zeeb: slash facilitator, and during which we asked only clarifying questions. And then between the first and second meeting, we had time to think about the questions further, connect with our networks, and then returning to the second meeting.

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01:11:02.400 --> 01:11:07.819

Peter Zeeb: With, hopefully, useful responses, and receiving additional questions.

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01:11:08.190 --> 01:11:09.780

Peter Zeeb: Next slide, please.

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01:11:10.910 --> 01:11:20.719

Peter Zeeb: So, Eileen's already inventoried the program activities that seem to have a strong overlap with the themes that we prioritized. This slide more directly correlates the themes, activities, and instructors. We had

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01:11:20.900 --> 01:11:33.609

Peter Zeeb: For instance, we explored persuasive technical communication with both Jack Goldstein and Rachel Moore, or Rachel Best, sorry, relative to their work in the communication lab, and with a new Grad-EL course on critical

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01:11:33.610 --> 01:11:44.059

Peter Zeeb: conversations. We also had a discussion of habits of an effective colleague with Monica in the context of her personal leadership development plan initiative for Gradel.

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01:11:44.280 --> 01:11:46.739

Peter Zeeb: Then we had several conversations with John.

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01:11:46.840 --> 01:12:02.970

Peter Zeeb: Covering three of the four themes, Habits of an effective colleague, Interdisciplinary Participation and Facilitation, and resilient project leadership. These themes are relevant to several of John's initiatives, including helping engineering leadership lab students prepare for hybrid work challenges.

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01:12:02.970 --> 01:12:07.230

Peter Zeeb: and the expansion of the... of the GEL project engineering course.

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01:12:08.190 --> 01:12:09.419

Peter Zeeb: Next slide, please.

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01:12:11.200 --> 01:12:19.160

Peter Zeeb: I personally found our discussions to be very engaging and a learning opportunity for myself. I think the other subcommittee members would echo that.

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01:12:19.260 --> 01:12:24.869

Peter Zeeb: I'm gonna spare you a blow-by-blow and just allow you to read some testimonials. I'll make a brief comment.

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01:12:24.940 --> 01:12:41.100

Peter Zeeb: And because our guest facilitators have really done a better job than we could, I think, of reporting out, you know, what the benefits of these conversations were. So, next slide, please.

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01:12:42.420 --> 01:12:49.730

Peter Zeeb: So Jack valued the personal stories that we shared to help her with her instructional design efforts. I'll give you a chance to read.

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01:12:49.910 --> 01:12:53.660

Peter Zeeb: her testimonial. And there's about... I think there's about 5 of these.

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01:12:57.960 --> 01:13:03.630

Eileen Milligan: Peter, I don't know if you want, but I believe Jack is on the call if you want her to chime in.

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01:13:04.040 --> 01:13:11.439

Peter Zeeb: Yeah, I... do we want to do that as we go? I... sure, Jack, if you'd like to clarify, I didn't know whether... whether you were on or not.

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01:13:13.090 --> 01:13:15.810

Jacqueline Goldstein: Yeah, thank you, I appreciate that.

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01:13:16.330 --> 01:13:23.670

Jacqueline Goldstein: Yeah, I... well, the... hopefully the quote can speak for itself, but I want to add that

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01:13:23.940 --> 01:13:27.520

Jacqueline Goldstein: You know, we give our coaches, our fellows, the...

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01:13:28.210 --> 01:13:39.429

Jacqueline Goldstein: ability to practice coaching authentically in our trainings. They practice with each other on their authentic materials, and that's where we start to hear the difference between

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01:13:39.730 --> 01:13:46.310

Jacqueline Goldstein: What we've taught them about communication best practices, and what they've internalized about communication best practices.

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01:13:46.950 --> 01:13:55.890

Jacqueline Goldstein: So, another way that we offer them the ability to internalize these best practices is to offer these kinds of

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01:13:55.910 --> 01:14:14.399

Jacqueline Goldstein: authentic stories that they can, you know, personally relate to. It's one thing to be able to say that effective presenting takes iterative practice, and it's another thing to, you know, show them a seminal video of Steve Jobs introducing the iPhone.

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01:14:14.400 --> 01:14:25.750

Jacqueline Goldstein: have them observe what they think makes for effective presentation, and then connect that observation to a personal story from an MIT alum, an engineering leader at Apple.

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01:14:25.750 --> 01:14:35.179

Jacqueline Goldstein: who, you know, said that in his journey, he realized that, you know, presenting like Steve Jobs takes practice over and over again. And when we tell them these personal stories.

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01:14:35.360 --> 01:14:42.599

Jacqueline Goldstein: they can relate. Their body language changes, they engage with the content, they start to ask questions, because

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01:14:42.830 --> 01:14:50.929

Jacqueline Goldstein: What would have otherwise been a general communication best practice then becomes something that's personal on multiple levels.

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01:14:51.210 --> 01:15:03.579

Jacqueline Goldstein: So, these stories really help us make these best practices personal for them, so that the fellows can help internalize them, and then help practice and guide others in these best practices.

486

01:15:03.980 --> 01:15:13.410

Jacqueline Goldstein: So, we would very much value any more personal stories about communication best practices that come from, you know, your authentic experiences.

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01:15:14.950 --> 01:15:15.800

Peter Zeeb: Thank you.

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01:15:15.800 --> 01:15:16.480

Jacqueline Goldstein: Thank you.

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01:15:18.070 --> 01:15:19.800

Peter Zeeb: Next slide.

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01:15:20.820 --> 01:15:24.009

Peter Zeeb: Do we, Eileen, do we have Rachel today?

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01:15:24.010 --> 01:15:26.819

Eileen Milligan: I believe Rachel is on the call.

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01:15:26.820 --> 01:15:27.590

Peter Zeeb: Okay.

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01:15:27.870 --> 01:15:30.339

Peter Zeeb: So I think Rachel really..

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01:15:30.700 --> 01:15:42.230

Peter Zeeb: honed in on one thing in particular we emphasized, just how much preparation precedes important technical communications, which is a great... Jack, you provided a great segue to that point.

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01:15:42.310 --> 01:15:51.189

Peter Zeeb: And this was a testimonial from Rachel. And Rachel, do you want to elaborate at all, or add any color to this?

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01:15:51.670 --> 01:15:57.290

Rachel Best: One of the things that I really took away from getting to hear the reflections of our subcommittee members

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01:15:57.290 --> 01:16:22.020

Rachel Best: was how, from their experiences, they highlighted both the need for preparation, as well as when we come to communicate with other folks, we have to leverage microskills, and we have to be able to sequence those micro-skills effectively. And so, one of the things that I'm really thinking about as I develop the course is how are the various different aspects of preparation and delivery that our subcommittee members highlighted

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01:16:22.040 --> 01:16:32.070

Rachel Best: integrated into the course, and then how are we also connecting those skills to examples and stories, as Jack mentioned, so that our students can feel

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01:16:32.220 --> 01:16:37.160

Rachel Best: the... Feel what it looks like to effectively implement those skills as well.

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01:16:38.720 --> 01:16:39.590

Peter Zeeb: Awesome.

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01:16:39.750 --> 01:16:40.490

Peter Zeeb: Great.

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01:16:41.520 --> 01:16:43.069

Peter Zeeb: And I know Monica's on.

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01:16:43.340 --> 01:16:45.869

Peter Zeeb: We'll go to the next slide, and...

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01:16:47.470 --> 01:16:49.500

Peter Zeeb: Would you like to comment on this?

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01:16:50.060 --> 01:17:12.629

Monica Pheifer: Yeah, in particular, we've mentioned the Personal Engineering Leadership Development Plan course, and actually, just last week, I was able to share something that Peter had shared during our time together. He was able to give us a look at his company's list of desirable, kind of, behaviors and attributes.

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01:17:12.630 --> 01:17:37.460

Monica Pheifer: that outlines some really specific qualities that they look for during hiring and personnel development. And these are not necessarily specifically technical or expertise related, so it was a really great example to showcase to the students that how they are to work with is just as important, if not more, as what they can do. And the students really resonated with having a very real

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01:17:37.460 --> 01:17:54.279

Monica Pheifer: example that they could draw on while they were, at the same time, looking at job descriptions, for career paths that they might be interested in, and seeing the similarities there that not everything listed in those was a super technical aspect.

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01:17:55.410 --> 01:18:10.479

Peter Zeeb: Thank you, Monica. I can't resist elaborating that at geosyntec, we tend to precede our jargon with the word geo. Yes. And these are... we call these geo-competencies, so we actually label them as

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01:18:10.490 --> 01:18:19.569

Peter Zeeb: As competencies that, while they may not be technical, they're just as important. And, they're things you have to kind of... muscles you have to exercise and develop.

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01:18:20.980 --> 01:18:29.820

Peter Zeeb: All right, next slide, and I know John's here as well, and John, you've got a couple of testimonials, the first one,

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01:18:30.460 --> 01:18:32.669

Peter Zeeb: Relative to hybrid work.

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01:18:36.440 --> 01:18:41.660

Peter Zeeb: Would you like to, elaborate at all.

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01:18:48.280 --> 01:18:49.520

Peter Zeeb: Did we lose John?

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01:18:49.520 --> 01:18:54.199

Eileen Milligan: I think John actually just had a family emergency to run.

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01:18:54.200 --> 01:19:06.859

Peter Zeeb: All right. Well, you can, you can read his, we spent a lot of time talking about hybrid work, and, and, it's, it's, to me, one of the biggest conundrums out there, you know, both, both a...

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01:19:07.880 --> 01:19:11.870

Peter Zeeb: you know, both a benefit and a significant challenge, and I think,

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01:19:12.780 --> 01:19:20.770

Peter Zeeb: John... John left, feeling like he had some... some... some good inspiration and... and additional,

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01:19:21.130 --> 01:19:24.890

Peter Zeeb: Kind of material for role-playing exercises to explore.

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01:19:25.080 --> 01:19:28.380

Peter Zeeb: How, how, graduates can...

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01:19:28.580 --> 01:19:32.899

Peter Zeeb: Can kind of anticipate and maybe engage in hybrid work most effectively.

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01:19:33.420 --> 01:19:35.089

Peter Zeeb: Understand the pitfalls.

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01:19:35.530 --> 01:19:41.399

Peter Zeeb: And then, in the resilient project leadership arena,

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01:19:41.830 --> 01:19:56.200

Peter Zeeb: He was able to report back to us towards the end of our... of our, kind of, engagement that, this, the project engineering course has been improved for expansion, right? Renamed as Fundamentals of Engineering Project Management.

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01:19:58.780 --> 01:20:00.220

Peter Zeeb: Yes, Reza?

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01:20:01.200 --> 01:20:04.390

Reza Rahaman: No, no, I was just telling Mike to advance the slide to be where you are.

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01:20:04.390 --> 01:20:05.260

Peter Zeeb: I'm sorry.

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01:20:05.260 --> 01:20:12.589

Leo McGonagle: I think... I think a summary of this, Peter, is that as a result of the learnings there, we've... we've expanded

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01:20:12.910 --> 01:20:19.759

Leo McGonagle: The previously 4-unit project management course to 6 units, so we can add some content and depth.

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01:20:19.760 --> 01:20:20.340

Peter Zeeb: Right.

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01:20:20.510 --> 01:20:21.490

Peter Zeeb: do it. Right.

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01:20:21.860 --> 01:20:26.380

Peter Zeeb: Great, so that you can, you can read his testimonial, I won't read it.

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01:20:26.680 --> 01:20:44.699

Peter Zeeb: And then, I think just to close out, and I... I am trying to make up a little bit of time here, you can probably tell, because we... I think we are running... running a bit behind. The subcommittee themselves kind of wanted to make a few observations, related to our personal takeaways from the experience. I've summarized them here, this is not comprehensive.

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01:20:44.790 --> 01:20:58.109

Peter Zeeb: The first, which is Ed's personal comment, and I love Ed's metaphors, we got a unique kind of engine room perspective on the program, which, which, which I thought was a nice way of putting it.

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01:20:58.300 --> 01:21:07.420

Peter Zeeb: And I think we all appreciated how the guided inquiry and discussion process was well designed and effective, so thank you to Eileen and Monica for that.

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01:21:07.840 --> 01:21:22.819

Peter Zeeb: And personally, I don't want to speak for the others on the subcommittee with this particular comment, I only rarely conclude that I've come up with any sort of novel or surprising insight when I'm working on committees like this. Rather, I think what happens is that

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01:21:23.200 --> 01:21:36.980

Peter Zeeb: Valuable discoveries, and are typically just new ways of inspiring good leadership habits and instilling a commitment to learning and developing good leadership behaviors over time.

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01:21:37.220 --> 01:21:43.709

Peter Zeeb: That's what comes out of these discussions, I think. And what is most often effective, and this is a recurring theme.

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01:21:43.880 --> 01:21:51.539

Peter Zeeb: In achieving this are just the stories you happen to remember when you're having these discussions, and someone recognizes them, maybe you

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01:21:51.700 --> 01:21:57.099

Peter Zeeb: Maybe more than you did yourself as having a nugget of learning in them.

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01:21:57.230 --> 01:22:06.200

Peter Zeeb: And I personally, I think, and one of the other stories I shared fits in this category. I think the ones that illustrate what failure can look like can be,

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01:22:06.660 --> 01:22:15.260

Peter Zeeb: some of the most instructive. And then finally, I want to just... I do want to speak for all three of us that we really enjoyed the process, and we're happy to be included, so...

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01:22:15.640 --> 01:22:21.690

Peter Zeeb: That's... that covers, I think, my part of this update. So back to you, Clint.

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01:22:26.630 --> 01:22:28.749

Eileen Milligan: Next slide, Mike.

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01:22:30.610 --> 01:22:40.150

Eileen Milligan: So, just to kind of give people an understanding as to where we're going from now, so, the work in some cases is just beginning.

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01:22:40.150 --> 01:22:51.019

Eileen Milligan: So the instructors are planning to incorporate some of the different subcommittees' insights into the curriculum, to further strengthen and enhance our offerings.

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01:22:51.090 --> 01:23:03.820

Eileen Milligan: So Mike will... will show a couple different testimonials as to, how the instructors actually plan to implement that feedback. So this first one from, the Comm Lab.

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01:23:03.930 --> 01:23:05.810

Eileen Milligan: Just leave that up for a second.

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01:23:12.510 --> 01:23:14.420

Eileen Milligan: Okay, next one, Mike.

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01:23:16.740 --> 01:23:18.379

Eileen Milligan: This is for Monica.

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01:23:31.100 --> 01:23:32.559

Eileen Milligan: The next one, Mike.

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01:23:34.950 --> 01:23:39.420

Eileen Milligan: And this is from John, pertaining to the hybrid work scenario.

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01:23:45.590 --> 01:23:47.139

Eileen Milligan: Okay, next slide, Mike.

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01:23:47.980 --> 01:24:02.450

Eileen Milligan: So, in terms of next steps for our subcommittee, we're... since there is, work on the instructor end to do, we're gonna, pause it, and then reconvene after the spring semester.

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01:24:02.450 --> 01:24:09.569

Eileen Milligan: To see how the subcommittee's recommendations have further enhanced the educational activities.

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01:24:09.650 --> 01:24:23.550

Eileen Milligan: But I... I just want to preface that, in addition, we... we also, at our last meeting, just had a preliminary discussion about, some additional areas for... for future IAB subcommittees, and I...

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01:24:23.690 --> 01:24:32.100

Eileen Milligan: What follows is just some, some examples that the subcommittee members proposed as future subcommittees.

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01:24:35.270 --> 01:24:53.180

Eileen Milligan: So branding, hybrid work challenges for graduates, and then the importance of cross-disciplinary leadership skills and multidisciplinary capabilities for MIT leaders. And I don't know, Peter, or any... or Ed, or Tung, if any of you wanted to kind of comment on this.

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01:24:56.840 --> 01:25:11.189

Ed Trautman: Well, I think I was just going to echo what Peter said, that we enjoyed being part of the engine room and seeing what's going on, and seeing that, in fact, the things that we suffered through in our careers actually could be taken advantage of for the new folks.

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01:25:13.360 --> 01:25:27.830

Tang Tan: Yeah, no, I concur with both of them as well, like, really fun doing this subcommittee. But on this particular page here, I think, as we discussed last time as well, I'll be interested to, like, explore the branding of students.

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01:25:29.440 --> 01:25:36.949

Reza Rahaman: So, I'm, let me open it up to, to the full, IAB.

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01:25:37.430 --> 01:25:49.900

Reza Rahaman: Would love your perspective on branding, hybrid work challenges, the importance of cross-disciplinary leadership skills, other things that we might take on in future subcommittees.

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01:25:50.520 --> 01:26:09.979

Reza Rahaman: Opining does not commit you to that subcommittee now, but it would be good to get that perspective. So, you know, I'll put... I think Soren is still on, and Soren had a discussion with me offline on a couple of these, actually, both on branding and on hybrid work.

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01:26:09.980 --> 01:26:25.950

Reza Rahaman: So, just, you know, your top-of-the-mind thoughts on these or other areas that you think might be valuable. Tong has been, I think, very consistent on a desire for us to look at branding, so that one doesn't come as a surprise to me at all.

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01:26:27.580 --> 01:26:31.789

smarc: If I may, I would like to offer a comment, a very small comment.

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01:26:32.490 --> 01:26:40.259

smarc: I was listening very attentively of the new classes and courses which are in making for our

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01:26:41.360 --> 01:26:43.530

smarc: Graduates and undergraduates.

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01:26:43.740 --> 01:26:47.339

smarc: the students, And I heard several times.

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01:26:47.740 --> 01:26:50.430

smarc: In those presentations, an expression which

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01:26:50.560 --> 01:26:55.459

smarc: troubled me a little bit, because I heard how leadership is done.

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01:26:56.710 --> 01:27:03.450

smarc: Leadership is not something which is done, it sounds very procedural to me, so I hope that in...

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01:27:03.590 --> 01:27:08.400

smarc: Outlining the elements which constitutes a teaching part of those classes.

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01:27:08.680 --> 01:27:14.509

smarc: We, keep in mind to develop the necessary attitudes

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01:27:14.800 --> 01:27:25.270

smarc: Which are required for our students to become effective technical leaders. So, I just want to make sure that we do not slide down the slope of procedures versus attitude.

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01:27:27.680 --> 01:27:36.610

Reza Rahaman: Yep, and I think, Soren, underlying a lot of this is something that is still core to us that we didn't really talk about today, which is

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01:27:38.110 --> 01:27:41.290

Reza Rahaman: Leadership, engineering leadership, technical leadership.

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01:27:41.500 --> 01:27:54.100

Reza Rahaman: can't be taught, but it can be developed, and so part of that development is not just inculcating capabilities, but attitudes. They have to come together.

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01:27:57.100 --> 01:28:00.299

Ed Trautman: Well, I think the other thing to add, that we did a lot of,

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01:28:00.360 --> 01:28:18.040

Ed Trautman: focus on the soft skills aspect, which I think is something you're talking about, which is interacting with people and humans, and the effective communication is part of that, and that's where we also have a number of the stories of things that we learned that we were not taught in... at MIT, for example.

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01:28:19.630 --> 01:28:24.450

s.pitts: Yeah, we're getting out of time, but I'd add 3 words, values.

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01:28:24.600 --> 01:28:27.240

s.pitts: Character and integrity.

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01:28:28.880 --> 01:28:39.040

s.pitts: picking up on Ed's point in the soft skills, it's, illustrating how key they are, particularly in the current environment, to make the right decision

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01:28:39.210 --> 01:28:41.820

s.pitts: Sometimes it needs a lot of character.

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01:28:42.460 --> 01:28:45.989

Art Reidel: I agree very strongly with that.

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01:28:46.810 --> 01:28:52.820

Reza Rahaman: Simon, would you incorporate an exploration of that into the branding work, or...

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01:28:52.960 --> 01:28:58.909

Reza Rahaman: Would you suggest that there is a different way or a different subcommittee, that we might,

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01:28:59.620 --> 01:29:01.720

s.pitts: I would separate it from branding.

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01:29:02.720 --> 01:29:08.849

s.pitts: Branding's a great way of talking about the whole, but I think that this element needs some focus.

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01:29:09.570 --> 01:29:16.220

s.pitts: I'm not necessarily volunteering to, to lead or participate, I'm just giving an input at this time.

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01:29:16.460 --> 01:29:17.499

Reza Rahaman: Yep. Got it.

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01:29:18.030 --> 01:29:27.039

s.pitts: And the other thing you've got on there is, cross-disciplinary, which I also would, vote for as key.

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01:29:27.920 --> 01:29:33.719

s.pitts: Teaching disciplines is really nice in a university, but it doesn't help me when you're getting stuff done.