

MIT admits 719 EA students Dec. 2020

EA acceptance rate reaches record low of 4.8% out of 15,036 applicants

By Grace Song
ASSOCIATE NEWS EDITOR

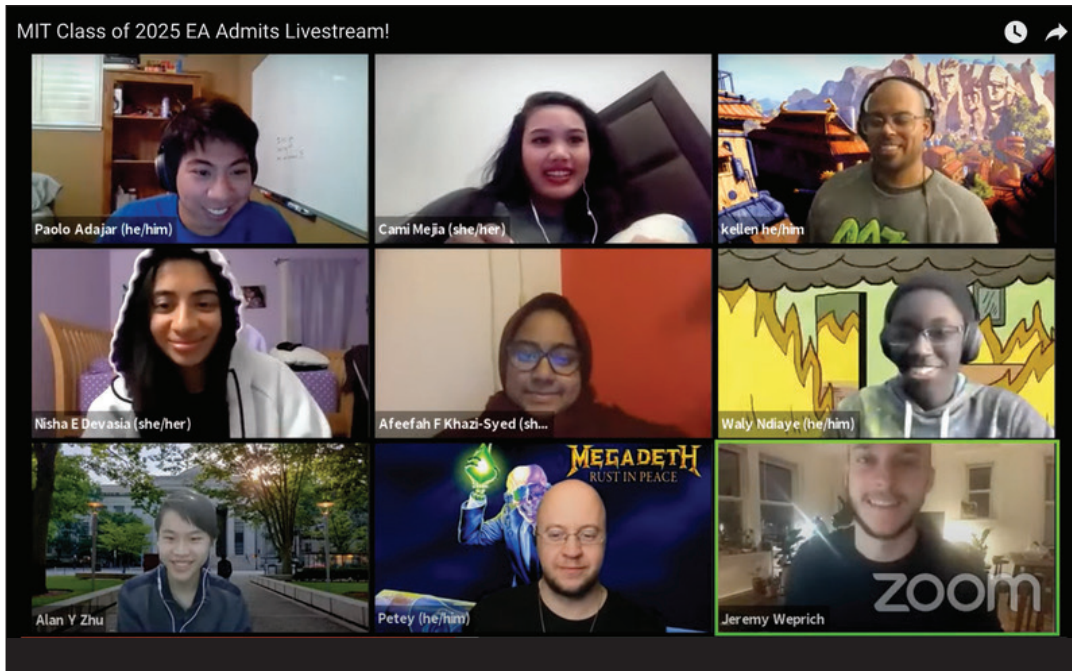
MIT offered early admission to 719 out of 15,036 students for the Class of 2025 Dec. 19, Assistant Director of MIT Admissions Chris Peterson SM '13 wrote in a blog post.

The number of Early Action applicants this year was a record high, a 62% increase from 9,291 applicants the previous year.

The large applicant pool also marks the most competitive year of early admissions for the Institute. Along with the 719 students (4.8%) accepted, 10,656 students (70.9%) were deferred to be “recon-

sidered without prejudice” during the Regular Action admissions process, Peterson wrote. 3,101 students (20.6%) were not offered admission this year. The remaining applicants withdrew their application before being considered or requested to be considered during Regular Action.

Harvard University and Yale University also received a record high number of Early Action applicants, accepting 747 out of 10,086 students (7.4%) and 837 out of 7,939 students (10.5%), respectively. Princeton University opted to cancel its early admissions program for the Class of 2025.



KRISTINA CHEN—THE TECH

MIT bloggers and admissions staff host a live Q&A session for Early Action admits to the Class of 2025.

IN SHORT

Pre-registration for spring classes will continue until Jan. 29.

Independent Activities Period began Jan. 4 and will conclude Jan. 29.

Doctoral degree theses are due Jan. 8.

Interested in joining The Tech? Email join@tech.mit.edu.

Send news and tips to news@tech.mit.edu.

Lloyd will face ‘a set of disciplinary actions’ that will ‘limit’ his compensation for five years

Majority of review panel found that Lloyd violated MIT’s conflict of interest policy

By Wenbo Wu
NEWS EDITOR

Provost Martin Schmidt PhD '88 wrote in an email to the MIT community Dec. 18 that mechanical engineering professor Seth Lloyd will face “a set of disciplinary actions” for a period of five years that will “limit” his compensation, “ability to

engage in solicitation of donors and foundations,” and “involvement in first-year” advising. Lloyd will also be “expected to undergo training on professional conduct” before resuming various campus activities such as teaching.

Schmidt wrote that he arrived at the decision after “conferring with senior administrative and faculty

leaders, as well as” a review panel, which sought to determine if “Lloyd violated MIT policies,” and an evaluation committee, which sought to recommend “a set of disciplinary actions.”

The review panel consisted of Dean of Science Nergis Mavalvala PhD '97; Materials Science and Engineering Department Head Jeffrey

Grossman; and professors Rohan Abeyaratne, Daron Acemoglu, and Penny Chisholm.

The review panelists reviewed the Goodwin Procter report on MIT’s relationship with Jeffrey Epstein and “other documents they deemed relevant.” They also met with Lloyd and

Seth Lloyd, Page 4

Task Force 2021 completes phase one and shares updates

Over 50 ideas will be reviewed by Institute leadership for consideration of being implemented in future

By Kristina Chen
EDITOR IN CHIEF

Task Force 2021 and Beyond Co-Chairs Rick Danheiser and Sanjay Sarma provided updates on the task force’s progress in an email to the MIT community Dec. 21. Task Force 2021 was charged by President L. Rafael Reif May 2020 to envision a post-COVID-19 MIT.

Danheiser and Sarma wrote that task force members had submitted more than 50 phase one ideas over six months. These ideas are available on the task force website.

They added that the ideas were the result of over 100 meetings of the task force’s groups, ideas submitted to a community idea bank, a community forum, “presentations and discussions with various Institute committees and groups, and eight task force plenary sessions.”

Danheiser and Sarma wrote that Reif, “other Institute leadership, faculty governance, and other key stakeholders” will review the ideas and identify a “prioritized subset” of them to implement. The task force’s next phase, focusing on “implementation planning” is slated to begin in February.

Task Force 2021 includes over 150 faculty, student, and staff members of the MIT community organized into four workstreams — academic, administrative, finance and data, and community and culture — which are further divided into groups. The task force also includes alumni and student advisory groups, a legal and ethics resource team, and a communications resource team.

The academic workstream is divided into education, student journey, research, academic learning and residential space, and beyond MIT groups.

The education group’s ideas include “educating the whole student”; “incorporating education about structural, systemic, and institutional hierarchies”; “deepening relationships between MIT students, Boston, and the world”; enhancing “unscripted in-person engagement ... by integrating digital delivery modes of education”; “life-long learning”; and “realigning institutional education incentives.”

The student journey group’s ideas focus on helping students explore extracurriculars with a sense of pur-

pose, fully access MIT’s resources, and improve the quality and efficacy of advising for both graduate and undergraduate students.

The research group’s key recommendations are to provide “more structured support for multidisciplinary research” and “better opportunities for junior researchers to advance their careers” and to pay “close attention to recent trends in how research is funded.”

The group’s ideas include supporting faculty, multidisciplinary, industry, and foreign collaborations; distributing funding fairly, transparently, and efficiently; and improving sharing of data, equipment, and resources.

They also suggest strengthening the Undergraduate Research Opportunities Program, providing feedback to research scientists, connecting postdocs with alternative financial advancement opportunities, and collecting data to hire talented and diverse postdocs. Further ideas are providing more training for junior faculty; preventing mistreatment and abuse; emphasizing diversity, equity, and inclusion (DEI); increasing accountability to

community recommendations; and including student voices.

The academic learning and residential space group’s ideas include educating more students with on- and off-campus periods, embracing remote work for staff, and redesigning classroom spaces for more interactive teaching.

The group’s ideas on physical space also include taking into consideration community spaces and stakeholder feedback in the design of future building projects, creating neither fully academic nor residential “third spaces” for wider community use, increasing usable outdoor space by enhancing MIT’s tree canopy for shade, and improving campus resilience to climate change.

The beyond MIT group recommends that MIT articulate its “public responsibilities globally and locally” through a Community and Nonprofit Liaison Program overseen by a Social Equity Committee. The committee would be “empowered” to “invest” parts of MIT’s income to “meet global and local social, economic, environmental, and justice needs,” and the program would allow faculty, students, and staff to

volunteer their abilities to aid disadvantaged communities and non-profit organizations.

The group also recommended the creation of an MIT Postgraduate Education of the Future Initiative, which would “establish a new college or university-wide unit” at MIT dedicated to online postgraduate education. The programs available through this unit would go beyond “available content or the traditional sequence of masters and doctoral degrees” to serve the “needs of learners that are leaders and innovators” in the workforce.

The administrative workstream includes campus operations, administrative processes, and workforce operations groups.

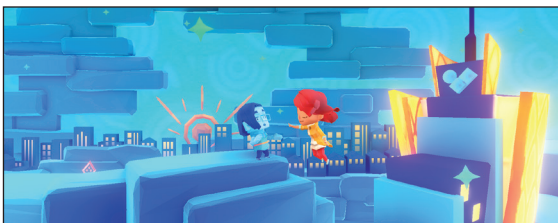
The “big ideas” of the administrative workstream are to make working at MIT more flexible in space and time, to establish a workplace culture where members have resources for personal and professional development, and to create an “agile project management team” to support the implementation of priority projects.

Task Force, Page 4

MAKING A BETTER WORLD

MIT must reflect on the ethical implications of science and technology.

OPINION, p. 4



A FOLD APART

The difficulties of long-distance presented in a video game. ARTS, p. 3

SECTIONS

Opinion 2
Arts 3

Making a better world? Define better.

MIT should implement a Society and Ethics two-subject requirement

the pandemic, #ShutDownSTEM, and the RISE Campaign. We are receiving a real eye-brow raising, head-scratching, seat-squirming MIT education.

We believe there needs to be fundamental change to address ethics and the social implications of science and technology in everything we do at MIT.

Why are issues of society and culture absent from STEM classes at MIT? Is it because we haven't thought about such things, because they are irrelevant, or because including them would challenge systems that perpetuate inequality? Either way, our education suffers.

Excluding the Schools of Architecture and Planning and of Humanities Arts and Social Sciences (SHASS), we give MIT an NE grade on its education about the social and ethical implications of science and technology. By this we mean that it is an emergency grade, not that it is relevant only during a pandemic; the pandemic has only opened our eyes to the emergency-level educational injustice that has permeated MIT for decades.

We believe there needs to be fundamental change to address ethics and the social implications of science and technology in everything we do at MIT. Leadership statements are a start, but not nearly enough. If MIT continues to operate in the way it does, with such a technical-dominant culture, it will continue to lose (through disillusionment or burn-out) the brilliant ethically-minded and technically-equipped individuals who are genuinely capable of and interested in making a better world. What is left are MIT graduates who may embrace *mens et manus*, but lack the ethical-mind-

edness to fully become the positive force MIT claims we will be.

In 2015, another recommendation of the BSU called for an immersion studies HASS elective focusing on multiculturalism or diversity. The proposal was never pursued because of the strong feeling that restricting this to SHASS would further marginalize humanities and social sciences at MIT. When something is valued, society pays for it with the currency of the wealthy.

We propose that MIT implement a Society and Ethics two-subject requirement similar to the existing Communications Requirement. One-half of this requirement would be satisfied with a HASS subject (SE-H) and the remainder from the major (SE-M). Society and ethics can include multiculturalism, diversity, or the ethical, legal, and social implications of science and technology. Many subjects that could satisfy this requirement are already being offered within and beyond SHASS. Important details would need to be worked out before such a requirement is voted on by the faculty. The important thing is that our curriculum should better align with MIT's mission.

We propose that MIT implement a Society and Ethics two-subject requirement.

Many other ways exist to “develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind,” including the efforts of many student groups and programs such as the Priscilla King Gray Public Service Center. But if we do not address the ethical and social implications of what we do in every department and major, we have not learned enough from the last year, and we persist with misplaced priorities. As MIT students and faculty, we are smarter than that.

Emily Condon is an undergraduate student in Civil and Environmental Engineering.

Alby Joseph is an undergraduate student in Materials Science and Engineering.

Eleane Lema is an undergraduate student in Chemistry.

Kate Pearce is an undergraduate student in Electrical Engineering and Computer Science.

Eveline Postelnicu is a graduate student in Materials Science and Engineering.

Celina Zhao is an undergraduate student.

Edmund Bertschinger is a professor of physics and a faculty affiliate in Women's and Gender Studies.

Editorials are the official opinion of *The Tech*. They are written by the Editorial Board, which consists of Publisher Nathan Liang, Editor in Chief Kristina Chen, Managing Editor Ivana Alaridin, Executive Editor Áron Ricardo Perez-Lopez, and Opinion Editor Jen Fox.

Dissents are the signed opinions of editorial board members choosing to publish their disagreement with the editorial.

Letters to the editor, columns, and editorial cartoons are written by individuals and represent the opinion of the author, not necessarily that of the newspaper. Electronic submissions are encouraged and should be sent to letters@tech.mit.edu. Hard copy submissions should be addressed to *The Tech*, P.O. Box 397029, Cambridge, Mass. 02139-7029, or sent by interdepartmental mail to Room W20-483. All submissions are due by noon four (4) calendar days before the date of publication.

Letters, columns, and cartoons must bear the authors' signatures, addresses, and phone numbers. Unsigned letters will not be accepted. *The Tech* reserves the right to edit or condense letters; shorter letters will be given higher priority.

Once submitted, all letters become property of *The Tech*, and will not be returned. Letters, columns, and cartoons may also be posted on *The Tech's* Web site and/or printed or published in any other format or medium now known or later that becomes known. *The Tech* makes no commitment to publish all the letters received.

Guest columns are opinion articles submitted by members of the MIT or local community.

The Tech's telephone number is (617) 253-1541. Email is the easiest way to reach any member of our staff. If you are unsure whom to contact, send mail to general@tech.mit.edu, and it will be directed to the appropriate person. You can reach the editor in chief by emailing eic@tech.mit.edu. Please send press releases, requests for coverage, and information about errors that call for correction to news@tech.mit.edu. Letters to the editor should be sent to letters@tech.mit.edu. *The Tech* can be found on the World Wide Web at <http://thetech.com>.

DO YOU WANT TO BE LIKE SHERLOCK HOLMES?
THE TECH IS LOOKING FOR INVESTIGATIVE REPORTERS.

DO YOU LIKE ASKING TOUGH QUESTIONS?
DO YOU ENJOY NOSING AROUND AND COLLECTING EVIDENCE?
IF SO, WE WANT YOU ON OUR TEAM!

JOIN@TECH.MIT.EDU



VIDEO GAME REVIEW

Puzzling through romance

A Fold Apart provides an honest look at long-distance relationships

★★★★★

A Fold Apart

**Developed and published
by Lightning Rod Games**

**Available on Apple
Arcade, Mac OSX,
Nintendo Switch,
Windows, and iOS**

By Nathan Liang
PUBLISHER

A Fold Apart focuses on a loving, long-term couple that has recently become long-distance due to a promising job opportunity offered to the architect of the relationship. The blue architect relocates to a bustling city to work on an ambitious project meant to jumpstart their career path. The orange teacher stays behind in their nature-filled home. No matter where they go or what they do, there are always visual cues that enable one to miss the other.

For the most part, the plot is propelled by the couple's text message conversations. Players move the spotlighted character along the side-scrolling scenery, occasionally pausing to decide between two

text message prompts to send to the current character's other half. We are given glimpses of the couple's loving relationship through these text messages, but we are also granted insights into the insecurities and anxieties they each hold.

The negative aspects of their relationship become puzzle levels throughout the game, with each new level increasing in complexity as both partners think themselves further and further into a rabbit hole of doubt and resentment. Generally, the origami-esque solutions to the puzzles are an innovative mechanic I'd personally never played with before. However, with the growing complexity and increasing ways to manipulate the level, I would sometimes find myself folding the character into multiple deadends with no clear path to the goal in sight. By the end of the game, I was overwhelmed by all the ways you could fold, twist, and flip a level that I'd forget some of the mechanics that were introduced earlier.

Of course, that is the point of a puzzle game — to puzzle the gamer and make them think further — but I think the developers could have cut back on the number of manipulations a level could go through and instead focus on cleverer ways to formulate levels with a smaller set of manipulation actions for the player. The movement of the characters also tends to be awkward and at times buggy, which impedes the flow of gameplay when you're just waiting on the character to finish climbing over a box.

Considering *A Fold Apart* is Lightning Rod Games' first foray into the world, it will give them credit for creating an honest portrayal of the hardships of a long-distance relationship (within the confines of a family-friendly story) as well as creating a puzzle game with unique mechanics. I also appreciate allowing players the

ability to pick the couple's gender expression so that they can feel represented in the gameplay, but I would have expected smoother gameplay since the team consists of industry veterans. Nonetheless, *A Fold Apart* still stands as a solid debut, and I hope the studio only goes up from here on out.



COURTESY OF LIGHTNING ROD GAMES

***A Fold Apart* has an arts and crafts aesthetic** that is fitting for its gameplay.

ARTSARTSARTSARTS**ARTS**ARTSARTS

Get paid to process RFPs!

Join the Business Department of *The Tech* and earn \$12/hr!

Email *join@tech.mit.edu*

Schmidt: these disciplinary actions for Lloyd ‘cannot undo the harm done’

Seth Lloyd, from Page 1

the Goodwin fact-finders “several times.”

The review panel determined that Lloyd “did not violate any MIT policies in accepting a gift from Epstein in 2005–2006 and a donation in 2017,” Schmidt wrote.

The review panel also “did not find that” Lloyd attempted to “circumvent the MIT vetting process” or “sought to conceal” Epstein’s name. However, Lloyd “failed”

to disclose “crucial information about Epstein’s background” to MIT.

Additionally, Schmidt wrote that a “majority” of the review panelists determined that regarding Epstein’s 2012 donations, Lloyd “violated MIT’s conflict of interest policy” by not disclosing that Epstein was a convicted sex offender. Thus, Lloyd “violated MIT’s policy on faculty misconduct.” A “minority” of panelists could not conclude whether or

not Lloyd had violated MIT’s conflict of interest policy.

The review panel then submitted its findings to the evaluation committee consisting of Dean of Engineering Anantha Chandrakasan, Mechanical Engineering Department Head Evelyn Wang ’00, Physics Department Head Peter Fisher, Mechanical Engineering Associate Department Head Pierre Lermusiaux, and Faculty Chair Rick Danheiser.

The evaluation committee “convened several times” and met with

Lloyd and the review panelists, Schmidt wrote. The evaluation committee then recommended disciplinary actions focusing on “Lloyd’s poor judgement and the impact of his actions on the community, which he may not have yet fully appreciated.”

Fisher previously wrote in an email to MIT’s physics community Feb. 4 that he had suspended Lloyd’s secondary appointment in physics.

These disciplinary actions against Lloyd “cannot undo the

harm done,” Schmidt wrote, adding that he recognizes that many community members “remain deeply disturbed” by MIT’s interaction with Epstein and that “some will be disappointed by this decision. In addition, for some, this outcome may renew past pain.”

Schmidt wrote that MIT community members who may benefit from “support or guidance” can find resources on an online document from the Office of the Chancellor.

Community and culture workstream suggests integrating DEI across MIT

Task Force, from Page 1

The finance and data workstream is divided into financial modeling and data and research groups.

The financial modeling group’s ideas include having more central funding and unrestricted funds over time, consolidating various professional education programs to share resources, and developing

admission-only online professional master’s programs.

They also suggest improving funding to support graduate students through increases in endowments and tuition subsidies and adjusting undergraduate financial aid by possibly lowering top-line tuition or raising full-scholarship family income level.

The data and research group suggests a central data governance

resource to maintain Institute data and identify missing data and unmet needs.

The community and culture workstreams ideas include integrating social responsibility in areas of DEI, ethics, and communication across MIT by incorporating these aspects in degree programs and onboarding community members in a way that promotes “a broader awareness

and sense of belonging.”

The workstream also suggests developing a new Racial Justice and Equity Initiative to contribute to the DEI strategic plan, assess community concerns surrounding “race and other marginalized and/or intersectional identities,” and develop strategies to “mitigate inequities and injustices.” The initiative would also include an advisory committee and a

dedicated staffing and oversight office.

In addition, the workstream suggests that MIT “reestablish and create new rituals of connection” through ideas such as “reviving the original spirit of IAP,” holding an MIT Open House quadrennially, establishing Pi Day as a special day at MIT with related events, and holding MIT-wide dance parties or multicultural festivals “every year or two.”



LIKE FOOD?

We have free dinner on Sunday and Tuesday evenings at 6pm!

Come learn about any and all of our 11 departments by emailing join@tech.mit.edu or coming to dinner!