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Global Engagement

MIT's problem-solving ambitions are global, and we cannot solve the most important world problems alone. Our wide-ranging international collaborations allow us access to outstanding students and colleagues, and provide our students with hands-on preparation for worldwide careers. Just as important, our global engagements lead us to important research problems and to fresh ways of thinking. While we are eager to share what we know, we go out into the world to learn.

President L. Rafael Reif

MIT strives to encourage the free flow of people and ideas by engaging in international research collaborations, providing international study and research opportunities for its students, and hosting international students and scholars. The following are some of MIT's many international research collaborations.

Singapore

Singapore University of Technology and Design

In 2010, MIT and the Singapore University of Technology and Design (SUTD) officially began a partnership that includes both education and research components. Under the education component, MIT will share its expertise with SUTD in a broad range of areas, including pedagogy, curriculum development, and faculty recruitment and development. MIT will also assist in designing programs to encourage innovation and entrepreneurship. By March 31, 2015, MIT completed the delivery of 93 courses to SUTD, six more than promised in the collaboration agreement. Additionally, by end of the Spring 2015 semester, MIT faculty will have participated in 43 two-week and 22 four-week co-teaching residencies, which means that MIT is well on the way of fulfilling the required 80 short-term residencies called for in the agreement. The fourth incoming class at SUTD matriculated in May of 2015, and the first class will graduate at the end of August 2015, a milestone for this fledgling university. In recent years, student exchanges have taken center stage in the collaboration as the third group of Singapore students arrived in this past June for their ten-week Global Leadership Program, and the fourth group of MISTI-Singapore students arrived at SUTD this June to assist in leadership training. In January 2015,

a new Winter IAP program was initiated in which 40 SUTD students participated in a three-week program focused on cross-cultural collaboration. As part of the program, the students could choose from 23 new and updated IAP courses developed from MIT-SUTD collaboration funding. A key feature of the research component is the SUTD-MIT International Design Centre (IDC). The IDC is a joint research project with facilities at both universities. The IDC aims to become the world's premier scholarly hub for technologically intensive design and serve as a nucleus for the growth of the MIT-SUTD Collaboration.

<http://sutd.mit.edu/>

Singapore-MIT Alliance for Research and Technology Centre

The Singapore-MIT Alliance for Research and Technology (SMART) Centre is a research enterprise established by MIT in partnership with the National Research Foundation of Singapore. The SMART Centre serves as an intellectual hub for research interactions between MIT and Singapore at the frontiers of science and technology. This partnership allows faculty, researchers, graduate students, and undergraduate students from MIT to collaborate with their counterparts from universities, polytechnics, research institutes, and industry in Singapore and throughout Asia. The SMART Centre is MIT's first research centre outside of Cambridge, Massachusetts, and its largest international research endeavor. See page 107 for information on Singapore-MIT Undergraduate Research Fellowships.

<http://smart.mit.edu/>

Russia

MIT Skoltech Initiative

In 2011, MIT and Russia initiated a multi-year collaboration to help conceive and launch the Skolkovo Institute of Science and Technology (Skoltech), a new graduate research university in Moscow, focused on a small number of pressing global issues and designed to stimulate the development of a robust innovation ecosystem in Russia. MIT serves as a key collaborator and advisor on programs, structures, policies, and operations in three key domains: research, education, and innovation/entrepreneurship. MIT has helped

establish the main elements of Skoltech's educational programs, including a PhD program and Master of Science programs in IT, Energy, Space, Design and Manufacturing, and Biomedicine. MIT has helped design and implement a student recruitment strategy and admissions process, and as of Spring 2015 has hosted approximately 75% of all Skoltech Master's students in Cambridge—for one month to multiple semesters. Part of Skoltech's effort to address specific real-world problems, which are also of high priority to the Russian Federation, is the establishment of a network of globally distributed Centers for Research, Education, and Innovation (CREIs). MIT designed and implemented a multi-stage submission and international peer-review process, and launched new MIT-led CREIs in Biomedicine (RNA Therapeutics and Infectious Diseases), Electrochemical Energy Storage, and in negotiations Energy Systems. Promoting innovation and entrepreneurship is central to Skoltech's mission. Toward that end, MIT has helped develop an entrepreneurship and innovation curriculum designed to provide foundational understanding in an action-based learning environment for Skoltech students, and has helped build the administrative and operational foundations for knowledge transfer and commercialization of emerging technologies.

<http://web.mit.edu/sktech/>

India

Tata Center for Technology and Design

The Tata Center for Technology and Design at MIT applies deep technical knowledge to the challenges of the developing world, particularly India, and provides holistic technical, educational, and financial support to MIT faculty and graduate students who are engaged with these challenges. Founded in 2012, the Center's work is made possible by a donation from the Tata Trusts, one of India's oldest philanthropic organizations.

The students, known as Tata Fellows, develop thesis projects that respond to large-scale opportunities to improve the lives of people in the lower strata of Indian society. These projects are chosen and developed with an emphasis on practicality, impact, and scalability within six overlapping focus areas: agriculture, energy, environment, health, urbanization, and water. The Center is currently supporting 59 Tata Fellows who are

enrolled in Master's and PhD programs across the Institute. So far, five new classes have been established at MIT with Center funding, with more planned for next year, and over 100 members of the MIT community, including Fellows, faculty and staff spend time in India advancing their projects each year.

<http://tatacenter.mit.edu/>

China

China Leaders for Global Operations

The China Leaders for Global Operations (CLGO) program was started in 2005 as a collaboration of MIT and the Shanghai Jiao Tong University (SJTU). The program was launched at the request of LGO industry partners to strengthen LGO global content for faculty and students, help partner companies' operations in China, and promote global manufacturing. CLGO offers China's only dual-degree, graduate-level academic program. The CLGO program is jointly offered by SJTU's two engineering schools, the SJTU Antai College of Economics and Management, and a dedicated group of CLGO industry partners. Graduates of the CLGO program receive the MBA degree from Antai, an S. M. degree from one of two SJTU engineering schools, and a certificate from the MIT LGO program. MIT supports the China LGO program by hosting SJTU faculty (32 to date) at MIT for extensive mentoring in courses that they in turn lead for the CLGO program, and by providing the all-English language CLGO curriculum. In addition, a review committee of MIT faculty makes periodic visits to meet CLGO stakeholders and assess the program's quality. MIT LGO and China LGO students collaborate each year through visits to Shanghai and Cambridge, including joint plant tours of partner company sites.

MIT China Educational Technology Initiative

The MIT-China Educational Technology Initiative (CETI) is MISTI-China's educational technology internship program. Since 1997, MIT-CETI has trained small teams of MIT students to work with numerous universities and high schools in China, building cross-cultural understanding between Chinese and American students through the application of technology. Approximately 20 MIT students participate in CETI each year in full summer and longer internships. CETI has established educational technology

programs with Chinese universities through partnerships with MIT OpenCourseWare (OCW) and MIT-iCampus. CETI university partners include Dalian University of Technology, Huazhong University of Science and Technology (Wuhan), Fuzhou University, Xi'an Jiaotong University, Yunlin University (Shaanxi Province), Qinghai University, Sichuan University, Kunming University of Science and Technology, Institute of Vocational Engineering (Hong Kong), and YuanZe University (Taiwan). In recent years, CETI has also held several educational technology summer camps at Tsinghua & Zhejiang universities in the departments of information technology. Additionally, in summer 2014, CETI has started collaborating with Google and MIT App Inventor organizing mobile phone applications workshops at Tianjin University, Shanghai World Foreign Languages Middle School, Shenzhen Institute of Information Technology, South China University of Technology, Lanzhou University, and Gansu Radio & Television University. And starting fall 2015, MIT-CETI will start collaborations with the MIT Samuel Tak Lee Real Estate Entrepreneurship Lab to send CETI teams to Chinese universities to introduce socially responsible entrepreneurship practices in areas of urban planning and real estate.

Middle East

Center for Clean Water and Clean Energy at MIT and KFUPM

Technologies related to the production of fresh water and low-carbon energy are the focus of a research and educational partnership between faculty in MIT's Department of Mechanical Engineering and King Fahd University of Petroleum and Minerals (KFUPM) in Dhahran, Saudi Arabia. The joint program operates through the Center for Clean Water and Clean Energy, and it includes projects on topics such as desalination, solar energy, nanoengineered membranes, leak detection, and advanced manufacturing. The eight-year collaboration includes more than a dozen large-scale collaborative research projects and a number of education and curriculum development projects. Approximately 25 MIT faculty are involved, with a similar number at KFUPM, and an overall head count (including graduate students and postdocs) of more than 150 people between the two schools. KFUPM faculty and graduate students have the opportunity to spend one or two semesters at MIT, and MIT

faculty visit KFUPM for one to two weeks each year. The Center also includes a unique outreach program that brings Saudi women engineers and scientists to MIT for research with our faculty. The Center is directed by Professor John H. Lienhard V and co-directed by Professor Kamal Youcef-Toumi.

CSAIL-Qatar Computing Research Institute

The CSAIL-Qatar Computing Research Institute (QCRI) research collaboration is a medium for knowledge joint-creation, transfer, and exchange of expertise between MIT-CSAIL and QCRI scientists. Scientists from both organizations are undertaking a variety of core computer science research projects—database management, Arabic language technology, new paradigms for social computing, and data visualization, etc.—with the goal of developing innovative solutions that can have a broad and meaningful impact. The agreement also offers CSAIL researchers and students exposure to the unique challenges in the Gulf region. Scientists at QCRI are benefiting from the expertise of MIT's eminent faculty and researchers through joint research projects that will enable QCRI to realize its vision to become a premier center of computing research regionally and internationally.

Kuwait-MIT Center for Natural Resources and the Environment

Established at MIT, in the year 2005, the Kuwait-MIT Center for Natural Resources and the Environment (CNRE) brings together faculty, students, and scientists to improve scientific and technical understanding of issues of natural resources, the environment, and related challenges.

The mission of the Center is to foster collaborations in research and education in the areas of Energy, Water and the Environment between MIT and institutions in Kuwait. CNRE sponsors a number of programs including grants to support collaborative research, and visitor exchange programs for Visiting Students, Visiting Scientists, and Postdoctoral Fellows.

The Center is funded by the Kuwait Foundation for the Advancement of Sciences (KFAS). Its leadership team consists of Associate Director: Prof. Jacopo Buongiorno of NSE; and Executive Director: Dr. Murad Abu-Khalaf.

<http://cnre.mit.edu/>

MIT and Masdar Institute Cooperative Program

In 2006, MIT began collaborating with the government of Abu Dhabi to establish a graduate research university focused on alternative energy, sustainability, and advanced technology. Since then Masdar Institute has grown to over 93 outstanding faculty and over 500 graduate students. MIT and Masdar Institute have collaborated on 70 research projects to date and the Cooperative Program continues to support Abu Dhabi's goal of developing human capital for a diversified knowledge-based economy. By ensuring high-quality, graduate education and advanced research, Masdar Institute prepares a high-caliber workforce to keep pace with ever-increasing technological changes and a growing research and development culture. The Cooperative Program offers MIT and Masdar Institute faculty and students access to new talent, ideas, and rich research and educational collaborations.

<http://web.mit.edu/mit-mi-cp/>

Portugal

MIT Portugal Program

The MIT Portugal Program was launched in October 2006 by the Portuguese Ministry of Science, Technology, and Higher Education as a large-scale international collaboration connecting MIT to government, academia, and industry in Portugal. The aim of the program is to transform the Portuguese economy by developing globally competitive higher education and research programs and synergies in: bioengineering systems, sustainable energy and transportation systems, and engineering design and advanced manufacturing. These academic-research initiatives are complemented by an array of ecosystem-building activities, including innovation and leadership training and venture activities. The partnership has recently been extended (2013–2017), underscoring its importance and impact for the Portuguese government and the value MIT brings to the country.

Other Global Initiatives

Global Supply Chain and Logistics Excellence (SCALE) Network

The MIT Center for Transportation and Logistics (MIT CTL) created the MIT Global Supply Chain and Logistics Excellence (SCALE) Network in 2003 as an international alliance of leading research and education centers dedicated to the development and dissemination of supply chain and logistics innovation. This international network spans four continents with Centers in North America (MIT CTL), Europe (Zaragoza, Spain), South America (Bogota, Colombia), and Asia (Kuala Lumpur, Malaysia). Each SCALE Center fosters relationships between its local students, faculty, and businesses as well as those across the network. More than 200 graduate students are enrolled annually in the various SCALE supply chain educational programs; many of which include a three week student and faculty exchange at MIT. The SCALE Network also features partnerships with over a hundred global corporations, such as Procter & Gamble, UPS, BASF, and Wal-Mart, that sponsor research, participate in events, and recruit students. Research projects recently undertaken by the SCALE network include projects on decision making under uncertainty, supply chain resilience, humanitarian logistics, sustainable supply chains, and global transportation reliability

Center for Advanced Urbanism

The overall goal of the MIT Center for Advanced Urbanism (CAU) is to establish a new theoretical and applied research platform to transform the quality of urban life. The Center is committed to achieving this goal via collaborative interdisciplinary research projects, intellectual discourse, leadership forums and conferences, publications, education of a new generation of leaders in the field, and a distinctive, highly influential presence at international gatherings focused on urbanism.

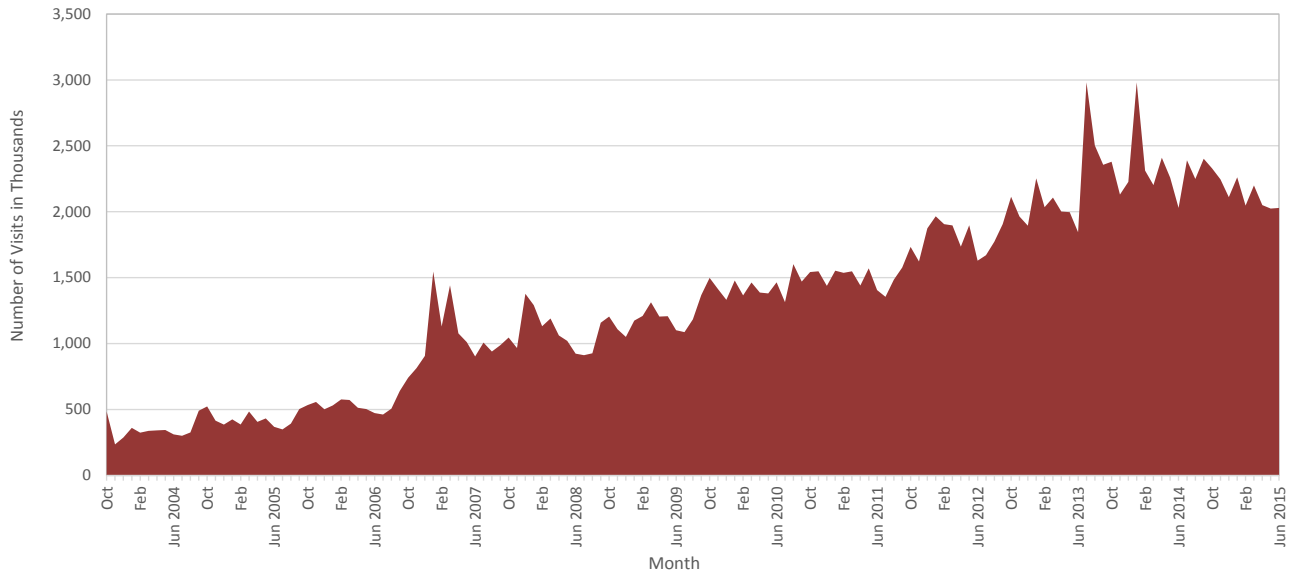
<http://cau.mit.edu/>

Digital Learning

OpenCourseWare and MITx represent MIT's largest and most far-reaching international outreach programs. With more than 2200 courses on OCW, many of them available in other languages through OCW translation affiliates in other countries, there

is something of interest for almost everyone. Since 2003, more than 200 million individuals have accessed MIT academic content through these programs, sometimes with astonishing results. Please see <http://ocw.mit.edu/about/ocw-stories/> for inspiring examples.

Monthly Visits to OCW Website (October 2003–June 2015)

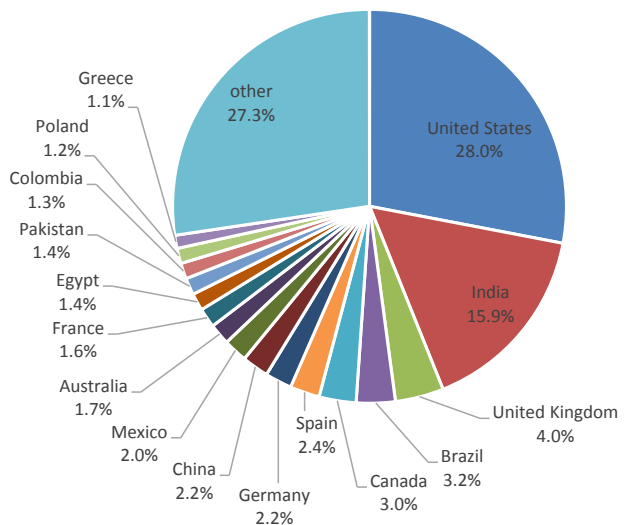


OCW is accessed by a broadly international population of educators and learners, with 55%–60% of all visitors accessing OCW from outside the U.S. in a typical month.

MITx is the Institute's interactive learning initiative that offers online versions of MIT courses on edX, a partnership in online education between MIT and Harvard University. MIT instructors teach these MITx courses, called "MOOCs," to learners around the world.

Learners must enroll in these courses, and they have the opportunity to earn certificates of achievement. Since the first MITx course was offered in August 2012, there have been more than 2.7M enrollments in MITx courses, with nearly 1.6 million participants (some people register for a course but then fail to follow through with any studies or use of course materials). Individual registrants come from more than 200 different countries.

Percent Registered by Country



Using the resources, platform, and pedagogical innovations of MITx, faculty also develop digital learning courses and modules for use in on-campus education.

International Study Opportunities

There are a broad range of global activities for students to choose from. These run the gamut from traditional study-abroad programs to innovative short term projects, but most are infused with the Institute's philosophy of *mens et manus*. In the spring of 2014, 43 percent of students graduating with a bachelor's degree, and 32 percent of students graduating with a master's degree reported having educational experiences abroad.

The following are examples of programs that provide students with experiences abroad:

Cambridge-MIT Exchange

Through the Cambridge-MIT Exchange Program (CME), undergraduate MIT students can spend their junior year studying at the University of Cambridge in England. The University of Cambridge consists of 31 colleges where students live and study in a supportive educational environment. Participating departments include Aeronautics and Astronautics; Biology; Brain and Cognitive Sciences; Chemical Engineering; Chemistry; Civil and Environmental Engineering; Earth, Atmospheric and Planetary Sciences; Economics; Electrical Engineering and Computer Science; History; Mathematics; Mechanical Engineering; and Physics.

Departmental Exchanges

The Department of Aeronautics and Astronautics offers study at the University of Pretoria in South Africa. The Department of Architecture has two exchange programs, one with Delft University of Technology in the Netherlands and the other with the University of Hong Kong. The Department of Materials Science and Engineering has exchange programs with Oxford University and Imperial College London. The Department of Nuclear Science and Engineering has an exchange program with the Imperial College London. The Department of Political Science has an exchange program with Sciences Po in Paris, France. The Department of Mechanical Engineering has an exchange program with ETH Zurich in Switzerland.

MIT-Madrid Program

The MIT-Madrid Program gives students the opportunity to study in Madrid for the spring term during their sophomore or junior year. Depending upon major and interests, students can choose science and engineering courses at the Universidad Politécnica de Madrid and/or humanities, arts, and social sciences courses at the Universidad Complutense de Madrid; instruction and coursework are in Spanish. These are leading universities in Spain, each with its own distinguished tradition and history. In addition to academic courses, students can participate in an internship during this program.

Singapore-MIT Undergraduate Research Fellowships (SMURF)

The SMART Centre has established a summer research internship programme: the SMURF programme (Singapore-MIT Undergraduate Research Fellows programme). It is open to all undergraduates at MIT, NTU, NUS, and SUTD and gives them the opportunity to engage in research at the SMART Centre over the summer. The SMURFs work in MIT Faculty supervisors' labs, actively participate in the research projects, and engage with postdoctoral scholars, graduate students, and other researchers. SMART hopes this opportunity excites them about research and they consider a career in research. Their research experiences are supplemented with numerous social activities that are arranged for them. Based on feedback from the students, the SMURFs greatly value their experiences at SMART and the community that forms among them.

Other Study Abroad Options

MIT students may also apply for admission directly to foreign institutions that offer study abroad programs and still graduate from MIT on time at the following universities: l'École Polytechnique in France, the London School of Economics in the UK, the University of New South Wales in Australia, and Tsinghua University in China. Students may also apply to study abroad programs administered by other U.S. institutions or outsider provider programs.

MIT International Science and Technology Initiatives

MIT International Science and Technology Initiatives (MISTI), MIT's primary international program, connects MIT students and faculty with research and innovation around the world. Working closely with a network of premier corporations, universities and research institutes, MISTI matches over 700 MIT students with internship, teaching, research and entrepreneurial opportunities abroad each year. After several semesters of cultural and language preparation on campus, MISTI students participate in rigorous, practical work experience in industry and in academic labs and offices. Projects are designed to align the skills and interests of the student with the needs of the host. MISTI also organizes the MISTI Global Seed Funds, which encourage MIT students to work on faculty-led international research and projects. MISTI programs are available in Africa, Belgium, Brazil, Chile, China, France, Germany, India, Israel, Italy, Japan, Korea, Mexico, the Netherlands, Portugal, Russia, Singapore, Spain and Switzerland.

MISTI's approach to international education builds on MIT's distinctive traditions of combining classroom learning and hands-on experience in Undergraduate

Research Opportunities (UROPs), cooperative programs with industry, practice schools, and internships. In contrast to other universities' internationalization programs that mainly involve study abroad, MISTI matches individual students with work or research opportunities in their own fields.

<http://misti.mit.edu>

Here are a few examples from the more than 5,500 students MISTI has placed since it began by sending a handful of interns to Japan at the end of the 80s:

Chemical Engineering student Nathalia Rodriguez worked on gene therapy for muscular dystrophy at Genpole, a French biotech cluster.

Matthew Zedler, a Mechanical Engineering graduate, examined Chinese auto growth and energy at Cambridge Energy Research Associates in Beijing.

Physics major Jason Bryslawskij designed superconducting magnetic bearings for electric motors at Siemens in German. He wrote two patents at Siemens.

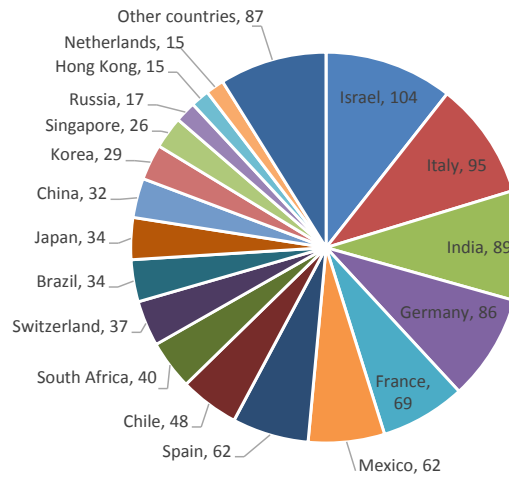
Ammar Ammar, an EECS undergrad, designed and tested a Google/YouTube project at Google Israel.



MISTI Programs and Start Year

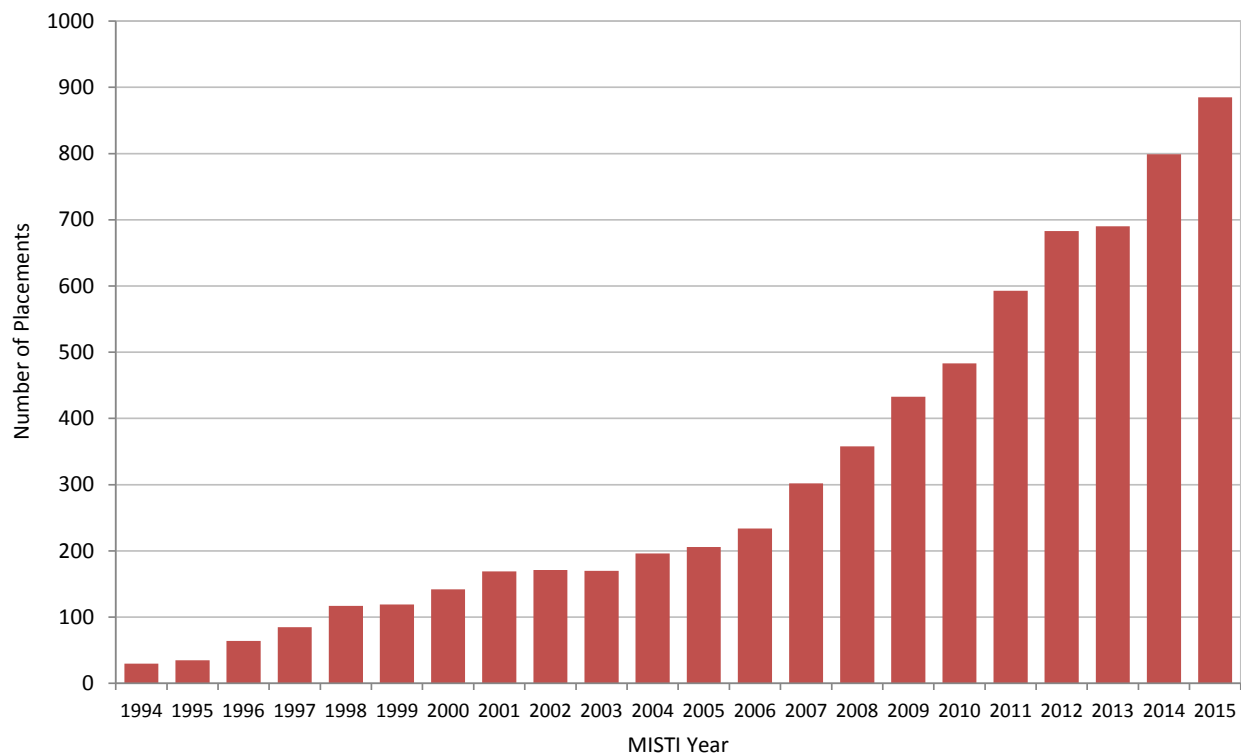
- Arab World, 2014
- Belgium, 2011
- Brazil, 2009
- Chile, 2011
- China, 1994
- France, 2001
- Germany, 1997
- India, 1998
- Israel, 2008
- Italy, 1999
- Japan, 1983
- Korea, 2012
- Mexico, 2004
- Netherlands, 2012
- Portugal, 2014
- Russia, 2012
- Singapore, 2012
- South Africa, 2012
- Spain, 2006
- Switzerland, 2010

MISTI Placements by Country, 2014–2015



In 2014–2015, there were MISTI placements in thirty-seven countries.

**MISTI Annual Internship Placements
1994–2015***



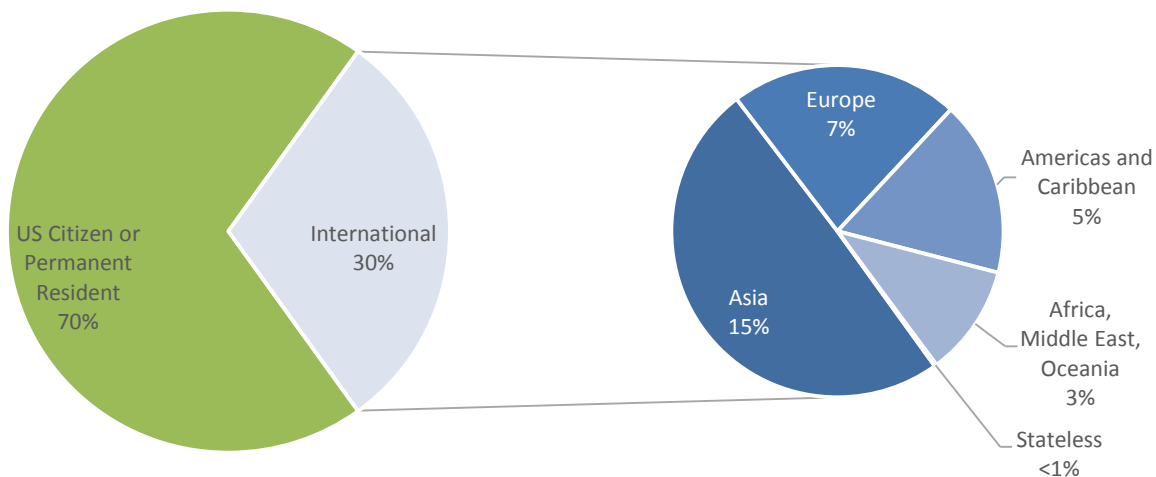
*MISTI year runs from September 1–August 31. 2015 represents the 2014–2015 year.

International Students

MIT has welcomed international students essentially since its inception. The first student from Canada came to MIT in 1866, the second year MIT offered classes. This student was followed by a steady stream of students from around the globe throughout the 19th century. By 1900, some 50 foreign-born students had traveled to Massachusetts for study; however, the number increased dramatically after World War II when an influx of these students began attending the Institute. The rapid rise of international students from East Asia, led by students from China, changed the demographics of this group beginning in the 1950s. Changes in immigration law in 1965 opened up the doors to a steadily increasing pool of international talent.

The United States has been the destination of choice for international students and scholars for the past 50 years. According to the Institute of International Education Open Doors 2015 report, the number of international students enrolled in U.S. colleges during the 2014–2015 academic year reached a record high of 974,926 students. MIT has the fourth highest number of foreign students of the institutions in Massachusetts. NAFSA: Association of International Educators produced an economic analysis based in part on Open Doors data that states that during the 2014–2015 academic year, international students and their dependents contributed \$30.5 billion to the U.S. economy through tuition, fees, and living expenses and support 373,381 jobs.

**Total Enrollment by Citizenship
and Geographic Region of Country of Citizenship
2015–2016**



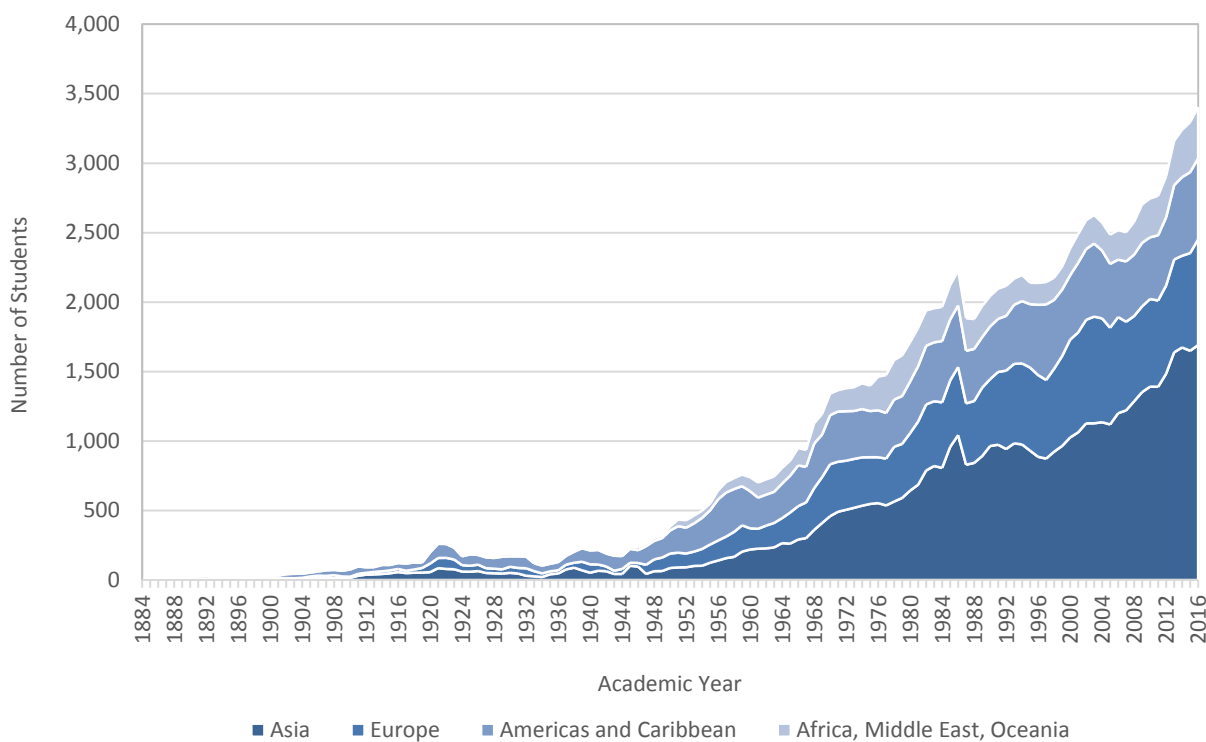
**International Undergraduate Students
Top Countries of Citizenship, 2015–2016**

Country	Count
China	57
India	32
Canada	24
South Korea	24
Brazil	23
Thailand	20
Saudi Arabia	18
United Kingdom	12
Mexico	10
Turkey	10

**International Graduate Students
Top Countries of Citizenship, 2015–2016**

Country	Count
China	634
India	304
Canada	234
South Korea	187
France	92
Singapore	87
Taiwan	70
Russia	70
Brazil	69
Germany	68

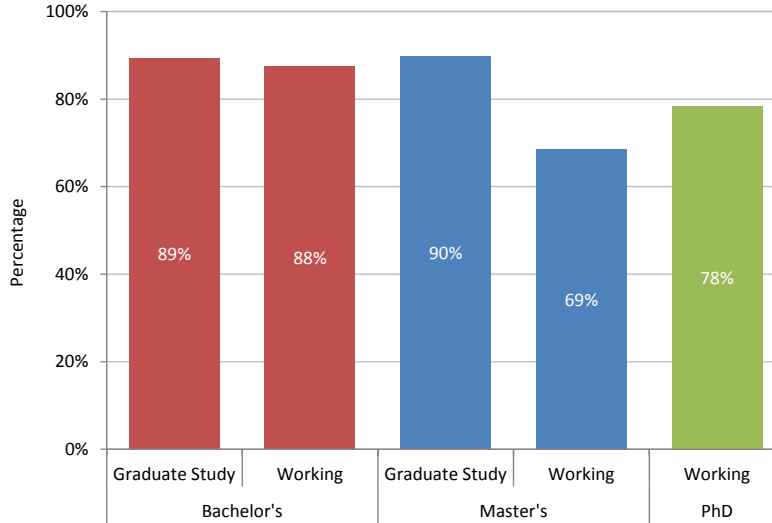
**International Students by Geographic Region of Country of Citizenship
1884–2016**



Many international students remain in the U.S. after graduation. The graph below shows the post-graduation plans of international students graduating

in 2015, as reported in a survey administered by MIT. Seventy-eight percent of international students plan to remain in the U.S. after graduation.

Percentage of 2015 International Student Graduates Remaining in the U.S. by Degree and Post-Graduation Plans



International Alumni Entrepreneurs

A 2009 Kauffman Foundation report on the Entrepreneurial Impact of MIT found the following:

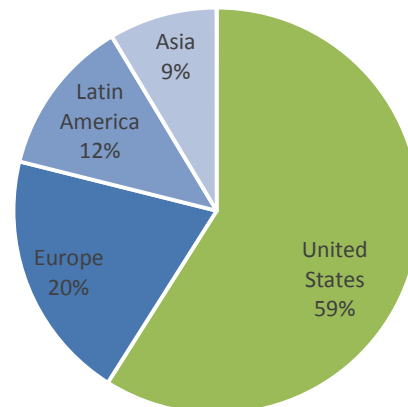
Alumni who were not U.S. citizens when admitted to MIT founded companies at different (usually higher per capita) rates relative to their American counterparts, with at least as many remaining in the United States as are returning to their home countries....

About 30 percent of the foreign students who attend MIT found companies at some point in their lives. This is a much higher rate than for U.S. citizens who attend MIT. We assume (but do not have data that might support this) that foreign students are more inclined from the outset to become entrepreneurs, as they had to seek out and get admitted to a foreign university, taking on the added risks of leaving their families and their home countries to study abroad. (MIT has only its one campus in Cambridge, Mass., and, despite collaborations in many countries, does not operate any degree program outside of the United States.) We estimate that about 5,000 firms were started by MIT graduates who were not U.S. citizens when they were admitted to MIT. Half of those companies created by "imported" entrepreneurs, 2,340 firms, are headquartered in the United States, generating their principal revenue (\$16 billion) and employment (101,500 people) benefits here.

Estimated Number of Companies Founded by International MIT Alumni

Location	Total
United States	2,340
Europe	790
Latin America	495
Asia	342

Location of Companies Founded by International MIT Alumni



International Alumni

MIT alumni and scholars have made extraordinary contributions in their home countries, the U.S., and the world. The following are some examples:

Kofi Annan, SM Management 1972

Kofi Annan, the seventh Secretary-General of the United Nations and recipient of the Nobel Peace Prize, was born in Kumasi, Ghana, and attended the University of Science and Technology in Kumasi before completing his undergraduate studies at Macalester College in St. Paul, Minnesota. He undertook graduate studies in economics at the Institut universitaire des hautes études internationales in Geneva, and earned his SM in Management as a Sloan Fellow at MIT. Annan worked for the World Health Organization and the Ghana Tourist Development Company, but has spent most of his career at the United Nations.

Mario Draghi, PhD Economics 1977

Mario Draghi is the president of the European Central Bank (ECB) which sets interest rates for the 17 countries in the Eurozone. He was previously the governor of the Bank of Italy and, in 2012, Forbes Magazine nominated him as the 8th most powerful man in the world. Shortly after becoming president of the ECB, he oversaw a €489 billion (\$640 billion), three-year loan program to European banks. He also stepped up the bond purchases from struggling Eurozone nations to help with the debt crisis. Draghi was born in Rome in 1947. He received a degree in economics from Università degli Studi, Rome in 1970 before attending MIT. While at MIT, he studied with Nobel winners Franco Modigliani and Robert Solow.

Benjamin Netanyahu, SB Architecture 1975, SM Management 1976

Currently serving his second term as Prime Minister of Israel, Benjamin Netanyahu was born in Tel Aviv, Israel and grew up in Jerusalem. He served as Israel's ambassador to the United Nations from 1984 to 1988, during which time he led the effort to declassify the United Nations' archive on crimes committed by Nazi Germany. Netanyahu, a member of the Likud party, was Israel's Prime Minister from 1996 until 1999. During his first term as Prime Minister, Netanyahu implemented policy that combined fighting terror with advancement of the peace process. Its cornerstone was the conclusion of well-measured

agreements with the Palestinians that insisted on reciprocity. During his three-year term, the number of terror attacks drastically decreased.

Ngozi Okonjo-Iweala, MCP 1978, PhD Planning 1981

Former Managing Director of the World Bank, Ngozi Okonjo-Iweala is a globally renowned Nigerian economist. She was the first woman to hold the position of Finance Minister in Nigeria. During her term from 2003 to 2006, she launched an aggressive campaign to fight corruption. She implemented a series of economic and social reforms, including a zero-tolerance policy for corruption; international and local governmental contract bidding; privatizing state-owned refineries; and the Extractive Industry Transparency Initiative, which aims to bring openness to the oil sector. Under her leadership, the country has tripled its reserves from \$7 billion to \$20 billion; the annual GDP grew at 6 percent; and inflation is down from 23 percent to 9.5 percent. Okonjo-Iweala started her career at the World Bank, where she was the first woman ever to achieve the positions of vice president and corporate secretary.

I. M. Pei, SB Architecture 1940

Ieoh Ming Pei, influential modernist architect and founder of the firm Pei Cobb Freed & Partners, was born in China in 1917. He completed his Bachelor of Architecture degree at MIT in 1940. Pei has designed more than 60 buildings, including the John Fitzgerald Kennedy Library in Boston, Massachusetts, the Grand Louvre in Paris, France, the Miho Museum in Shiga, Japan, the Bank of China Tower in Hong Kong, and the Gateway Towers in Singapore.

Tony Tan, SM Physics 1964

Following his degrees from MIT and his Ph.D. from the University of Adelaide in applied mathematics, Tan taught mathematics at the University of Singapore. Tan was elected to the Parliament of Singapore in 1979, and has served in numerous leadership positions in the Singapore government. In December 1991, Tan stepped down from the Cabinet to return to the private sector as the Overseas-Chinese Banking Corporation's Chairman and Chief Executive Officer. He rejoined the Cabinet in 1995 as Deputy Prime Minister and Minister for Defense. In August 2003, Tan became Deputy Prime Minister and Co-ordinating Minister for Security and Defense. Tan won the Singapore presidential election in 2011 and is currently serving as the 7th President of Singapore.

International Scholars

MIT hosts international scholars from around the world who come to the U.S. for teaching, research, collaboration, and other purposes. This diverse group of professionals includes visiting scientists, professors, artists, and scholars, as well as postdoctoral fellows and associates, lecturers, instructors, research associates and scientists, and tenure-track faculty. During the year July 1, 2014 through June 30, 2015, The International Scholars Office (ISchO) served 2,403 international scholars affiliated with MIT and their accompanying family members (“international” is defined as non-U.S. citizen, non-U.S. permanent resident).

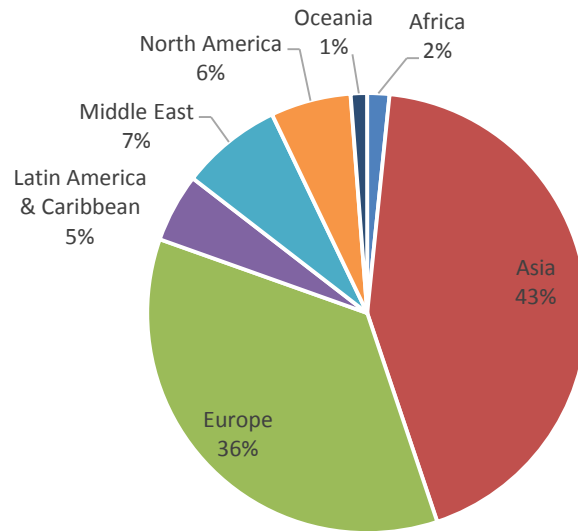
This reflects an increase of 4 percent over last year (2,305). According to the most recently published Institute of International Education Open Doors report (2014), MIT ranked 11th nationally with regard to the numbers of international scholars at U.S. institutions. Postdoctoral associates and postdoctoral fellows accounted for 59 percent of MIT’s international scholars.

Foreign national scholars came to MIT from 93 different countries, with the highest numbers coming from China, South Korea, India, Germany, Canada, Japan, Italy, Israel, Spain and the UK. The top ten countries of origin of the entire international scholar population in the U.S. are roughly the same. Scholars from these top 10 countries constituted 64 percent of MIT’s international scholar population. Seventy-six percent of international scholars at MIT were men and 24 percent were women. The greatest number of international scholars came to join departments in the School of Engineering, followed by the School of Science, interdisciplinary laboratories and centers, and the Sloan School of Management.

**International Scholars
Top Countries of Origin, 2014–2015**

Country	Count
China	445
South Korea	177
India	161
Germany	144
Canada	142
Japan	126
Italy	101
Israel	100
Spain	80
United Kingdom	73

**International Scholars
by Geographic Region, 2014–2015**



Selected Projects

Toward hack-proof RFID chips

MIT researchers have developed a new type of radio frequency identification (RFID) chip that is extremely difficult to hack. The chip is designed to prevent side-channel and a “power glitch” attacks. If such chips were widely adopted, it could mean that an identity thief couldn’t steal your credit card number or key card information by sitting next to you at a café, and high-tech burglars couldn’t swipe expensive goods from a warehouse and replace them with dummy tags.

Side-channel attacks analyze patterns of memory access or fluctuations in power usage when a device is performing a cryptographic operation, in order to extract its cryptographic key. One way to thwart side-channel attacks is to regularly change secret keys. In that case, the RFID chip would run a random-number generator that would spit out a new secret key after each transaction. A central server would run the same generator, and every time an RFID scanner queried the tag, it would relay the results to the server, to see if the current key was valid.

A power glitch attack is when an RFID chip’s power is repeatedly cut right before it changed its secret key. An attacker could then run the same side-channel attack thousands of times, with the same key. Two design innovations allow the researchers’ chip to thwart these attacks: One is an on-chip power supply whose connection to the chip circuitry would be virtually impossible to cut, and the other is a set of “nonvolatile” memory cells that can store whatever data the chip is working on when it begins to lose power.

The work was funded by Texas Instruments and the Japanese automotive company Denso.

<http://bit.ly/1NQQKDy>

A virtual “guide dog” for navigation

MIT researchers have developed a low-power chip for processing 3D camera data that could help visually impaired people navigate their environments.

The chip consumes only one-thousandth as much power as a conventional computer processor executing the same algorithms. Using their chip, the researchers also built a prototype of a complete navigation system for the visually impaired. About the size of a binoculars case and similarly worn around the neck, the system uses an experimental 3D camera from Texas Instruments. The user carries a mechanical Braille interface developed at MIT’s Computer Science and Artificial Intelligence Laboratory (CSAIL), which conveys information about the distance to the nearest obstacle in the direction the user is moving.

The work was sponsored by the Andrea Bocelli Foundation and Texas Instruments, and the prototype chips were manufactured through the Taiwan Semiconductor Manufacturing Company’s University Shuttle Program.

<http://bit.ly/1PgHoTz>

A new way to store solar heat

A team of researchers at MIT has developed a new polymer film that can store solar energy during the day and release it later as heat, whenever it’s needed.

The finding, by Jeffrey Grossman, postdoc David Zhitomirsky, and graduate student Eugene Cho, is described in a paper in the journal *Advanced Energy Materials*. The key to enabling long-term, stable storage of solar heat, the team says, is to store it in the form of a chemical change rather than storing the heat itself. Whereas heat inevitably dissipates over time no matter how good the insulation around it, a chemical storage system can retain the energy indefinitely in a stable molecular configuration, until its release is triggered by a small jolt of heat (or light or electricity).

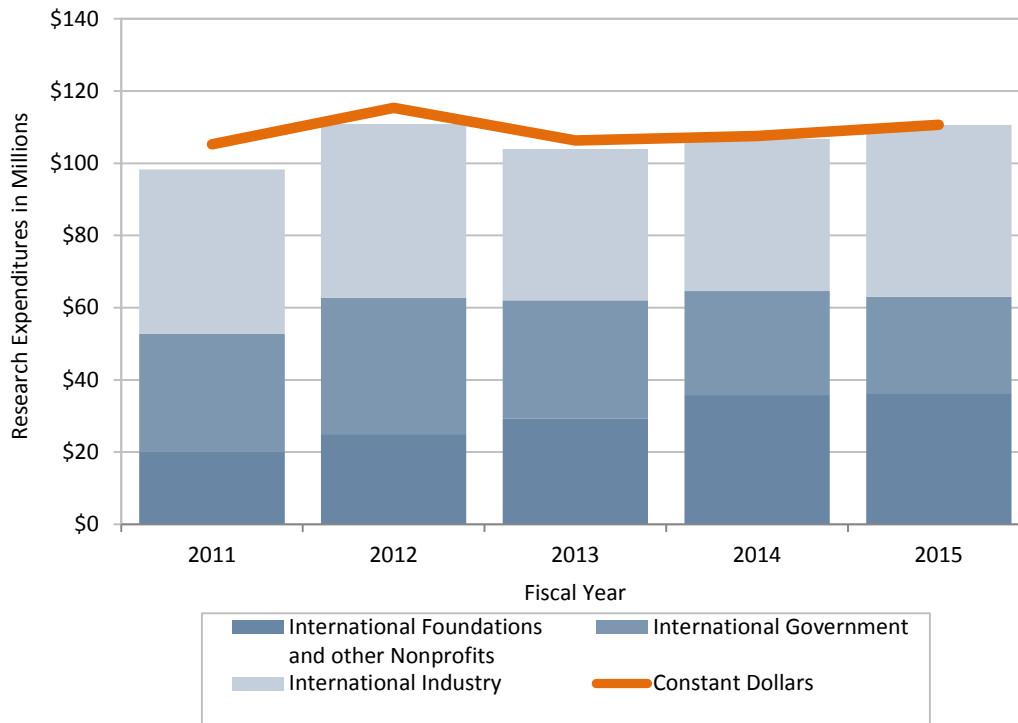
The work was supported by a NSERC Canada Banting Fellowship and by BMW.

<http://bit.ly/1OeOYNY>

Campus Research Sponsored by International Organizations

International Organizations Campus Research Expenditures (in U.S. Dollars)
Fiscal Years 2011–2015

International Sponsor Type	2011	2012	2013	2014	2015
Foundations and other nonprofits	20,233,545	25,025,346	29,381,412	35,830,415	36,301,791
Government	32,471,318	37,712,878	32,651,167	28,803,960	26,712,520
Industry	45,603,282	48,133,890	41,922,158	42,127,804	47,606,652
Total	98,308,146	110,872,115	103,954,737	106,762,179	110,620,964
Constant dollars*	105,240,028	115,311,422	106,347,034	107,539,385	110,620,964



*Constant dollars are calculated using the Consumer Price Index for All Urban Consumers weighted with the fiscal year 2015 equaling 100.