

Report to the President year ended June 30, 2025

Office of the Vice Chancellor

# Office of the Vice Chancellor President's Report AY2025

## Executive Summary

The mission of the [Office of the Vice Chancellor](#) (OVC) is to advance academic innovation and foster the growth of every MIT student, empowering them to make a positive impact at MIT and beyond. OVC continues to make progress in its foundational work in supporting the educational experience of MIT graduate students and undergraduates. Highlights of the OVC's priorities and progress during AY2024 are outlined below.

### *Leadership Transition*

Interim Vice Chancellor Dan Hastings stepped down in February, when Chancellor Melissa Nobles [appointed David L. Darmofal](#) to the role. Vice Chancellor Darmofal is on the faculty of the Department of Aeronautics and Astronautics and is, as Chancellor Nobles noted, “a champion of innovative approaches to teaching, advising, and student professional and personal development.”

### *Graduate Education*

Career Advising & Professional Development (CAPD) contributed to the Institute’s ongoing efforts to improve graduate student mentoring by offering a number of programs, such as the Path of Professorship Conference, the Research Mentoring Certificate, and Mentoring Circles. The office also provided integral support for the faculty-led effort to establish a professional development requirement for MIT PhD students, which will move into a pilot phase in AY2026.

OGE successfully launched the [GradCentral](#) website for graduate administrators and faculty. The Touchstone-authenticated site was created to provide a digital, centralized resource with key information and training materials. Specific resources include a timeline of the academic year; orientation materials; templates and guides; a meeting archive and directories; training resources (including extensive materials on the Collective Bargaining Agreement); and a filterable repository of key campus announcements to graduate students and staff who support them.

The Office of Graduate Education (OGE) also created a new unit, GradThriving, to simplify and centralize points of connection to MIT offices and resources so that graduate students can more easily access support. GradThriving melds together several existing services — namely GradSupport, GradDiversity, and GradParents — with a newly synthesized team called GradExperience, which combines support for the Graduate Student Council and central graduate orientation with community-building programs.

Finally, under the leadership of Senior Associate Dean and Director Denzil Streete, OGE completed a [five-year strategic plan](#). The plan outlines strategic goals grouped around five key themes, all of which broadly aim to foster a graduate environment where students not only achieve but truly thrive — academically, socially, and personally:

- Strategic theme 1: Academics, administration, and funding
- Strategic theme 2: Building and sustaining belonging and community
- Strategic theme 3: Institute climate
- Strategic theme 4: Holistic support of graduate students
- Strategic theme 5: Internal OGE processes

### *[Undergraduate Education](#)*

During AY2025, the [Undergraduate Advising Center](#) (UAC) added five new staff members and expanded advising to second-year students, as well as implementing new programming and initiatives, such as the Associate Advisor Excellence Initiative and daily drop-in advising hours for all undergrads.

This was a transitional year for the Office of Minority Education (OME). After the departure of the director in 2024, Senior Associate Dean and UAC Director Diep Luu became interim director of the OME. Throughout the year, OVC participated in extensive conversations about the best way to position OME to meet students' needs moving forward. Based upon these conversations and in consultation with MIT's senior leadership, Vice Chancellor Darmofal merged OME and the UAC's Advising and Student Belonging (ASB) unit into a single new UAC unit. A working group appointed by the vice chancellor consisting of faculty, staff, students and alumni then developed a mission and name for the new unit, specifically the [Office of Academic Community, Empowerment, and Success](#) (OACES, pronounced "oasis"). The programming of the OME and ASB remains unchanged as a result of this merger.

During the year, construction was underway in Building 11 to create a new home for the UAC, with an anticipated move-in date of early fall 2025. (Student Financial Services, which formerly occupied the space, moved to new offices in E17.) The renovation will allow the entire staff of the UAC to be housed together and provide an inviting "touch-down" space for students traveling through the Infinite Corridor. In addition, the former space occupied by the UAC (Rooms 7-103 and 7-104) underwent renovations to allow Career Advising & Professional Development staff to move in. Both of these spaces will provide a centralized home for key student services.

### *[Enhancing Student Systems](#)*

This year marked a significant step in our efforts to unify and streamline a critical part of our [student systems](#). In June, we began to implement [Stellic](#), an online platform offering a degree audit tool and a comprehensive student advising and engagement feature for both

undergraduate and graduate students.

The platform provides students with a more proactive and integrated online experience for understanding degree requirements, tracking real-time academic progress, and accessing advising and support resources. In addition, it will give those who work with our students, including department advisors and administrators, UAC advisors, and the Student Support Services (S<sup>3</sup>) and GradSupport teams, a centrally-supported gateway to ease academic institutional processes, improve data integrity, and help demystify degree planning.

The initial implementation phase for Stellic will run through June 2026 and will include the programming of undergraduate General Institute Requirements and a pilot group of undergraduate and graduate level degrees. The remaining degree programs will be added in later phases. Several key offices, including the UAC, OGE, and S<sup>3</sup> will serve as early adopters of advising functions, such as appointment scheduling, note-taking, and communications. Other student-facing DLCIs will start using Stellic over time.

### *Visiting Committee*

The MIT Visiting Committee (VC) for Undergraduate and Graduate Education met with Vice Chancellor Darmofal and other senior leaders in April 2025. Since the previous VC meeting in 2023, OVC has focused on making progress on the following six key recommendations from the committee: infrastructure and systems; OVC staff; FlexWork; team building; the UAC; and graduate support and advising. Key topics/conversations included:

- Chancellor Nobles discussed the current political climate / realities and how MIT has been responding.
- Ensuring MIT continues to attract the most talented students from all over the world, while following the current law, remains a critical priority.
- The next steps/priorities for the UAC, including the OME transition.
- Continuing to respond to the changing nature of graduate education (unionization, funding pressures, greater need for personal and professional development).
- The state of OVC's staff, with a focus on providing more opportunities to develop, and a report out on the new OVC Staff Council (as recommended at the prior visiting committee meeting).
- Ensuring greater visibility of the OVC, including a potential new name that better reflects its purpose.

### *Looking Ahead*

The Vice Chancellor has articulated the following priorities for OVC moving forward:

## **Undergraduate Students**

- Building strong relationships across campus (with faculty, departments, administrative staff, and more): new UAC advisory council this fall
- Introducing OACES to the community, programming integration, strategic planning
- Tutoring changes: TSR^2 move from OME to UAC's Academic Achievement pillar; from Building 16 to 4; renewed focus on partnerships with departments

## **Graduate Students**

- Enhancing student support
- Negotiating new Collective Bargaining Agreement (CBA)
- Professional Development experiments

## **Teaching and Learning**

- Considering how we can better harness MIT's significant expertise in this area
- Anticipating how AI might impact what students learn, how students learn, and our assessment of student learning

## **Technology, Systems and Infrastructure**

- New systems and upgrades including student success and degree audit (Stellic), grad appointments and CBA (Odyssey)

## **Educational Spaces**

- Last year, a Classroom Advisory Board inventoried spaces, identified needs, and made recommendations; establish plans now to adopt their recommendations and move quickly as funding allows
- Improve the maker ecosystem and maximize utilization of existing spaces

## **Fundraising Priorities for OVC**

- Outreach and recruitment (e.g., CPW, MSRP)
- Financial support (scholarships and fellowships)
- Educational experience (belonging and success; makerspaces; and classrooms)

— **David L. Darmofal**

Vice Chancellor for Undergraduate and Graduate Education  
Jerome B. Wiesner Professor

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## OVC Headquarters

OVC HQ provides foundational support to OVC staff, enabling them to fulfill the organization's mission. The OVC HQ delivers administrative and operational support across the organization in the following areas:

- Human Resources
- Finance
- Communications
- Project and Space Management
- Cross-Functional Team Oversight

### *Staffing Changes*

- David L. Darmofal transitioned to a new role as vice chancellor in February 2025. Daniel Hastings served as interim vice chancellor while the internal search was conducted.
- Elizabeth Washburn was hired as the senior administrative assistant to support Vice Chancellor Darmofal in June 2025.
- Diep Luu transitioned from associate dean and director of the UAC to senior associate dean and director.
- Sadé Abraham was promoted from UAC associate director of Advising and Student Belonging to associate dean and director, Office of Academic Community, Empowerment, and Success.

### *Key Accomplishments*

In addition to helping advance the vice chancellor's key priorities, the OVC HQ team:

- Produced internal communications, including e-letters, to keep the OVC community up to date about priorities and accomplishments.
- Managed the initiative to ensure every OVC manager can participate in a manager specific training and a 360-degree feedback process.
- Finalized construction of the Building 11 Undergraduate Advising Hub and moved UAC, SFS, and CAPD operations to new locations.

### *Awards / Recognitions*

Once again, the OVC has been acknowledged by Central HR for having a well-utilized appreciation note program that averages 90 notes per month. Additionally, the 2025 Infinite Mile Awards were held on two separate dates in June: one for the ceremony (which was in-person and also on Zoom) and one for a staff celebratory luncheon.

Two OVC staff were selected for MIT Excellence Awards this year. Chris “Petey” Peterson, director of communications and special projects, received an award for Outstanding Contributor. Stu Schmill, dean of Admissions and Student Financial Services, was the sole recipient of the 2025 MIT Staff Award for Distinction.

### *Looking Ahead*

We plan to:

- Continue to refine/update our FlexWork and space processes and policies to best meet the needs of our staff, as well as those we serve.
- Continue to partner with the OVC Staff Council to make connections and foster a sense of OVC community.
- Continue our ongoing commitment to staff development and fair compensation, we convened a Working Group to review and make recommendations to enhance our **Merit Increase and Performance Review Process**.
- Ensure the OVC is providing a consistent onboarding practice, especially through a hybrid lens.

—Kristin McCoy  
Director of Human Resources

## Office of Admissions

### *Current Events*

In early AY2025, based on recommendations from the Committee on Undergraduate Admissions and Financial Aid (CUAFA) and approval from the Enrollment Management Group (EMG), MIT announced a major financial aid expansion: beginning in AY2026, undergraduate families with incomes below \$200,000 (and typical assets) can expect to attend MIT tuition-free, and undergraduate families with incomes below \$100,000 can expect to pay nothing at all towards the full cost of attendance (including tuition, fees, housing, dining, and an allowance for books and personal expenses). The prior income thresholds for these policies were \$140,000 and \$75,000, respectively.

We took this powerful message around affordability to all our audiences and deepened our commitment to increasing access to higher education for all—including those from rural and small-town backgrounds and lower socioeconomic backgrounds, as well as US veterans and transfer students. We created new publications highlighting our new financial aid policies and distributed them, both by mail and via admission officers traveling across the nation.

Admission officers planned and executed a robust set of outreach events in a variety of formats, including in-person and virtual programming, both on- and off-campus. Through continued partnerships with the Small Town and Rural Students (STARS) College Network, QuestBridge, Service to School VetLink, the Transfer Scholars Network, and many other community-based organizations (CBOs) around the country, we targeted a wide range of students and high school counselors, emphasizing key messages around access and affordability at MIT. We reintroduced the Traveling Ambassador Program (TAP) to connect current MIT students with high school students during MIT spring break, and maintained our annual recruitment programs, such as Campus Preview Weekend (CPW), Weekend Immersion in Science and Engineering (WISE), Ebony Affair, and Sin LiMITe. We continued to engage our robust alumni volunteer network to assist with recruitment and outreach efforts, as well as our long-established applicant interview process.

In our marketing and communication efforts, we also focused on engaging a broad set of prospective students to emphasize MIT's access and affordability messages. Through ongoing print and email campaigns, as well as partnerships with platforms such as College Vine and College Board's BigFuture and Connections, we focused on providing transparency, education, and counseling around the MIT undergraduate experience and the admission process. In our website and print communications, we refined our messages around what students can do to prepare for MIT in terms of academic preparation and other learning opportunities.

Admissions staff also supported CUAFA with an ongoing review of our transfer process. This year, that review focused on understanding and defining procedural barriers facing transfer students to earning transfer credit, which resulted in a CUAFA report to the administration

recommending areas of improvement and future study. Admissions staff also helped assess transfer student academic performance and progression, which remains excellent (and comparable to our first-year entering students) despite these barriers.

### *Key Accomplishments*

- Received 29,281 applications for the first-year class entering in fall 2025. Applications increased 4% from the previous year.
- Admitted 1,334 students, including 10 from the wait list, representing 4.6% of the applicant pool.
- Enrolled 1,157 students as the Class of 2029; 23 of them deferred entry from previous years. The slightly larger class size was enabled by the reopening of the East Campus residence hall.
- Enrolled 16 students identified through the STARS College Network. Our increased emphasis on rural recruitment led to enrolling 67 students from rural areas versus 43 students in 2024.
- Enrolled 94 students who earned medals at major international science and math olympiads, including multiple #1 gold medalists (i.e. overall winners). Data from the Global Talent Lab suggests that we continue to enroll more medalists annually than any other university in the United States, and, indeed, the collective universities of any other country.
- Enrolled 12 (of 40) finalists of the Regeneron (formerly Westinghouse and Intel) Science Talent Search—including 8 of the top 10 grand winners and the overall #1 winner.
- Enrolled 53 finalists of the Regeneron International Science and Engineering Fair—including 23 Grand Award winners.
- A total of 1,725 students applied for transfer admission. Of these, 35 were admitted. Of the admitted, four enrolled in spring 2025, and 25 are expected to enroll in fall 2025; two admitted students have requested to delay their entry to spring 2026. One student was admitted through our MIT-Wellesley double-degree program and will enroll in the fall of 2026. Additionally, one MIT-Wellesley double-degree program student from the prior year's admitted class will enter in fall 2025.

### *Class Composition and Profile*

- The incoming Class of 2029 is 48% female and 52% male (classified by federal IPEDS methodology), 20% first generation to college, and 11% international citizens.
- The incoming class comes from 49 U.S. states and 58 countries.
- The mean SAT score for first-year students is 754 for evidence-based reading and writing and 786 for math. The median SAT scores are 760 for evidence-based reading and writing and 790 for math.
- Pell Grant recipients comprise 27% of the class, up from 25% last year.
- Based on self-reported data and classified via federal IPEDS methodology, the race/ethnicity breakdown for the Class of 2029 is as follows: American Indian/Alaskan

Native <1%; Asian American 38%; Black/African American 6%; Hispanic/Latino 13%; Native Hawaiian/Pacific Islander 0%; White/Caucasian 23%; Two or More Races 7%.

*Note: The percentages reported here do not include the race/ethnicity of international students, although international students are included in the denominator when calculating the percentages.*

- MIT continues to partner with QuestBridge, a nonprofit organization that recruits high-achieving students from low-income backgrounds. This year, 136 QuestBridge finalists, including 98 National College Match Scholars, enrolled.

### *Recruitment, Outreach, Communications, and Yield*

- Strengthened our ongoing commitment to increasing access to higher education for rural and small-town students. We hosted our first STARS Fly-In Program, bringing 20 high school juniors to campus for three days of programming and advising; participated in the inaugural STARS Counselor Fly-In Program to welcome 20 rural and small-town high school counselors to campus; collaborated with STARS partner schools on joint webinars and joint recruitment across 20 states with over 2,000 attendees; continued to utilize our 12 rural and small-town MIT student ambassadors; and prioritized rural and small-town visits in our general recruitment efforts.
- Planned a robust set of fall recruitment and outreach programs with 22 trips across 30 states; hosted 26 regional information sessions and attended 12 college fairs organized by the National Association for College Admissions Counseling (NACAC); and connected with 53 CBOs through in-person visits and virtual programs.
- In October 2024, we hosted 100 participants at our Weekend Immersion in Science and Engineering (WISE). The program included application workshops, department tours, and hands-on programming designed to showcase the best of MIT. Of the 100 participants, 72 students will matriculate at MIT.
- In AY2025, we saw an increase in participation for our spring yield programs, hosted in partnership with student and alumni groups. Fifty students attended Sin LiMITE, and 35 attended Ebony Affair. Yield rates among students who attended a program remained high, with over 90% of Sin LiMITE and Ebony Affair participants choosing to enroll at MIT.
- Welcomed 1,065 admitted students for Campus Preview Weekend (CPW), our largest admitted-student yield program. We also hosted a week of virtual programming, including sessions in Chinese and Spanish, for parents and guardians of admitted students to learn more about the Institute.
- This year, we reintroduced the Traveling Ambassador Program (TAP), our spring break outreach effort. Twenty-six MIT students traveled to 12 states (plus Puerto Rico) to engage with high school students and share their experiences applying to and attending MIT.
- We enhanced communications to QuestBridge finalists in partnership with Student Financial Services, encouraging them to complete their financial aid applications before the deadline. This additional outreach yielded more complete applications than previous years, allowing us to match more qualified students than ever before through the

National College Match.

- Continued to work with the College Board's BigFuture app, a free online planning guide for students to see their test scores and connect with colleges, to engage prospective students and bring them into our communications pipeline.
- We partnered with alumni to host online sessions to talk about the value and advantages of an MIT education for families who may not have had direct experience with MIT previously. We also reinstated our alumni calling program, where students opting into the program could speak one-on-one with an MIT alum to learn more about the Institute and ask any questions they might have.
- Developed two new postcard campaigns: one to encourage high-achieving students to apply, and one highlighting our new financial aid policies and affordability messages.
- We also enhanced our communications around preparing to apply for MIT. We developed a print piece highlighting resources for academic preparedness, handed out at in-person outreach events, and sent postcards to students about upcoming summer programs and other opportunities at MIT.

### *Campus Visit Programs and Customer Service*

- Hosted 506 on-campus information sessions and/or campus tours which were attended by over 60,000 visitors. Summer continues to be our busiest season. In July and August 2024, we saw 38% of our total annual visitors. To get a full summer picture, if you add June 2025 registrants, we saw ~49% of our total annual visitors during summer months.
- Hosted 16 virtual information sessions that were open to the public and attended by 2,887 prospective students.
- Received and resolved ~79,500 emails from applicants, prospective students, or general inquirers. Our highest email volume was in January, as our office receives a high volume of questions immediately before and after the Regular Action application deadline.
- Completed 6,471 inbound phone calls. October had the highest call volume due to the combination of the Early Action application deadline as well as campus visit and outreach questions.

### *Educational Council*

- The Educational Council team recruited over 600 new Educational Counselors (ECs) to assist with applicant interviews and other volunteer opportunities.
- There were 3,254 active ECs in AY2025, 3,102 of whom conducted at least one interview totaling 17,884 interviews.
- We created an MIT Alumni volunteer group website for Educational Counselors.

### *Operations Team*

- In our sixth year using Slate, our admissions CRM database, we expanded cross-team training. We designed and piloted a comprehensive 9-month training course comprising

Slate Learning Lab modules, internal training sessions, and a weeklong query bootcamp with a final assessment and certification process. Five individuals across the office, from the Recruitment, Outreach, Educational Council, Campus Visits, and Research teams, went through this training program and were designated “Slate Lieutenants.” This allowed for increased distribution of knowledge and capacity building for the Operations team across the office.

- We continued our goal of integrating legacy systems into Slate. For example, we took a website that we were hosting with a database of results from an academic competition and migrated it into an internal Slate portal. This was done in collaboration with Post Captain Consulting, our Slate consultant.

### *Awards, Recognition, and Staffing*

- In AY2025, the admissions office was composed of 36 administrative staff and 10 support staff, including several shared positions with Student Financial Services.
- Two individuals were recognized with MIT Excellence Awards this year: Stu Schmill, Dean of Admissions and Student Financial Services, received the MIT Staff Award for Distinction in Service; Chris Peterson, Director of Communications and Special Projects for Admissions and Student Financial Services, received an Outstanding Contributor award.
- Two individuals won Infinite Mile Awards this year: Diane O’Brien Stillman for Serving the Client / Collaboration & Communication, and Nicole Cooper for Diversity & Inclusion.
- The office hired four team members over the past year: one admissions counselor, two assistant directors, and one senior advisor.
- In February of 2025, MIT enacted a hiring freeze across the Institute. At the end of FY2025, we had two unfilled administrative staff positions and three unfilled support staff positions in our office, including the Senior Advisor to the Dean, the Associate Director for Campus Visits, and three administrative assistants on the communications and customer service teams.

### *Looking Ahead*

- Given anticipated periods of austerity and unfilled staff positions, we are in a state of reprioritization. While we believe our operations are already quite lean, our programming and outreach services to the public will likely need to be scaled back in the face of budget reductions, and we will focus our efforts on the most high-impact, mission-critical work.
- Our in-person travel recruitment programs will be heavily reduced in the coming year, shifting our focus to lower-cost virtual efforts, core on-campus programs, and programs covered by ancillary funding. We will maintain efforts through the STARS College Network, as well as veteran and transfer recruitment. Where appropriate, we may also increase our utilization of our alumni volunteers, student ambassadors, or other key

resources.

- We will continue to develop our recruitment and communications strategies to expand our reach and automate longer campaigns to more effectively engage our top prospects. We will continue to emphasize our primary messages of affordability and access to prospective students, parents, and school counselors, and provide support and guidance for students preparing for—and applying to—MIT.

— **Stu Schmill**

Dean of Admissions and Student Financial Services

# Career Advising & Professional Development

[Career Advising & Professional Development](#)'s mission is to empower students, postdocs, and alumni to explore life and career goals by helping them develop core competencies and build professional networks. We engage them in self-discovery to craft lives that are intellectually challenging, personally enriching, and of service to the world.

## *Key Accomplishments*

- **Increased engagement** for program and career exploration for undergraduates, graduate students, and postdocs through advising, showcasing careers, diversifying opportunities via events and career fairs, and offering shadowing experiences.
- **Expanded career exploration and employer participation** – Partnered across MIT to diversify career opportunities through new and enhanced initiatives, including shadowing programs, student career exploration grants, and alumni profile features, while growing on-campus employer participation in presentations, recruiting, and skill-building workshops.
- **Advanced graduate and postdoc professional development** – Built engagement and faculty support for varied career paths through targeted programs such as PhD and postdoc career panels, new resources, and professional development certificates.
- **Responded to emerging priorities and economic challenges** – Aligned programming with growth industries (climate, medicine, AI, tech) and maintained strong student support during economic uncertainty through proactive outreach, job search, and graduate/professional school assistance.

## *Notable Statistics*

- Conducted **16,543** non-unique student, alumni, and postdoctoral engagements through:
  - 5,720 career, distinguished fellowships, and prehealth advising sessions (increase of 2% from AY24);
  - 4,914 attendees at 242 career services, graduate professional development, distinguished fellowships, and prehealth advising events (increase of 12% in attendees from AY24);
  - 5,909 attendees at 185 CAPD employer engagement events and programs (up 39% in attendees and 31% in events from AY24).
- Submitted 56 prehealth committee letters and prepared 42 distinguished fellowship endorsements.
- Eighty percent of the Class of 2028 engaged with CAPD through advising, program, or event attendance. A total of 489 first-year students attended targeted events (up 33% from AY2024) and 289 first-years engaged in career appointments (down 38% from AY2024), demonstrating that increased group programming efficiently meets individual needs.

- For 2024 graduates, 95.2% of bachelor's, 98.7% of master's, and 97.6% of PhD graduates seeking immediate employment reported obtaining a job within three months of graduation.
  - Reported median salaries:
    - \$105,000 (SB)
    - \$95,000 (MS)
    - \$134,000 (MEng)
    - \$164,000 (MBA)
    - \$70,000 (doctoral: postdoctoral positions)
    - \$150,000 (doctoral: other positions)
- Through continual content updates and structural improvements to the CAPD website, increased 2024 users by 29%, sessions by 31%, and pageviews by 15% from 2023.

### *Prehealth Advising*

- Supported 68 students and alumni in applying to medical school in the 2024 cycle (20 undergraduates, three graduate students, and 45 alumni), with an 81% acceptance rate (up 3% from 2023).
- Enhanced exploration of medical and health careers through classes as well as one-time and ongoing shadowing, engaging a total of 128 participants in the Careers in Medicine Class, Medical Interpreting Course, FPOP, Shadowing Program, Clinical Externship Program, and Mentor Program.
- Continued pilot of clinical research externship in collaboration with five top hospitals and medical centers.

### *Career Services*

- Expanded the Career Exploration Series to span the entire academic year. Collaborated with DLCIs and external partners for 91 events (total attendance: 2,254). CAPD Employer Relations worked with 54 employers to hold 890 student-employer coffee chats to support student career exploration and facilitated eight “careers in...” employer panels programs on particular industries.
- Sourced 23 IAP micro-internships for 63 students and offered nine first-year and second-year industry job shadows.
- Provided Career Exploration Fellowships to 11 undergraduates, and supported one graduate student, in domestic underfunded IAP internships and summer experiences in underrepresented industries.

### *Employer Relations*

- Added 2,667 new employers (9.6% growth; total: 30,225) in the MIT Handshake system.
- Hosted four career fairs and collaborated with peer schools to host Engineering Career Fair Collaborative and Ivy+ Just in Time Career Fair.

- Featured 14 employers, representing seven industries, through the Employer Connection Program.
- Promoted pay equity through programming, resources, and research coordinated by the Pay Equity Working Group.

### *Distinguished Fellowships*

Supported 361 non-unique applications and assisted 36 winners from MIT, including:

**Churchill** (1): Mishael Quraishi

**Fulbright** (17): Hajar Alrifai, Reyna Ayala, Harry Chen, Jordan Dattero, Brittany Ellis, Camille Falezan, Jakin Ng, Adriana Ramirez Cuevas, Adriana Rivera-Socarras, Syd Robinson, Sam Salwan, Esme Sun, Jordan Tierney, Yitong Tseo, Megha Vemuri, Anika Wadhera, Sarah Zhao

**Gates** (5): Markey Freudenburg-Puricelli, Christina Kim, Abigail Schipper, Sera Tolgay, and Rachel Zhang

**Knight Hennessy** (1): Steven Truong

**Marshall** (1): Lara Ozkan

**Rhodes** (4): Yiming Chen, Wilhem Hector, Anushka Nair, and David Oluigbo

**Schwarzman** (3): Yutao Gong, Brandon Man, and Andrii Zahorodnii

**Soros** (4): Sreekar Mantena, Arjun Ramani, Rupert Li, and Jupneet Singh

### *Graduate Student Professional Development*

- Reached top capacity for Professional Development Certificate program participation (170 combined participants across 2 programs).
- To support the Institute's prioritization of mentoring, elevated efforts via suite of programs including the Research Mentoring Certificate, the Path of Professorship conference, and Mentoring Circles (total attendance: 192).
- Continued to enhance an Institute-wide professional development (PD) network through the Professional Development Partners group and collective programming such as the Research Slam and Spilling the Tea.
- Contributed to efforts towards the Institute-wide PD requirement through supporting work on the final report, survey, and upcoming pilot.

### *Awards / Recognition*

- Six staff served in leadership roles for professional associations and/or presented in regional or national conferences.
- Eight staff participated in OVC/Institute-wide committees.
- Kim Benard received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM).
- Elsie Otero received an Infinite Mile Award

## *Looking Ahead*

**Central Hub for Career Development:** Partner with student support offices and industry partners to increase access to resources and programming as constituents explore majors and pursue career paths.

**CAPD Office Expansion:** Leverage CAPD's return to main campus to provide more visible, immediate, and equitable access to services — necessary in the current redistribution of industry opportunities and competitive graduate and professional school admissions.

**Mitigate Impact of Federal Funding Shifts** – As the federal government continues to determine funding allocations and place limitations on government-supported educational loans, CAPD offer targeted resources for students interested in research careers, distinguished fellowship programs, and graduate and professional schools who may face uncertainty and limited opportunities as they explore research interests and careers.

**Supporting Students' Interests in Diverse Career Fields** – Balance support for students' career interests in varied fields, such as science policy and climate, through programming, advising, and opportunities in key industries, while also supporting actively-recruiting fields that our students are traditionally drawn to, including computer science, finance, and consulting.

**Employer Engagement** – Tailor employer engagement strategies to the current job market, which is selectively strong, uneven, and more competitive. Top firms in tech (especially artificial intelligence/machine learning), finance, consulting, and aerospace/defense continue hiring, but overall demand has slowed due to economic uncertainty, reduced venture capital, biotech stagnation, and tech layoffs. Government budget cuts have further limited public sector roles, while DEI pullbacks have reduced diversity-focused pipeline programs. Graduates are adjusting expectations, turning to startups, global roles, or opting for further education.

**Graduate Student Professional Development and Career Exploration** – Provide integral support to the faculty-led effort to establish a professional development requirement for MIT PhD students, which is moving forward into its pilot phase in AY 2026. CAPD will collaborate on the Aeronautics and Astronautics Department pilot, develop an internship support course, and co-design a mentoring program — central pieces of the vision for the pilot. Successful pilots will serve as evidence for the essentiality and efficacy of the PD requirement.

— Deborah Liverman  
Executive Director

## Office of Experiential Learning

The [Office of Experiential Learning](#) (OEL) works to amplify and accelerate the practice and impact of experiential learning for MIT students. In AY2025, OEL was home to three experiential learning centers and programs — the [Edgerton Center](#), [PKG Center](#), and [UROP](#) — and collaborated and coordinated with 30+ experiential learning programs across the Institute, including MISTI, D-Lab, Project Manus, Career Advising & Professional Development, Gordon Engineering Leadership Program, Terrascope, and many more.

### *EL+ Community*

OEL's experiential learning community of practice continues to grow. Program leaders and staff convene at monthly meetings focused on learning outcomes, evaluation, social impact, climate, and other strategies for making experiential learning at MIT more effective. In AY2025, in collaboration with members of the former Climate Education Working Group, OEL launched a Climate Experiential Learning community of practice that also convenes monthly. In June 2025, OEL hosted its second annual EL Mini-Conference, convening experiential learning practitioners from across MIT for networking and professional development.

### *Social Impact Experiential Learning Opportunities (ELOs)*

In its third year, OEL's Social Impact ELO Request for Proposal process created 180+ high-quality undergraduate experiential learning opportunities focused on social and environmental impact, allocating roughly \$600,000 to support eight programs/projects.

### *EL for Everyone Initiative*

OEL continues to collect and share participation data and other information from dozens of experiential learning programs across MIT. In AY2025, OEL completed the analysis of student interviews from the prior year and shared findings with experiential learning programs, including UROP, MISTI, and PKG, to help them make their programs more accessible and impactful for all MIT students.

### *IAP Mini-grants*

In partnership with the Morningside Academy for Design and the MIT Climate Project, OEL once again ran a mini-grant program to support the creation of IAP activities. In total, 61 IAP 2025 proposals were submitted and 44 were awarded funding.

— **Kate Trimble**  
Senior Associate Dean and OVC Chief of Staff

## OEL — Edgerton Center

Founded in 1992, the [Edgerton Center](#) honors the late Professor Harold “Doc” Edgerton and his experiential approach to education. We continue his legacy by empowering students pursuing hands-on projects and inventions.

We offer a range of hands-on engineering subjects, support over 300 students in 19 student clubs and teams, manage five student machine shops and makerspaces, run a year-round K-12 outreach program, and bring K-12 teachers to campus for a range of professional development workshops.

The Edgerton Center assists faculty researchers in overcoming challenges in technical imaging. We help them identify approaches to capture the images they need, train their students (and staff) on the use of the requisite cameras, lenses, and lighting, and lend them equipment from the Edgerton Center.

Open to any MIT student, we strive to expand our vibrant community of student makers through subjects for credit, open-use makerspaces, and support for hands-on MIT student clubs and teams.

### *Current Goals, Objectives, and Priorities*

Our main priorities for the year ahead are twofold.

The first is to work with MIT Admissions to identify and recruit applicants to MIT. Identifying suitable applicants has been made much more difficult by recent rulings of the supreme court. We conducted a pilot project this past year, which was suggested by a group of MIT students who want to help. Their proposal? To send MIT students back to their high schools, including low-income high schools, to run hackathons. The MIT students formed a new student group, called the “Friendly Neighborhood Engineers.” As near peer role models, MIT students returning to their former high schools can overcome false beliefs of the high school students.

The two founders wrote, “We both almost didn’t attend MIT. We had to be encouraged by someone in our life to even apply. MIT simply didn’t seem like an option for either of us. I was explicitly told by my guidance counselor and teachers that there was no point in me applying to MIT, or any other highly competitive school for that matter.”

The Edgerton Center, with additional funds from the Admissions Office, sent six of these students to Sanger, CA to run a week-long build-a-thon for 20 middle and high school students from the Sanger Unified School District. This pilot program was a success by many metrics. Many students in Sanger can now see MIT as a realistic option. We are seeking resources to continue and expand this effort, in collaboration with the Admissions Office.

A second priority is MIT's ecosystem of makerspaces. As the director of both the Edgerton Center and of Project Manus, I am committed to maintaining and improving MIT's amazing system of makerspaces.

## *Key Accomplishments*

### **Academics**

- The Edgerton Center offered 11 courses over the year along with 6.9030 Strobe Project Lab.
- Fifty-nine (59) students completed UROPs.
- We supported 20 researchers across nine DLCs with training, equipment, and expertise in high-speed and other technical imaging.
- Our staff ran exploratory workshop and discussion experiences (2-4 hours) for visiting groups of teachers and students, including Politecnico di Milan (Italy) and the New England Section of American Association of Physics Teachers.

### **Student Maker Activities**

- We led 39 sessions of maker activities for students, faculty, and staff over IAP including rug tufting, making of watercolor paint, and glass etching.
- A group of 30 student volunteers provided some 40 hours/week as mentors staffing our Student Project Lab makerspace.
- Approximately 150 students used the Edgerton Student Machine Shop in Building 6C.

### **Supporting Hands-on Student Clubs and Teams**

- Hosted our fourth annual [clubs and teams showcase](#) featuring 17 of our 19 teams.
- MIT's First Nations Launch team won the grand prize at NASA's First Nations Launch High-Power Rocket Competition.

### **K-12 Outreach**

- Our on-campus K-12 classroom program served 2,849 students in AY2024.
- We ran four summer STEM programs for middle and high school students.
- We hosted a STEM workshop for eight deaf high school students in June 2025.
- A group of 15 MIT students, staff, and alumni traveled to four cities in Spain and Italy in January, running hackathons for approximately 300 students.

### **Institute Collaborations**

- Hosted 50 students from the Office of Minority Education Interphase program, providing them a six-week, collaborative, project-based introduction to engineering.
- Hosted approximately 120 students over five events during the year for hands-on learning activities as part of programs within the Admissions Office.
- Collaborated with MIT Sea Grant on projects related to education on climate change and underwater high-speed imaging.

## *Administrative Initiatives*

### **Personnel**

- Associate Director for Administration and Finance Sandi Lipnoski retired from the Institute. She continues with us on a part-time basis.
- Technical Instructor Pat McAtamney was promoted to Senior Technical Instructor.
- Resource Development Officer Peggy Eysenbach retired from the Institute.
- Communications Officer Sonny Oram left the Institute.

— **J. Kim Vandiver**  
Professor and Director

## OEL — Priscilla King Gray Public Service Center

The [PKG Center](#) educates students to address complex social and environmental challenges in collaboration with communities impacted by them, empowering students to become agents of change for “the betterment of humankind.”

### *Key Accomplishments*

#### **Enhanced Programming**

- Three-hundred MIT students participated in PKG programs and courses.
- Awarded \$830,000 in student funding for stipends, fellowships, and social entrepreneurship start-up funds.
- Collaborated and connected students with 300+ nonprofits, government agencies, and social ventures nationally and globally.
- Placed 70 undergraduates, 15% of 464 applicants, in [Social Impact Internships](#).
- Funded 50 PKG Fellowships (46% of applicants) for students working on self-directed social impact projects around the world.
- [Awarded over \\$60K in funding to eight](#) new social enterprises through PKG’s [IDEAS Social Innovation Challenge](#). Sixty teams applied, and 19 were selected for IDEAS social entrepreneurship incubator.
- Expanded [Indigenous Communities Initiatives](#), an IAP program that enables undergraduates to intern with MIT SOLVE Indigenous social entrepreneurs
- Enhanced [Social Innovation Exploration](#), an FPOP introducing first years to social innovation and the PKG Center.
- Offered [SP.256 Informed Philanthropy and Beyond](#), which explores philanthropy as a mechanism for social change; it awarded \$7,000 to local nonprofits.

#### **Introduced New Programs**

- [Code.Tulsa](#), a summer internship program in which students live at the University of Tulsa, host a STEM bootcamp for rural Native youth, and intern with Native nations and Tulsa nonprofits to support data science, AI, and coding projects. Code.Tulsa enables MIT students to both support and learn from the tech-based socioeconomic development strategies at work in the Tulsa region, once dependent on oil and gas.
  - Received \$125,000 in funding from the [Patrick J. McGovern Foundation](#).
- [IAP Climate](#), a program to engage MIT undergraduates in research and internship placements with campus partners and local government focused on climate resilience.
- [Social Innovation Workshop Series](#), including a [Social Impact Pitch2Match](#), to engage students in MIT’s social innovation ecosystem.
- [Community Engaged Learning Workshops](#) for staff and faculty, and an [AI, Health Equity, and Ethics Symposium](#).

## Completed New Strategic Plan

- Among other priorities, PKG's 2025-2028 strategic plan prioritizes new programming to prepare students for promoting the public interest through careers in industry, especially in the context of AI, in alignment with the goals of MIT's Generative AI Impact Consortium. This includes:
  - Generating up to 50 AI for Social Impact Internships to meet undergraduate demand
  - Wraparound education on the tactics of **constructive** institutional influence to align AI with the public interest
  - A new Discovery Course on institutional influence featuring the diverse, relevant interdisciplinary expertise of MIT faculty and administrators
  - And panels of young alumni working in AI, promoting AI alignment.

## *Awards and Recognition*

### **Paul and Priscilla King Gray Awards for Public Service**

- We recognized students with exceptional records of service through the Priscilla King Gray Award for Public Service: [Ari Peró '25](#) and PhD candidate Shiwei Wang.
- We awarded the Paul Gray Faculty Award for Public Service to [Dr. Karilyn Crockett](#), assistant professor of urban history, public policy and planning.

### **Institute Awards and Recognitions**

- Ari Pero '25 was also awarded [the Albert G. Hill Prize and Golden Beaver Award](#).
- Representing 2024 IDEAS team LymeAlert, Erin Dawicki SFMBA '24 was the winner of the [MIT Female Founders Pitch Competition](#).
- 2022 IDEAS team Birth by Us won the GLAM4GOOD Social Good Grant at the [MIT Female Founders Pitch Competition](#).
- 2025 IDEAS teams BioBoost and Tangible Impact were selected for [MITdesignX](#).
- 2025 IDEAS team ReStore was selected for [delta v](#).
- PKG was included as a partner in MITHIC grant awarded to Living Climate Futures Lab
- PKG programs, students, and projects featured in MIT publications:
  - [Fueling social impact: PKG IDEAS Challenge invests in bold student-led social enterprises](#)
  - [Presidential Fellowship moves innovation and research forward](#)
  - [3 MIT startups taking on the global waste challenge](#)
  - [Study evaluates impacts of summer heat in US prison environments](#)

## External Awards and Recognitions

- IDEAS alum Abbie Schipper '24 was named a [Gates Cambridge Scholar](#).
- Davis Projects for Peace Fellow Wilhem Hector '25 was named a [Rhodes Scholar](#).
- PKG Fellow Yamilée Toussaint '08 was featured by [CNN Heroes](#) for her nonprofit, STEM From Dance.
- 2017 IDEAS team Moving Health was featured by [The World](#).

## Looking Ahead

- This coming year is the 25th anniversary of the [IDEAS Social Innovation Challenge](#), MIT's only social entrepreneurship incubator, which has invested \$1.3 million in 300 ventures in 60 countries. In honor of the program's 25th year, PKG will: complete an impact study on ventures to date; showcase alumni ventures; and launch a fundraising campaign.
- PKG aims to collaborate with the MIT Calculus for America program, by offering calculus tutoring to rural high schools with students participating in PKG's Code.Tulsa STEM camp.
- PKG is looking to replicate the success of Code.Tulsa by launching similar student internship and STEM camp programs in areas benefiting from MIT's Manufacturing Initiative.

— Alison Badgett  
Associate Dean and Director

# OEL — Undergraduate Research Opportunities Program

Now in its 56th year, the [Undergraduate Research Opportunities Program](#) (UROP) continues as MIT's most extensive experiential learning program, facilitating student-faculty research partnerships across all disciplines.

The UROP Office is the program's "hub," overseeing operations, policies, and central resources. Staff approve nearly 7,000 undergraduate research projects annually, manage fund allocation (~\$7.5M annually), and provide statistical reporting. Throughout the year, the UROP Office offers robust programming, advocacy, advising, and support for students, faculty, and DLCs. Staff also collaborate with MIT development areas on fundraising and stewardship.

## *Notable AY2025 Data/Statistics*

- 93% of 2025 graduates participated in UROP at least once.
- 73% of first-year undergraduates (Class of 2028) participated in UROP during AY2025.
- 65% of MIT's undergraduate population (70% of women and 60% of men) participated, and 58% of MIT faculty mentored UROPs.
- The Institute committed \$16,861,624 to undergraduates engaged in UROP, with \$7,626,107 (45%) allocated directly from the UROP Office.
- 77% of UROP projects were paid, 22% were undertaken for academic credit, and 1% were conducted as volunteers (the volunteer option was discontinued after fall 2025).

## *Key Accomplishments*

- Engaged in a strategic planning process, including conducting faculty and student surveys; convening a strategic planning advisory group whose membership included faculty, undergraduate and graduate students, post-doctoral fellows, academic administrators, UROP and OEL staffers; and conducting literature and peer benchmarking with Harvard, Stanford, Caltech, and other institutions.
- Led over 60 workshops and networking events, some in collaboration with the Office of Experiential Learning, First Generation/Low Income Program, Undergraduate Advising Center, Office of Minority Education, Career Advising & Professional Development, the School of Engineering, student groups, and DLCs. Attendance at mixer events was particularly robust, with each drawing ~100-200 students seeking to connect with mentors about potential UROP opportunities.

## *Awards / Recognitions*

### **2025 Outstanding UROP Mentor Awards Recipients**

- **Prof. Sarah Millholland**, Physics
- **Melissa Webster**, Sloan School of Management
- **Dr. Wonjun Yim**, Postdoctoral Fellow, Chemical Engineering

- **Julia Dziubek**, Graduate Student, Brain and Cognitive Sciences

## **2025 Outstanding UROP Student Award Recipients**

- **First-Year Undergraduate:** Saathvik Kannan '28, UROP in the Computer Science & Artificial Intelligence Laboratory
- **School of Engineering:** Trent Lee '26, UROP in MIT Energy Initiative and Katie Spivakovsky '26, UROP in Biological Engineering
- **School of Science:** Andrew Van Dusen '27, UROP in Biology, and Tran Quang Vinh '26, UROP in Physics/MIT Kavli Institute.
- **School of Architecture and Planning:** Lara Ozkan '25, UROP in the Media Lab
- **Schwarzman College of Computing:** Vicki Carrica '27, UROP in the Computer Science & Artificial Intelligence Laboratory

### *Looking Ahead*

- Implement UROP's strategic plan recommendations, focusing our efforts on stakeholder needs, program goals, and services most critical to the MIT community, ensuring the program's continued success.
- Continue working with Institute partners to develop strategies and resources that further promote UROP as a viable mechanism for undergraduates to pursue climate and social impact-related research, as well as research within the Institute's new strategic initiatives (HEALS, MITHIC, MIT INM).

— **Michael Bergren**  
Associate Dean and Director

## First-Year Learning Communities — Concourse

Concourse is a first-year learning community of students and instructors dedicated to exploring foundational questions at the heart of humanistic inquiry, and to interrogating the relationship of these questions to the larger MIT curriculum. We offer subjects from the science core (mathematics, physics, and chemistry), a foundational humanities course (and companion CI-HW subject for those who require it), and an interdisciplinary weekly first-year advising seminar. We also host community and cultural activities and encourage continued involvement in the community past the first year through seminars, teaching opportunities, and advising.

### *Updates to Annual Programs*

- Offered advanced upper-level reading seminars covering political philosophy and current events.
- Combined cultural and historical education with outreach to alumni during our annual student trip to New York City.
- Piloted a new version of our spring seminar with an emphasis on civil discourse and talking across differences.

### *New in AY2025*

- Implemented the second year of a grant from the Arthur Vining Davis Foundation for Civil Discourse in the Classroom and Beyond project in conjunction with two faculty colleagues in the Department of Philosophy. This involved:
  - hosting four speaker events highlighting MIT and other local faculty in conversation with outside speakers debating important contemporary topics, from the role of patriotism to the costs and benefits of social media for democracy;
  - running six student debates on related topics; and
  - hosting two roundtable dinner discussions open to the wider MIT community to continue the conversation.
- Received additional funding from the MIT Free Speech Alliance and the School of Engineering to support our civil discourse work.
- Sent out the first annual Concourse newsletter in conjunction with our largest-ever alumni reception in celebration of Concourse's 55<sup>th</sup> anniversary.
- Successfully promoted two of our instructors from lecturer to principal lecturer.

### *Notable Statistics/Data*

- First-year enrollment at fifth week:
  - Fall: 53
  - Spring: 53

- Upper-level Concourse students as UROPs, tutors, TAs, office workers, and graders:
  - Fall: 51
  - Spring: 48
- Associate Advisors: 16

## *Awards*

- Three Concourse Seniors inducted into Phi Beta Kappa.
- Ten Concourse students invited to join Burchard Scholars Program.
- Concourse students also received the MIT Outstanding New Leader award, the Academic Achievement Award in Chemistry, the First-Year Academic Achievement award in Chemistry, and the Ellie Wiesel Prize in Ethics Essay Contest.
- Two Concourse instructors received the Educational Innovation Fund Award for their project, “The Mathematical Space of Digital Humanities.”

— **Anne McCants**  
Director and Ann F. Friedlaender Professor of History

# First-Year Learning Communities — Experimental Study Group

The [Experimental Study Group](#) (ESG) provides small-class GIR instruction, enhanced by educational experimentation and peer teaching. ESG offers its 55 first-year students an environment where hands-on education, relationship, and innovation flourish. The program builds community through weekly lunches, outings, study sessions, team projects, and alumni interaction.

## *AY2025 Initiatives*

### **Hack Yourself**

ES.A101 Hack Yourself: Data-Driven Wellbeing and Learning has evolved from a first-year advising seminar to a 12-unit special subject in Electrical Engineering and Computer Science, cross-listed at ESG in fall 2025. Incorporating elements of computation, data science, and positive psychology, Hack Yourself teaches students how to take charge of their learning and wellbeing. Learning objectives include understanding the importance of trustworthy data, the need to question results from machine learning algorithms, the ability to use statistical techniques to confirm results, and the development of a growth mindset.

### **Linear Algebra**

In spring 2025, ESG introduced a small-class version of linear algebra (ES.1806), allowing the program to meet increasing demand for the subject and to expand its course catalog.

### **ESG Seminars**

ESG offers 2-6 unit seminars open to all MIT students. New seminars were ES.S31 A Signal Processing Seminar, developed and taught by senior Titus Roesler '25 under faculty supervision, and ES.S20 Group Theory, taught by retired ESG math lecturer Gabrielle Stoy.

### **TA Program**

ESG students who perform well in a GIR may TA that subject as early as sophomore year. Teaching allows them to develop a deeper understanding of a subject as they address the different learning styles and abilities of their students. In the fall ESG had 46 TAs and 39 in the spring. Twenty-nine first-time TAs took the ESG Teaching Seminar, which provides guidance, supervision, and a safe environment to share teaching experiences and learn from peers.

### **Non-ESG Students Served**

Concourse and Terrascope students participate in ESG classes subject to availability, and ESG's humanities subjects and seminars are open to all MIT students. Last year, 104 non-ESG students studied at ESG.

## The Educational Justice Institute

- The Educational Justice Institute (TEJI) has developed a comprehensive curriculum for incarcerated learners in three core areas: philosophical life skills (serving 39 incarcerated and 29 MIT/Harvard students across three classes), computer science (serving 163 incarcerated students across four classes), and financial literacy (serving 41 incarcerated students). TEJI is the first known academic institution to offer instruction in web design to incarcerated non-English speakers. All computer science and financial literacy courses are taught by graduate students from MIT, Harvard, and Sloan, with over 60 MIT/Harvard students volunteering in the financial literacy courses.
- TEJI collaborated with the Computer Science and Artificial Intelligence Laboratory and the Teaching + Learning Lab to conduct an evaluation of its computer science curriculum.
- TEJI hosted a screening of *Sing Sing*, followed by a panel discussion led by actor and advocate JJ Velasquez. Shortly thereafter, Velasquez was exonerated after 24 years of wrongful imprisonment.
- TEJI manages the Massachusetts Prison Education Consortium and collaborates with the New England Board of Higher Education to establish the New England Prison Education Collaborative. TEJI received the 2024 Visionary Award from the Cambridge Chamber of Commerce.

## Staff Updates

- Paola Rebusco (physics), Patti Christie (chemistry/biology), and Jonathan Bloom (mathematics) were promoted to senior lecturer over the past two years.
- Jonathan Bloom received the Housman Award for Teaching and Learning and was named a Climate, Environment, and Sustainability Infusion Fellow.

## Student Awards

- Peter and Sharon Fiekowsky (PSF) Community Service Award: Anika Nath '25
- PSF Excellence in Teaching Award: Anna Mikulevika '25 and Titus Roesler '25
- PSF Distinguished Teaching Awards: Richard Beattie '25, Jason Chen '25, Alayah Hines '25, Samuel Tukua '25, Amir White '25, Grace Yang '25

## Student Demographics

- Class of 2028: 52
- First generation students: 13
- Interphase participants: 3
- International students (China, Greece, Paraguay, Peru, Taiwan): 5

## *Looking Forward*

### **Open-Source Development of Virtual and Mixed Reality Experiences for Math and Physics Students**

With an Education Innovation Funds grant, staff from ESG, mathematics, physics, and the MIT AR/VR club will develop open-source, scientific visualization software to allow math and physics GIR students to expand their visual and geometric intuition to three dimensions and to understand the dynamics and interaction of invisible fields and forces through interactive on-screen, virtual reality, and mixed reality experiences.

### **From Earth to Orbit: Building a Space-Conscious Generation**

With funding from the MIT-Italy FVG Seed Fund, ESG and physics faculty will collaborate with the University of Trieste to establish a space curriculum accessible to anyone with a high school mathematics and physics background. The team will first teach the basics of space mission design to university students (from Trieste and MIT), who will then design their own mission for earth observation. Finally, students and faculty will work together to adapt the teaching material for high school students.

— Leigh Royden

Director and Professor of Geology and Geophysics

# First-Year Learning Communities — Terrascope

## *Key Accomplishments*

- This year, Terrascope devoted its curriculum and annual field trip to the challenge of meeting growing demand for lithium for the green energy transition while addressing the negative social, environmental and economic impacts of lithium extraction and processing.
- Terrascope strengthened its long-term partnerships with the University of Puerto Rico at Ponce (UPRP) and Diné College (Navajo Nation). These collaborations are reciprocal and equitable: students and faculty at all three institutions play similar roles in the engineering/design class; students from partner institutions visit MIT, in addition to MIT students visiting partners; and final showcases take place simultaneously on all campuses. Partner students have a rich experience informed by MIT educational practices, and MIT students gain skills in building true collaboration across differences in location, institutional focus, and cultural backgrounds and norms.
- In the fall class (12.000 Solving Complex Problems), students focused on developing proposals to meet the lithium demands of the green energy transition while minimizing harmful impacts on local communities and ecosystems. At the end of the semester, they presented their proposals to leaders in industry and environmental justice organizations.
- The IAP class (SP.361 Majors and Careers Through a Terrascope Lens) again provided opportunities for alumni to connect with students who are trying to decide among majors and career options.
- Three students from Diné College and six from UPRP took part in Terrascope's spring engineering/design class (2.00C Design for Complex Environmental Issues) along with 12 MIT students. (The collaboration was mostly remote, but students from both partner institutions visited MIT for the first week of classes, and students from Diné College also joined MIT students on the field trip to Nevada.) This year's client was the Nevada Museum of Art, which was looking for innovative ways to increase visitors' engagement with art related to mining and landscape alteration. Teams brought prototypes to the Museum during the spring-break trip to show the client, and they spent the rest of the term refining their designs in accordance with the client's feedback, in preparation for the final showcase.
- Students in SP.360 Terrascope Radio developed a rich audio exploration of the complex issues surrounding lithium mining in Nevada. Their story was ultimately broadcast nationwide (see below, under "Awards and Recognition")
- In SP.310 Engagement and Discovery through the Terrascope Field Experience, students worked on individualized projects inspired by and creating documentation of the spring-break trip.
- The Terrascope Field Experience focused on the lithium supply chain and the mining industry in Nevada. Highlights included:
  - Visits to the only active lithium mine in the US, a lithium processing facility, and a major new mine under development

- A day with an environmental advocate working to protect a national wildlife refuge from proposed lithium mining nearby
  - An in-depth conversation with leaders from the Western Shoshone Defense Network about the impacts of mining on their communities and lifeways
  - A meeting with local community advocates who are working to find ways to work with a mining company on a proposed development
  - A day with the 2.00C client at the Nevada Museum of Art exploring how art is used to explore and communicate human-environment connections. 2.00C students from Diné College joined MIT students in person, and students from UPRP joined remotely via Zoom
  - Hikes and excursions in Death Valley National Park, Red Rock Canyon National Conservation Area, and the Ruby Mountains
- Community-building activities again took high priority this year. Upper-level students took ownership in planning and hosting events for first-year students.
- Terrascope continued its emphasis on strengthening its alumni community through the Alumni Mentor program.
- Terrascope continued to disseminate nationally the unique model for community engagement developed in collaboration with community partners and the PKG Public Service Center.

### *Notable Statistics*

- Terrascope completed its 23rd year, and the 25th year of its cornerstone fall class.
- Fifty-three first-year students joined over 150 continuing upper-level students. More than 50 alumni served as mentors, 12 engaged with the IAP class, and dozens of alumni and students attended the IAP Zoom gala and in-person spring gala. Eleven students served as undergraduate teaching fellows, and 16 as associate advisors.

### *Awards and Recognition*

- Terrascope's innovative partnerships were featured in an MIT News Story (<https://news.mit.edu/2025/designing-across-cultural-geographic-divides-0710>).
- The year's Terrascope Radio story debuted on WMBR-FM and was then accepted for broadcast by the Pacifica Radio Network, reaching over 100 public, college and community radio stations across the US.

### *Staffing*

- Staffing was a major challenge this year. Our community coordinator left the position in early March. A temporary staff member stepped in and was very helpful, but a great deal of effort was required to manage the transition and

plan the spring break trip without consistent support. We are excited to have a new community coordinator joining us in August who brings extensive experience in a similar role.

### *Looking Ahead*

- Terrascope will be celebrating its 25<sup>th</sup> anniversary this year, and we are planning a major celebration in March 2026.
- Terrascope's next academic year will be focused on the challenge of building a food system in Puerto Rico that promotes human health, affordability, environmental sustainability, and resilience to natural disasters.
- Funding for the Terrascope Spring Break Field Experience remains a critical need for the sustainability of the program. Terrascope is working with development staff to contribute to a robust fundraising effort and to leverage our 25<sup>th</sup> anniversary celebration.
- We are working to involve additional EAPS faculty to the Terrascope instructional team, as David McGee's responsibilities as EAPS Department Head will limit his involvement in Terrascope classes this year.
- Terrascope is contributing to defining and implementing experiential education efforts within MIT's Climate Project, particularly through partnerships in MIT's Experiential Learning Plus network.

— **David McGee**  
Director

William R. Kenan, Jr. Professor of Earth and Planetary Science  
Department Head, Earth, Atmospheric and Planetary Sciences

# Office of Graduate Education

## *Academics, Administration, and Funding*

### **Office Leadership and Strategic Planning**

The [Office of Graduate Education](#) concluded its process and shared its [Strategic Plan for 2024-2029](#). Central to the plan is the implementation of a framework for graduate student thriving. OGE reorganized its administrative structure to create a GradThriving unit that brings together existing and expanding services: GradSupport, GradDiversity, Grad Families, and the Grad Experience. We will create metrics for monitoring the academic, social, and psychological aspects of graduate students' experience.

### **Policy and Collaborations**

OGE staff members participated in administration of the MIT/MIT-GSU collective bargaining agreement (CBA) in collaboration with a cross-office team. OGE fielded questions from staff, faculty, and students, and created a new intranet resource for CBA-related policies, procedures, and documentation. An assistant dean for graduate appointments was hired to lead this work, and a school-based CBA administrator position was moved to the OGE Policy and Programs team.

OGE staff worked closely with and on behalf of the Committee on Graduate Programs (CGP) to implement changes to the graduate academic performance review process.

### **Fellowships**

The OGE processed internal and external fellowships for 1,265 students. The fellowships team processed 3,732 appointments.

MIT continues to be one of the largest awardees of National Science Foundation Graduate Research Fellowships (NSF-GRFP). A total of 2,036 new fellows were awarded nationally (20.3% decrease from the prior year), but MIT maintained 653 active fellows, of which 119 (5.8% market share) were newly awarded.

MIT maintains some of the largest university cohorts of National Defense Science and Engineering Graduate Fellows (NDSEG, FY2025=44), Department of Energy Computation Graduate Fellowships (DOE-CSGF, FY2025=19), and Hertz Foundation Fellowships (FY2025=22).

The OGE provided nearly 76 Vice Chancellor's Inclusive Excellence Awards fellowships to support recruitment, over \$6.3M across five schools.

The OGE awarded over \$5.9M in competitive fellowships to 51 students.

Short-term emergency hardship funding in the amount of \$331K was provided for nearly 200 students. For special case fellowships, \$236K has been awarded to students.

## Visiting Students

OGE processed 640 applications for the [Visiting Students Program](#). We developed and distributed new guidance materials for DLC administrators to streamline processes and enhance support for visiting students and hosts.

## *Building and Sustaining Belonging and Community*

### Outreach

Noelle Wakefield was awarded an OVC Infinite Mile Award for student recruitment and promoted to Associate Dean.

GradDiversity conducted inclusive graduate outreach through a series of strategic initiatives:

- The inaugural “**You Belong at MIT**” yield visit supported enrollment of admitted students from historically underserved backgrounds.
- **MIT Mondays Webinar Series** featured current students sharing their personal journeys to graduate school, representing a wide range of backgrounds and perspectives.
- The **Inclusive Pathways to the PhD Summit** brought representatives from minority-serving institutions to campus, building recruitment pipelines, strengthening institutional relationships, and promoting learning around inclusive graduate education. MIT also conducted targeted site visits to partner institutions.

MIT’s presence at 18 national conferences engaged approximately 869 prospective students, a 39% increase from the previous year. Through organizational partnerships, MIT reached over 21,000 diverse prospective students digitally.

GradDiversity developed a half-day admissions program and workshop to demystify graduate education and provide an immersive MIT experience. The program welcomed participants from targeted institutions.

### MIT Summer Research Program

In 2025, faculty from 18 departments across four MIT schools and one college mentored 94 MSRP [MIT Summer Research Program](#) (MSRP) interns.

OGE launched a formal partnership with The Leadership Alliance, supporting expanded outreach and engagement with students from underserved backgrounds through initiatives like the [James H. Wyche First Year Research Experience \(FYRE\)](#). As a result, MSRP hosted 16 first-year students, expanding early access to research opportunities.

Surveys from the 2024 program showed that 89% of interns expressed strong interest in pursuing a doctoral degree, a 26% increase from pre-program responses and 91% indicated a strong interest in applying to an MIT graduate program.

Thirty-eight School of Engineering interns continued their projects remotely through the MSRP Fall Extension Program.

Over the past decade, MSRP has hosted 568 interns. Of those who have completed their undergraduate education (N = 482), 326 have enrolled in or completed a graduate program.

Interns most frequently attended graduate programs at MIT (23%), or other peer institutions including Stanford, University of Michigan, Georgia Institute of Technology, Harvard, and UC Berkeley.

### *Institute Climate*

The [Graduate Student Experience Grants](#) program conducted three application cycles, awarding 65 grants. The [Graduate Community Fellows](#) program continued to support 32 GCFs across 15 departments.

The 2023-25 cohort of [Committed to Caring \(C2C\) faculty](#) continued to be celebrated, with 16 of the 23 C2C faculty receiving a write-up on the OGE's website and MIT News.

The 11th annual [Graduate & Professional Student Appreciation Week](#) brought hundreds of MIT graduate students together through events hosted by OGE and partners, including an inaugural scavenger hunt highlighting student support services around campus.

GradDiversity introduced several initiatives to strengthen the graduate student climate at MIT by fostering connection, leadership, and well-being. Breaking Bread created intentional spaces for graduate students to engage in meaningful dialogue with faculty over shared meals, promoting cross-generational understanding and cultural celebration. The Breakfast Club offered a relaxed, recurring event where students could exchange opportunities, insights, and resources with peers over breakfast. The Thrive Forward Graduate Student Leadership Retreat brought together leaders of student organizations serving historically underserved populations for a two-day experience focused on changemaking, restorative leadership, organizational development, and community building.

### *Holistic Support of Graduate Students*

GradSupport continued to provide comprehensive support and guidance to graduate students facing challenges in an increasingly complex institutional and political landscape. We processed 104 medical leaves, extensions, and returns, and responded to 1,430 new and unique requests for assistance via the following platforms:

- 1,162 ServiceNow (General outreach from students/faculty/staff)
- 197 Engage (Short-Term Emergency Hardship Fund applications)

- 54 Maxient (CARE Team + DOC)
- 9 Postvention (organized by CARE Team)
- 8 Qualtrics (Doctoral Long-Term Financial Hardship applications)

Members of the GradSupport team continue to represent OGE and the needs of graduate students on committees such as Behavioral Assessment and Response Team, Bias Response Team, Committee on Discipline, Women's Advisory Group and Committee on Sexual Misconduct Prevention and Response, and manage the REFS program (Resources for Easing Friction & Stress), providing training for its 87 members across 14 DLCs.

### **Students with Children**

OGE celebrated National Student Parent Month by [featuring four MIT grad student parents](#) on the OGE blog, in addition to hosting the first MIT Families welcome orientation event.

OGE subsidized 444 back-up care days through Care.com for 72 graduate student parents and 26 students took [Childbirth and/or Parental Accommodation](#).

Grants for Graduate Students with Children were awarded to 122 students, totaling \$788,500, and 38 students received the supplemental grant, totaling \$332,343.

### **Graduate Student Orientation**

OGE hosted graduate student orientation, finalizing the transition from the Graduate Student Council (GSC) to a centrally coordinated model. OGE has maintained strong partnerships with the GSC and departments to ensure a welcoming and informative orientation experience. The 2024 planning cycle informed several enhancements for 2025, including improved digital resources, clearer communication timelines, and expanded opportunities for peer connection.

### *OGE Operations and Capacity Building*

The GradAdmissions/Systems team added Steven Derocher as the inaugural Director of Graduate Systems and Data Strategy. Heather Lefebvre received the OVC Infinite Mile Award for Excellence in Serving the Client.

Across all graduate programs (including the Sloan School), approximately 8% of applicants were admitted for AY2026, with 3,222 offers of admission made from 39,214 applications. Applications were received from over 160 countries and 2,020 admitted students accepted their offer (63% yield).

The 8% admission rate is a notable decline; admission rates for 2020-2024 ranged from 9–14%. The adoption of waitlists grew by 71% this year. Rising application volume each year,

concurrent with ongoing external changes in higher education at large, may be contributing factors.

Fourteen additional programs migrated all or part of their admissions process to the Graduate Admissions instance of Slate (GradSlate), and 38 programs used GradSlate to make and release decisions, improving actionable admissions data.

In partnership with current graduate students, the department fee waiver allocation process was updated and the number of available fee waivers doubled from 500 to 1,000 to fulfill greater needs. Across non-Sloan programs, 868 department fee waivers were approved; 712 of those were used to complete an application (82%). Five percent of fee waiver applicants were admitted.

Central and program processes were streamlined, including piloting application fee and English language proficiency test requirement waiver workflows, migrating major award processes into Slate; Graduate Orientation communications were moved into Slate, and the readmissions process was digitized. A change to the English language proficiency test requirement was proposed and approved by the CGP.

Prospecting email campaigns were piloted in GradSlate, yielding a 90% application completion rate among campaign recipients. Program Connect, a non-degree instance of Slate, launched to support 20 applications across 10 non-degree programs and administrative processes.

The Graduate Admissions team received over 12,000 emails from prospective applicants during the AY2026 admissions cycle. An auto-response email with frequently asked questions allowed the Admissions office to support this high volume.

— **Denzil Streete**  
Senior Associate Dean and Director

## International Students Office

The [International Students Office](#) (ISO) serves all incoming and currently enrolled international students (graduate, undergraduate, non-degree, and alumni) and assists in maintaining their legal status in the US, provides support for their dependents, and promotes integration into the MIT community. The ISO staff educates the Institute community on immigration-related regulatory and legislative actions that impact international students' ability to pursue their program of study and training opportunities during and after completion of their degree (up to three years after completion). ISO services and programs aim to support students both inside and outside of the classroom, as well as before, during, and after a student's program of study.

### *Key Accomplishments*

#### **Managing, Responding, and Advising on US Government Policy Changes with New Presidential Administration**

With the start of any new White House or Congress, ISO Staff serve as a resource to inform and educate the community about any legislative, regulatory, or policy changes that impacted our international students. ISO staff participated in and hosted program-specific meetings with students, faculty, staff, and administration on a broad range of topics, including: visa interview policies and processing times; travel ban/restrictions for students from 19 countries; USCIS application processing times; and USCBP secondary inspection issues, a new Alien Registration Requirement for individuals which children who entered the US prior to the age of 14, and recommendations for limited international travel given the ever-changing immigration landscape. In spring 2025, we were also faced with high-profile US Immigration and Customs Enforcement (ICE) detentions of international students across the country that spread fear throughout the community.

Of particular strain was the unexpected entry visa revocation and SEVIS record terminations that impacted thousands of international students and scholars across the country in March/April 2025. MIT had 7 international students with SEVIS record terminations, which required linking impacted students with immigration attorneys to engage lawsuits to reactivate their legal status in the US. ISO staff checked SEVIS records multiple times a day to determine if any MIT students were impacted by the terminations as students had no other avenue to become aware of status changes. Fortunately, after three weeks of uncertainty, all students had their student immigration status reactivated. We continue to work with these students who are anxious about further immigration action and their inability to travel outside of the US, given high risk to their ability to return.

From May 27-June 18, 2025, the US Department of State paused the ability to secure student entry visa interviews at Embassies/Consulates abroad. This continues to impact the ability to enter the US in a timely manner for our newly admitted students, and for continuing students who had traveled abroad for academic and professional activities. The ISO partnered closely

with a number of MIT offices to create new online resources, and update existing ones, to keep the community abreast of this ever-changing enforcement environment.

One significant change has been the level of outreach by ISO staff to requests for services and support from populations who do not normally seek service from the ISO (specifically US Citizens and US Permanent Residents who need assistance for themselves, or family members, because of the impacts of Presidential Proclamations and new immigration regulations/policies).

### **Implementation of Canvas E-courses for New International Student Immigration Orientation Sessions**

Spearheaded by Alison Day, ISO assistant director, with input from all ISO staff, our new Orientation eCourses for new international student immigration orientation sessions provide dedicated resources available 24/7 to new students and provide verification of knowledge acquisition. These orientation eCourses enable new students to learn about visa documents and responsibilities before arriving in the US; understand changes in MIT, ISO, and federal regulatory policies; and enable both students and the ISO to free up initial time on campus for additional in-person, community building, productive orientation programming.

### **Continued Outreach to Congressional Offices and US Department of State**

The ISO director coordinated outreach on behalf of MIT student entry visa applications stuck in extended administrative processing security reviews, or challenges in securing visa interviews. This included individual outreach to the Congressional Offices of Senator Warren and Senator Markey, US Embassies/Consulates, US Department of State Visa Office, and the US Department of State National Visa Center, to coordinate necessary documentation, privacy waiver forms, and support materials.

In cases where new students were unable to secure their visas in a timely manner to begin their MIT program, ISO worked with the student and academic programs to defer their admission to a new term and process updated visa documentation to continue their visa process. For continuing students, the ISO worked closely with the Office of the Vice Chancellor and the Office of General Counsel (OGC) on securing delayed arrivals, as well as Remote Graduate Appointments, until the students were able to arrive on-campus. The ISO also coordinated with OGC for Office of Foreign Assets Control license applications for international students to pursue coursework and remote assistantships from abroad, where feasible, during AY2025 until they were able to return to the US.

### **Continued Enhancement of ISO Online Resources**

The ISO continues to expand our website resources, documentation and information session recordings to be sure that students and the MIT community have easier access to vital information. This includes our online e-Courses, our live “ISO Virtual Forums” on various topics, our ISO weekly online newsletter, and maintaining the [Major Immigration Alerts & Updates](#) webpage on behalf of the ISO and MIT.

## Notable Statistics / Data

### International Student Enrollment (snapshot Fall 2024)

*Total countries represented at MIT (Fall 2024) = 138 plus the US*

	20 24 - 20 25	20 23 - 20 24	2022- 2023* ***	2021 - 2022 ***	20 20- 20 21 **	20 19 - 20 20	20 18 - 20 19	20 17 - 20 18
<b>Undergraduate</b>	53 0	50 1	513	472	45 0	45 8	45 9	47 0
<b>Graduate</b>	29 00	29 77	2952	2945	27 96	28 74	28 78	28 68
<b>Special UG/G</b>	36	38	59	83	33 *	56 *	87	83
<b>Exchange/Visiting (Fall term snapshot)</b>	60 7	61 4	584	218	30 1	58 8	59 1	52 0
<b>TOTAL</b>	40 73	41 30	4108	3718	35 80	39 76	40 15	39 41

*\*Change in Special Student policy, limiting to only students from institutions with MIT strategic partnership beginning 2019.*

*\*\*Enrollment impacted by COVID-19 pandemic (includes students enrolled remotely; does not include students deferring*

*admission/leave of absence).*

*\*\*\*MIT returned to in-person instruction; some international students continued remote enrollment if due to severe  
barriers to return.*

*\*\*\*\*Visiting Student Program resumed January 2022.*

### Post-Degree Practical Training/Academic Training Employment Authorization

Fall term	F-1 OPT	F-1 STEM OPT	J-1 Academic Training	TOTAL
2024-2025	625	872	25	1,522
2023-2024	578	719	37	1,334
2022-2023	656	715	46	1,407

<b>2021-2022</b>	407*	642	41*	1,090
<b>2020-2021</b>	543	650	52	1,245
<b>2019-2020</b>	744	599	43	1,386
<b>2018-2019</b>	553	346	49	948
<b>2017-2018</b>	530	268	29	827

\*Post-degree employment numbers impacted by number of students requiring additional time to complete degree program due to pandemic delays.

#### **ISO Walk-In Statistics – Fall Terms – 2019-2024**

<b>Fall Term</b>	<b>Total Walk-Ins/In-Person Appointments</b>	<b>Per Office Day Average</b>
<b>2019</b>	4,325	57.67
<b>2020</b>	MIT/ISO Fully Remote	Due to Pandemic
<b>2021</b>	317	4.23
<b>2022</b>	545	7.27
<b>2023</b>	522	6.96
<b>2024</b>	585	7.13

#### **Direct Advising Contacts with Students**

<b>Calendar Year</b>	<b>Advisor Correspondence</b>	<b>Alert/E-Form/Auto Correspondence</b>	<b>Notes/Student Meetings</b>	<b>Combined Total</b>	<b>Combined Percentage Change</b>
<b>2018</b>	15826	44231	22493	82550	
<b>2019</b>	15168	50623	24442	90233	9.30%
<b>2020</b>	15008	81713	10163	106884	18.45%
<b>2021</b>	18889	99043	7760	125692	17.59%
<b>2022</b>	17067	92451	9170	118688	-5.57%
<b>2023</b>	19716	88757	10293	118766	0.07%
<b>2024</b>	20099	88304	11174	119577	0.68%

*Advisor Correspondence includes in-person and online meetings with students. Focus on enhancing online resources (website, e-newsletter, e-courses) to address increase in service needs and to reduce in-person meetings, emails.*

#### **Awards and Recognition**

Alison Day, ISO assistant director, was awarded the 2025 MIT Office of the Vice Chancellor

Infinite Mile Award for Innovation & Creativity for contributions to the ISO and the OVC community.

### *Looking Ahead*

- Assess effectiveness of ISO orientation programs, including Canvas E-Courses, for new student use in advance of arrival to the US, and partnerships with the Office of Graduate Education and Office of the First Year.
- Implement new Canvas E-Courses for F-1 STEM Optional Practical Training Extension (STEM OPT), F-1 Pre-Completion Optional Practical Training, J-1 Academic Training, Travel, Entry Visa Application Process.
- Collaborate with the MIT Alumni Association to develop ISO participation in international alumni outreach activities.
- Collaborate with MIT Career Advising & Professional Development (CAPD) on assessing current outreach partnerships to international students and academic programs for enhancing current, and creating new, experiential learning/professional development opportunities.
- Assess current communications structure/strategy to the MIT community on immigration regulation/policy/legislation changes impacting international students/scholars.
- Continue engagement with Institute administrators regarding growth and complexity of regulatory compliance issues pertaining to international students at MIT; develop advocacy plans, both MIT-specific and in partnership with other institutions and professional associations.
- With budget cuts removing all GIB from the ISO, all functions/activities are now funded by ISO endowed funds. Conduct assessment of impact on endowed funds with no new General Institute Budget provided for ISO operations. Assess new avenues for reduction of costs to maintain viability of endowed funds for potential ongoing reliance for ISO operations.
- Review the Visiting Student Program policies and fee requirements to ensure continuity of the program for years to come.

— **David Elwell**  
Associate Dean and Director

# Registrar's Office

The mission of the [Registrar's Office](#) is to foster curricular innovation and educational community-building; ensure the integrity of academic information; and develop and maintain a robust infrastructure that is responsive to the evolving needs of students, faculty, staff, and alumni.

## *Key Accomplishments*

- Piloted a set of research-based questions for subject evaluations in the departments of chemistry, urban studies and planning, and economics in collaboration with the chancellor, vice chancellor, chair of the faculty, and Teaching + Learning Lab (TLL).
- Worked with faculty committees on notable curricular changes including:
- discontinuing the minor in Toxicology and Environmental Health.
- updates to the 1-ENG degree and revisions to the GIRs: adding 18.01L and removing 7.013 and ES.7013.
- Implemented a new, streamlined vendor-based process for the production and shipping of paper diplomas.
- Worked with Student Financial Services (SFS) and others across the Institute to gather data to satisfy federal regulations related to the US Department of Education's Financial Value Transparency and Gainful Employment (FVT/GE) Act.
- Co-sponsored project to select a vendor – Stellic – for a centralized degree audit system.
- Partnered with Institute Events, IS&T, and Student Life to develop new ticketing, regalia, and reporting procedures for Commencement.
- Facilitated the nomination, selection, and dinner celebration for the 2025 class of MacVicar Faculty Fellows, in partnership with the vice chancellor.
- Reviewed the degree proposal process in collaboration with the chair and chair-elect of the faculty and the vice chancellor.
- Provided support and recommendations in the drafting of white papers submitted by the Committee on the Undergraduate Program (CUP), the Subcommittee on the HASS Requirement (SHR), and the Subcommittee on the Communication Requirement (SOCR) to the Task Force on the Undergraduate Academic Program.
- Coordinated events in support of MIT's veteran population including those marking Veterans Day and Memorial Day.
- Partnered with SFS to ensure that veteran benefits and policies meet state and federal regulations.
- Provided expertise and oversight for the renovation of classroom 34-101 which included new fixed seating with power at each seat; wall, ceiling, and floor finishes; improved acoustics; LED lighting; and a multi-projector A/V system with lecture capture technology.
- Contributed to the design for the renovation of classrooms 48-308 and 48-316 which will include new tables, chairs, wall, ceiling, and floor finishes; improved acoustics; LED lighting; and multi-projector A/V systems.

- Made substantial improvements to a variety of existing classrooms by installing new tables in three spaces and automatic door openers in 4-152, 4-158, and 4-162, and overhauling audiovisual systems in 13 rooms.
- Notable Statistics / Data
- We issued 3,847 paper diplomas and 3,057 digital diplomas over the past year.
- We facilitated the approval of 178 new subjects, 11 reinstated subjects, 709 subject revisions, and 112 subject removals.
- We awarded grants totaling more than \$550K to 15 curricular projects for AY2026 through Education Innovation Funds (formerly known as Alumni Class Funds).
- We processed 30,364 student responses across seven subject evaluation windows. Forty departments (with unique subject prefixes) participated, and 3,449 subjects and 4,905 instructors were evaluated.

### *Awards / Recognitions / Staffing*

We filled two open positions: administrative assistant for curriculum and faculty support and administrative assistant for records.

### *Looking Ahead*

We will:

- Oversee the implementation of the new Stellic degree audit software with pilot departments and work to ensure integration with other MIT systems.
- Participate in the collection of learning outcomes within individual subjects to fulfill New England Commission of Higher Education (NECHE) recommendations.
- Explore best practices in the use of AI tools and gather input from faculty and student innovators to assess the ways AI may influence teaching, curriculum development, and future technologies.
- Assist with implementing recommendations from the Task Force on the Undergraduate Academic Program.
- Provide guidance and support during the next phase of the 2025 pilot to rewrite MIT's subject evaluation questions.
- Partner with faculty governance and other stakeholders to continue assessing the degree approval process with the goal of finding efficiencies for proposers.
- Continue working with our diploma vendor to reduce turnaround times, streamline operations generally, and assert quality controls.
- Provide data and institutional knowledge to MIT's leadership and departments to support compliance with federal reporting requirements.

— Brian Canavan  
Registrar

## Reserve Officer Training Corps—Air Force

The mission of the [Air Force Reserve Officer Training Corps \(AFROTC\)](#) is to develop Air and Space Force leaders of character whom we expect to fight and win our nation's wars. Detachment (Det.) 365 thanks MIT for its continued support that facilitates high-quality, formative opportunities for our cadets from MIT, Harvard, Tufts, and Wellesley.

### *Accomplishments*

- In FY2025, Det. 365 commissioned 16 second lieutenants—six from MIT, seven from Harvard, two from Tufts, and one from Wellesley—of which 15 entered into the Air Force, and one into the Space Force. Of our newly commissioned lieutenants, three were recognized as Distinguished Graduates, an honor reserved for the top 10% of AFROTC graduates nationwide.
- One of our new lieutenants, Charles Whitehead from Harvard, was one of 10 cadets nationwide selected for the AFROTC Strategic Scholars Program, whereby his first assignment is to pursue a graduate degree at Georgia Tech to focus on solving the Air Force's greatest challenges.
- All of our cadets, whether on scholarship or not, are boarded during their sophomore year for a limited amount of enrollment allocation slots to remain in the AFROTC program and guaranteeing them a slot to commission into the Air Force or Space Force upon successfully completing all AFROTC requirements. Of our 13 eligible cadets, 11 (85%) were offered an enrollment allocation, far exceeding the 65% national average.
- In February 2025, Det. 365 once again co-hosted with Army ROTC and Navy ROTC the annual Joint Services Military Ball, which was attended by approximately 250 personnel and headlined by Lieutenant Colonel (ret.) Brandon Roth as our guest speaker.
- Det. 365 leveraged relationships and resources to expose our cadets to visits from senior leaders such as Dr. Sandeep Mulgund, Senior Advisor to the Deputy Chief of Staff, Operations; Brigadier General Christopher Amrhein, the first commander of the newly established Air Force Accessions Center; and Major General Gregory J. Gagnon, Deputy Chief of Space Operations for Intelligence, United States Space Force.

### *Initiatives*

- For the second straight year, Det. 365 hosted Erik Marks from MIT Health, to speak with our MIT cadets about mental health services offered, and to clear up any pre-conceived notions or stigmas about seeking help.
- Det. 365 established a relationship with a Det. alum at the 7th Fighter Training Squadron (7 FTS) at Langley AFB, VA. We funded five cadets to travel to Langley to experience T-38 familiarization flights and take a tour of Langley. We hope to continue this experience annually.
- Det. 365 is interested in establishing a semester exchange program between MIT and the US Air Force Academy (USAFA), whereby a cadet from Det. 365 at MIT would get to

spend a semester at USAFA, and a cadet from USAFA would get to spend a semester attending MIT and participating in AFROTC with Det. 365.

### *Notable Data*

- AFROTC scholarships now cover more than \$4.2M in tuition annually for our cadets.
- For fall 2025, Det. 365 anticipates welcoming 15 new first-year cadets (six on scholarship, 9 walk-ons).
- Enrollment for AY2026:

	<b>Class of 2026</b>	<b>Class of 2027</b>	<b>Class of 2028</b>	<b>Class of 2029</b>	<b>Total</b>
<b>MIT</b>	6	7	13	3	28
<b>Harvard</b>	4	2	5	7	18
<b>Tufts</b>	3	1	3	2	9
<b>Wellesley</b>	1	1	1	3	6

### *Personnel Information*

- In addition to our undergraduates, Det. 365 also provides administrative oversight and support to ~68 Air and Space Force officers pursuing graduate degrees at our four schools.
- Detachment 365 maintains a staff of six personnel: three officers, two non-commissioned officers, and one MIT administrative assistant.
- We bid farewell to Lt Col Peter Francik and Maj Simone Keith in August 2025, as well as SSgt. Vincent Frisbee in October. We welcome Lt. Col. Nicholas Edwards, Maj. Mark Dizon, and SSgt. David Cade as their replacements.

— **Lieutenant Colonel Peter R. Francik**  
Commander

## Reserve Officer Training Corps—Army

The mission of [MIT's Army Reserve Officer Training Corps](#) (ROTC) is to attract, engage, and empower future military leaders through rigorous training, education, and mentorship by fostering a culture of excellence, integrity, and dedication. Our vision is simple: to be the best Army ROTC program in the country. We simply accomplish this through a set of values and pillars instilled in the cadets and cadre from the first-time stepping foot on the campus.

### *Accomplishments*

The Paul Revere Battalion continues to excel as seen below in the numbers of enrolled and contracted cadets across the program. This past year, the program grew exponentially as we welcomed 40 cadets—the largest first-year class in over 50 years. This drastic growth posed challenges at times with limited personnel and funding, but the overall climate and culture is exceptional. The top accomplishments from the past year range from having the highest GPA across the brigade of 42 programs to being recognized as a top-five program in the country out of 274. Some notable statistics from individual cadets range from having five Distinguished Military Graduates and four cadets in the top 10% nationally to having one of the cadets be selected for her educational delay to attend Duke Law School. Ultimately, the team of cadre and cadets will continue to excel at their specific duties and responsibilities for years to come.

### **Year-End Enrollment for Army ROTC, as of May 30, 2025**

	MS 25(SR)	MS 26(Jr)	MS 27(So)	MS 28(Fr)	Total
Contract Mission	17	17	17	17	N/A
Commission Mission	15	15	15	15	N/A
Contracted	23	24	13	24	84
Enrolled Not Contracted	0	0	2	10	12
Total Enrollment	23	24	15	34	96

### *Opportunities*

Cadets have the opportunity to participate in many different spaces across the military and civilian domain to further expand their learning and experience. Two of the more prominent opportunities available to the cadets to continue their lifelong learning journey are ProjectGO—a summer “study abroad” program financed by the Department of Defense—and research at MIT’s Institute for Soldier Nanotechnologies (ISN). The MIT Hackathon program, now called Special Operations Command (SOCOM) Ignite, in collaboration with Lincoln Labs, once again successfully completed their kick-off weekend in September where cadets started working with special operators from around the US Army to solve complex issues using technical means. These participating cadets were able to spend a week in Tampa, Florida, at SOCOM Week explaining how their technical solution to a complex problem can benefit Soldiers across the battlefield.

### *Challenges and Plans for the Future*

The Army ROTC program has no challenges at this time and would like to graciously thank the support of the MIT staff and the Office of the Vice Chancellor. The program's future is bright, and the continued success is something that will forever be etched in the culture of the program.

— **LTC Tom Allen**  
Professor of Military Science

## Reserve Officer Training Corps—Navy

The mission of the [Navy Reserve Officer Training Corps](#) (NROTC) is to develop our midshipmen (MIDN) into well-rounded leaders by serving with honor, courage, and commitment. On behalf of the Naval Science staff, we would like to thank you for another tremendous year of support and growth for the Naval ROTC program. As we send on the three graduates from the Class of 2025, we are preparing to welcome 14 incoming students.

### *Key Accomplishments*

The Naval Science Department had a busy year, taking full advantage of our location in Boston. In October, several MIDN represented the Battalion at the USS Constitution Museum's Salute to Service Gala. MIDN went underway onboard the *USS Constitution*. Staff and MIDN attended SUBFAM weekend in Groton, CT.

In November, Navy ROTC supported Veterans Day ceremonies in NH and MA; toured the *USS Nantucket*; and attended her commissioning. We welcomed Admiral Daryl Caudle, Commander, US Fleet Forces Command, to the unit on November 21.

Officers and midshipmen attended leadership conferences in January. Our unit participated in the RPI MEC (Military Excellence Competition) in February. This demanding competition between ROTC branches from the northeast region highlights the core values of ROTC: military precision, the spirit of friendly competition, and excellence in physical fitness.

Rear Admiral Matthew Pottenburgh, Commander, Naval Service Training Command, visited the Boston Consortium on April 8. Our 12 midshipmen from the Consortium placed 2<sup>nd</sup> in the Villanova Military Excellence Competition April 11-12.

Several MIDN participated in the 23<sup>rd</sup> annual Boston Marine Corps Honor Run 5K on May 10 at Castle Island. The Old Ironsides Battalion's team captured first place in this event held for a great cause!

AY2025 culminated in Commissioning ceremonies at Harvard and Tufts in May. For the third time in four years, we hosted the Joint Commissioning Ceremony for the MIT ROTC Class of 2025, dockside at the *USS Constitution* on May 30. Commissionees, family, friends, and ROTC staff commemorated this auspicious occasion. A catered reception followed at the USS Constitution Museum. It was a fitting way to send our graduates on their journey as Naval and Marine Corps officers.

We are proud to recognize the outstanding accomplishments of our Class of 2025 graduates, and commend their commitment to our program. The graduates and their post-graduation plans are noted below:

- Kennedy Adkison (MIT)-Aviation: Student Naval Aviator
- Georgia Severson (MIT) – USMC
- Jasmine Zhang (Harvard) – Aviation: NFO Naval Flight Officer

### *Notable Statistics/Data*

Our enrollment for AY2025 showed a continued growth trend; the numbers as of now are steadily improving.

	<b>Class of 2029</b>	<b>Class of 2028</b>	<b>Class of 2027</b>	<b>Class of 2026</b>	<b>Class of 2025</b>
<b>MIT</b>	2	1	6	1	2
<b>Harvard</b>	8	11	5	4	1
<b>Tufts</b>	4	3	3	0	0

### *Notable Recognitions*

At Faneuil Hall on July 16, the Change of Command/Retirement Ceremony for CAPT Jack Houdeshell occurred. We congratulate and thank CAPT Houdeshell for his 34 years of distinguished service to our nation.

### *New Navy Staff*

- CAPT James Morrow, Submarine Officer

**— Capt. James A. Morrow**  
Commanding Officer  
BU MIT Navy ROTC

# Student Financial Services

Student Financial Services (SFS) provides the assistance and resources that students and families need to make the dream of attending MIT a reality. The team provides customer service, administers financial aid, collects payments, coordinates student employment, provides loan eligibility and exit counseling, and advises on financial literacy to both undergraduate and graduate students. We actively work to ensure that all students have a friendly, accurate, and streamlined experience.

## *Current Events*

In fall 2024, the Committee on Undergraduate Admissions and Financial Aid (CUAFA) recommended, and the Enrollment Management Group (EMG) approved, a major financial aid expansion: beginning in AY2026, undergraduate families with incomes below \$200,000 (and typical assets) can expect to attend MIT tuition-free, and undergraduate families with incomes below \$100,000 can expect to pay nothing at all towards the full cost of attendance (including tuition, fees, housing, dining, and an allowance for books and personal expenses). At the time of adoption, these policies roughly aligned with (but were not pegged to) the 80th and 50th percentile incomes for American households with children; prior income thresholds for these policies were \$140,000 and \$75,000, respectively. These changes not only furthered the Institute's investment in making its education more affordable to families, but also, at the time of their approval, vaulted MIT to the highest level of tuition-free and \$0 Parental Contribution standards in the nation.

During the spring and summer of 2025, SFS staff produced analyses for the MIT senior administration that showed how much financial aid we distribute state-by-state. These analyses—which showed that, for example, residents of Texas receive ~\$11.8M in scholarship aid annually, and the median net price to attend MIT for an aided student from Mississippi is <\$200—were also shared with senior staff from MIT DC, to help communicate MIT's commitment to affordability for students from across the nation.

CUAFA also recommended, and we implemented, a policy adjustment for veterans who wish to use their military benefits to pay for their MIT education. This policy change, which conceptually redefined certain military benefits from an “outside scholarship” to a form of federal benefit secured through their service, permits veterans to “keep and use” their housing and meals allowances to cover their living expenses, which is more generous to our veterans and more consistent with evolving best practices as we understand them.

In addition, we continued to improve our outreach, financial education, and communication efforts with students and families. We adopted the streamlined version of the CSS Profile, which was introduced by the College Board, for families with an adjusted gross income (AGI) under \$100,000. This shorter application reduces the burden for financial aid applicants while still allowing us to package and award financial aid in a detailed and accurate manner. We made

updates to our website and digital resources to provide clearer guidance to students regarding various topics such as billing statements, education tax forms and credits, light-load registration, and VA benefits information. We worked to cross-train our staff to improve our knowledge base and enhance our ability to assist students across different functions and teams.

## *AY2025 Initiatives*

### **Student Financial Counseling: Financial Aid, Customer Service, Financial Education**

- Beginning with AY2026, after last year's implementation of the \$0 Parental Contribution policy for undergraduate families with incomes below \$75,000 (with typical assets), we increased the family income threshold from \$75,000 to \$100,000.
- Beginning with AY2026, we increased the family income threshold from \$140,000 to \$200,000 (with typical assets) for the “tuition-free” policy for undergraduate students (where total grant and scholarship aid will cover at least the cost of MIT tuition).
- Beginning with AY2026, for domestic students, we increased the income threshold for the First Year Grant and Health Insurance Grants from \$75,000 to \$100,000.
- Implemented the new CSS Profile “lighter application experience” for families with simple tax returns and an AGI of under \$100,000, streamlining their financial aid application process by reducing the number of questions they need to answer.
- Continued our partnership with QuestBridge, a nonprofit organization that recruits high-achieving students from low-income backgrounds. In AY2025, we matched and admitted 98 students through the QuestBridge National College Match program, more than ever before.
- Engaged with over 1,000 MIT students through financial education programs and one-on-one appointments.
- Hosted a total of 57 programs for undergraduate and graduate students, including a new program, “Senior Crash Course,” to help graduating students prepare for life after MIT. Topics included cost-of-living planning and reviewing offers from employers or graduate schools.

### **Student Financial Operations: Billing and Payment, Student Employment, Loans, and VA Services**

- Expanded partnerships with OVC, OGE, and graduate administrators to improve student outcomes. Key efforts included launching an SFS page on OGC Central, sharing lists of students with high balances to reduce registration and degree holds, and delivering four graduate orientation sessions on billing, budgeting, employment, and SFS services.
- Streamlined graduate loan eligibility by revising the Graduate Information Finance Form (GIFF) to reduce complexity. Sent earlier reminders for incomplete federal loan requirements and encouraged students to opt out of borrowing if not needed, reducing unnecessary outreach.
- Increased graduate student Federal Work-Study (FWS) eligibility to \$7,500/year to align with rising wages and maximize MIT's federal allocation.
- Partnered with the Student Veteran Success office to create a presentation for

prospective students explaining how various VA benefits apply to different MIT programs.

- Developed training materials and videos to cross-train staff for high-impact processes, including VA certifications, third-party billing, refunds, federal reporting, student employment, and timesheet approvals.
- Updated MITPay announcements and monthly billing statements based on student feedback. Enhancements included clearer instructions (e.g., including MIT ID with payments), better navigation, and updated office location details.
- Improved the monthly federal drawdown process by aligning SAP and COD data earlier, allowing for faster closeouts. Assigned 34 defaulted Perkins Loans to the Department of Education.
- Created a SharePoint-based “Show Me the Funds” tool to efficiently match incoming payments (scholarships, sponsorships, wires) with student accounts, in partnership with VPF.
- Conducted proactive outreach to students with unpaid spring/summer balances and introduced a new hold code to prevent future aid from covering prior-term debts.
- Initiated monthly meetings with MIT Health and launched a HIPAA-compliant tracking system to reduce billing errors and student confusion around insurance charges.
- Resumed collections following the federal loan pause, offering personalized repayment plans for borrowers, including former students and employees.
- Started a long-term project with IS&T to update how the data flows into PowerFAIDS, the financial aid system, from a nightly file transfer to an API.
- At the recommendation of CUAFA, redefined how we categorized veterans’ benefits to permit students to “keep and use” their basic housing allowance and monthly housing allowance rather than treating them as “outside scholarships” that reduce MIT grant aid.

### **Cross-team Collaborations**

- We launched staff-led goal groups to support continuous improvement, foster collaboration, and enhance the student experience. All staff participated, and each group developed goals focused on the following: improving student communications, ensuring accurate and timely account reconciliation, supporting enrollment of our entire student body, reducing financial and procedural barriers, and increasing SFS visibility and outreach across campus.
- We updated our website to improve clarity, transparency, and self-service access for students. Notable updates: a visual guide to monthly billing statements, expanded FAQs on education tax forms and credits, a new page explaining how light-load registration impacts financial aid, and revised VA benefits information with separate resources for undergraduate and graduate students.
- To preserve MIT Scholarships when students receive outside awards exceeding their student contribution, SFS now proactively increases Cost of Attendance (COA) to include the Student Health Insurance Plan (SHIP) cost—after the waiver deadline—for students who remain enrolled in SHIP.

## *Notable Statistics*

### **Financial Aid**

- In AY2025, MIT awarded \$161.6 million in need-based institutional grants to 2,601 undergraduates with an average family income of \$125,607 and a median family income of \$100,656. The median need-based grant was \$69,777, or 84% of the cost of tuition, fees, housing, and meals.
- Thirty-nine percent of MIT undergraduates received grants, from any source, sufficient to allow them to attend tuition-free. The average total family contribution, not including student term-time work, for those receiving an institutional grant was \$18,063; the median total family contribution was \$10,268.
- Out of 4,535 undergraduates, 57% received need-based financial aid from the Institute.
- Federal Pell Grants, given to U.S. students who display exceptional financial need, were awarded to 24% of undergraduates.
- Seventy-seven percent of undergraduates (3,489 students) earned wages totaling more than \$17.9 million from MIT employment or the Federal Work-Study program.
- The percentage of undergraduates taking out loans decreased from 8.0% to 6.9% in AY2025. Among seniors graduating in 2024, 88% graduated with no debt. Of the 12% with education debt, median indebtedness at graduation was \$20,288.

### **Customer Service and Operations**

- During AY2025, the Customer Service team replied to 36,266 emails through HelpScout and answered 5,249 phone calls through the Zoom Contact Center.
- The Accounting and Finance team continued to create and improve established operational controls. With this focus, the Accounting and Operations teams were able to close FY2025 with no outstanding variances related to the tuition and fee payment clearing account and Title IV loan disbursement.
- Processed 175 MIT Education Loans, averaging \$10,024 per application, and disbursed over \$1.7 million in funds to MIT staff and faculty.
- Gross tuition and fees for the Institute totaled \$882 million in AY2025. Within this category, undergraduate tuition and fees were \$277.7 million, or 31%; graduate tuition and fees were \$544.1 million, or 62%; and non-degree tuition and fees were \$61 million, or 7%.

## *Awards, Recognition, and Staffing*

- In AY2025, SFS had a headcount of 26 administrative staff. In addition, there are several shared positions with Admissions.
- Claudia Battle and Chris Chiampa won a team Infinite Mile Award for Everyday Leadership.
- We hired a Counselor for Student Financial Counseling.
- Given the hiring freeze implemented in February 2025, there were four open administrative staff positions and one open support staff position at the end of FY2025,

which included the director of Student Financial Counseling, an associate director, two counselors, and an operations assistant.

- We continued to reduce our office footprint and shifted locations in support of the new student advising center on the first floor of Building 11. In January 2025, we vacated the first floor and moved into a temporary suite on the third floor of Building 11, where we remained until late July 2025. At that time, we relocated to our new permanent location, co-located with Career Advising and Professional Development in E17–294.

— **Stu Schmill**

Dean of Admissions and Student Financial Services

# Teaching + Learning Lab

Throughout AY2025, the [Teaching + Learning Lab](#) worked with instructors and students on a wide range of projects related to: GAI in teaching and learning; diversity equity and inclusion; better teaching through student feedback; reexamination of subject evaluations; graduate student development. In addition, TLL staff serve on a range of MIT-wide committees.

## *Key Accomplishments*

### **Support for MIT Educators - Advancing OVC-wide Initiatives**

#### *The TLL Speaker Series*

During AY2025, we hosted six outside speakers who addressed a range of topics related to student engagement. A total of 713 MIT community members registered for the talks.

[Summary blog posts](#) that include Zoom recordings are made available through TLL's website.

#### *TLL Monthly Newsletter*

The [newsletter](#), with approximately 3,000 subscribers, was distributed monthly and included curated news, events, and resources for the MIT teaching community.

#### *Flipping Failure*

[Flipping Failure](#) is an expanding collection of stories told by MIT students about their experiences of struggle while at MIT. The goal of this campus-wide community initiative is to provide visibility to stories of academic challenge and resilience to reduce the stigma of struggling at MIT. This year, TLL designed and delivered two workshops for undergraduate students on adjusting to MIT revolving around videos and lessons from Flipping Failure.

#### *The Inclusive and Equitable Teaching Assessment*

The Inclusive and Equitable Teaching (IE-Teaching) Assessment is an initiative designed to promote more inclusive and equitable teaching practices by using data to motivate, inform, and tailor change efforts in departments. In AY2025, TLL developed the Syllabus Checklist—with MIT examples—for instructors; worked with Health Promotion Working Group (HPWG) syllabus resources to create features of syllabi to support student well-being and belonging; published two papers on this work; and received one award.

#### *Coffee and Community and 1:1 or 1:3 Meetings*

TLL expanded efforts to reach new and junior faculty and instructors to discuss issues of relevance for those new to MIT and/or a faculty role.

#### *Workshops and Presentations for the MIT Teaching and Learning Community*

- *Course (Re)Design* three-day IAP Course
- *Midcourse Formative Reviews (MFRs)* (2)

- Mini-Conference: *Finding Balance in Academia*, June 2014
- Electrical Engineering presentations and discussions: TLL overview and GAI syllabus statements
- School of Science: Multiple *Curriculum Mapping* exercises
- Women & Gender Studies retreat with follow-up consultations
- DUSP: Presentation on peer review of teaching
- CAPD: *Teaching Statement* workshop
- OACES: Interphase: Various workshops for Interphase facilitators and instructional staff.
- OEL: Workshops and discussions to promote effective assessment and evaluation practices outside of traditional classroom learning spaces
- OFY: Designed and delivered two FPOP workshops on adjusting to MIT
- OGE: Path of Professorship presentation
- MITES: Inclusive teaching, creative teaching, self-regulated learning, GAI, growth mindset workshops
- Open Learning: Assessment workshop PK-12 group
- GAI Faculty Learning Community
- Various GAI in course design departmental workshops with Sheryl Barnes
- *ChatGPT in Course Design & Delivery* workshops/presentations
- Growth Mindset workshops (8)

#### *Assessment and Evaluation*

- Inclusive & Equitable (IE-Teaching) Project: Efforts this year include: Belonging research brief for website, Syllabus Checklist, HPWG syllabus resources, published 2 papers and received one award. See Publications and External Dissemination
- Learning Strategies Assessment: Fall 2024 Snapshot Survey Study
- Multiple Institution Grants to study Neurodivergent Students' Experiences with Collaborative Learning. Awarded by Elon CEL's
- Report on student perspectives on the GIRs, using data from the 240 interviews (160 first-year students and 80 seniors) conducted for the FYX studies
- Makerspace Inclusion Project (ACF)
- [Student Learning Strategies Assessment](#)
- [The Educational Justice Institute \(TEJI\) Self-Efficacy Study](#)

#### **Support for Graduate Student Teaching and Postdocs**

- [Teaching Days](#): Our workshop series for new teaching assistants and trainees was offered at the start of each semester. All resources from each of the workshops were made available to the MIT community through Canvas. (>800 attendees combined)
- [Grad Teaching Development Tracks](#): Our [alternative development pathway for graduate students](#) was offered during AY2025, with seven tracks attended by 138 graduate students.

- [Kaufman Teaching Certificate Program](#): Four sections were offered in fall 2024, and five in the spring. A total of 145 participants completed the programs.
- [Teaching Development Fellowship Network \(TDFN\)](#): 17 fellows from 14 different departments, and two at-large fellows (funded by TLL) participated in the network.

#### *TLL-Staff Participation in Institute-wide Committees and Working Groups*

- Institute Council for Belonging, Achievement, & Composition
- OVC Staff Development Council
- OVC Comms & Chancellor Land Comms
- Digital Citizen subgroup
- OVC Lecturer/Instructor Promotion Case Review
- Education Innovation Funds Selection Committee
- MIT Human Insight Collaborative: review/consult
- Learning Management System (LMS) Advisory Board
- Task Force on the Undergraduate Program (TFUAP)
- Goodwin Medal Committee
- Health & Promotion Working Group - Academic Stream

#### *One-on-One Teaching Consultations*

TLL staff provided approximately 80 formal and informal consultations with members of the MIT teaching community.

#### *Awards, Recognition, and Staffing*

### **Publications and External Dissemination**

- [2024 POD Network Innovation Award: Advancing Inclusive & Equitable Teaching in 3D: Department Partnerships with Data and Discussion](#)
- [Peer-reviewed article describing the methodological approach for the IE-Teaching project](#) in a special issue of *Innovative Higher Education*
- Peer-reviewed article on the IE-Teaching Project accepted for publication in *To Improve the Academy* (fall 2025)
- In preparation: manuscript with Teaching Development Fellow Andrew Fishberg for *SIGCSE* (June 2025) on TEJI work
- Collaboration with an MIT grad student and faculty member to prepare a manuscript for submission to the *Journal of Engineering Education* describing the research and evaluation methods and findings from the NSF-funded *Makerspace Project*
- POD: Presented as part of a panel on careers in assessment and evaluation
- UERU: Presented IE-Teaching
- University of Michigan presentation (w/ Adam Albright) on MIT grading policies and data from experimental grading policies (FYX studies)

- *Mini-Conference on Finding Balance in Academia*, MIT, July, 2025: Interactive workshop on dismantling the hidden curriculum
- *Annual Advancing Teaching Meeting* (Ruth Graham, organizer): Presented pilot work on MIT subject evaluations
- *Symposium on University Pedagogy & Neurodiverse Students*, June 2025: Co-led discussion group to exchange university practices and resistance in advance of the meeting

### *Looking Ahead*

- Dissemination of resources from the Inclusive and Equitable Teaching Assessment to the broader MIT teaching community.
- Continued development and implementation of findings from the Learning Strategies Assessment project.
- Continued identification and development of additional programming to support the professional development of future faculty.
- Targeted outreach to and support for new and junior faculty and instructors.
- Ongoing revision and refinement of the TLL website with development of timely and relevant web-based resources for the MIT community on best practices in our dual fields of expertise of research and evaluation, and teaching and learning.
- Support for instructors around the opportunities and challenges of teaching and learning with generative AI.
- Ongoing research on the impact of collaborative learning on neurodivergent students.
- Support for the Task Force on the Undergraduate Academic Program.

— **Janet Rankin**  
Director

# Undergraduate Advising Center

The [Undergraduate Advising Center](#) (UAC) is dedicated to helping every MIT undergraduate achieve their full potential through personalized, holistic advising from enrollment to graduation. Serving as a central hub for academic guidance and student success resources, the UAC partners with students, faculty, and staff across the Institute to foster academic achievement, personal growth, and a strong sense of belonging. Our professional advisors work closely with students to navigate academic choices; connect with campus resources, including research and experiential learning opportunities; and address challenges that may arise along the way. Through intentional programming, proactive outreach, and close collaboration with departmental advisors and student support offices, the UAC seeks to increase engagement in advising and provide enhanced early support for students with at-risk factors. We understand that each student has unique goals and challenges, and we aim to connect them with the resources needed for academic and personal success. By championing an integrated approach to advising, we strive to ensure that every student can thrive at MIT.

As part of a process begun in May 2025, the Office of Minority Education (OME) and the Advising and Student Belonging (ASB) unit were merged to create the newly envisioned [Office of Academic Community, Empowerment, and Success](#) (OACES, pronounced “oasis”). The ASB portfolio, which includes the First-Generation and/or Low-Income (FLI) Program, the Associate Advisor Program, and transfer student support, now operates alongside the longstanding programs of the former OME. Together, they foster shared purpose and collaboration; this integration has already resulted in early synergies, shared events, and rising engagement. As OACES continues to evolve, we look forward to a full year of data collection to further assess and communicate the impact of this reorganization.

The UAC also includes the [Office of the First Year](#) (OFY), which supports first-year students through:

- First-year programming (e.g., Orientation, FPOPs)
- First-year advising
- Committee on Academic Performance (CAP)

## *Key Accomplishments*

- Formally integrated the OME staff and programs into the UAC, under the newly envisioned OACES, led by Associate Dean and Director Sadé Abraham.
- Received 117 applications for Interphase EDGE/x, a longstanding two-year enrichment program designed to acclimate incoming students to the pace and rigor of MIT. Seventy students enrolled in person, and 20 participated in the hybrid IPx option. Participation mirrors pre-pandemic numbers after several years of decreased enrollment.
- The Standard, an initiative designed specifically for men of color, enrolled more than 100 students across all class years. The program welcomed its largest-ever cohort of 33 first-year students in fall 2024, significantly advancing its mission of providing holistic support.

- Launched the Associate Advisor Excellence Initiative, a year-long curriculum focused on building communication, student support, and resource navigation skills for upper-level peer mentors.
- Implemented UAC Advising for the Class of 2027 through structured one-on-one check-in meetings with a professional advisor.
- Established daily drop-in advising hours, offered in person and on Zoom, for all undergraduate students.
- Refined UAC and sub-unit goals and established explicit learning outcomes for students, advisors, and process delivery.

### *Notable Statistics*

- Met with 46% of the Class of 2027 via individual UAC advising appointments; of these students, 59% engaged with a UAC advisor more than once.
- Increased attendance by over 114% at the May “Connect with Your UAC Advisor” event, designed to introduce first-year students to the UAC.
- In fall 2024, 10% of the Class of 2028 was flagged; 75% of flagged students recovered and passed.
- In spring 2025, 8% of the Class of 2028 was flagged; 58% of flagged students recovered and passed.
- Served 1,300+ FLI students through 59 events, regular communications, and one-on-one advising meetings.
- Achieved the highest participation in the Associate Advisor Program in over 15 years, with more than 200 upper-level students serving as peer mentors for the Class of 2028.
- Of the 33 graduating seniors in the Laureates and Leaders program, 75% will directly enter doctoral programs, with the remainder preparing through research or master’s programs.
- During the year, 72% of transfer students attended at least one transfer-specific event.

### *Awards and Recognition*

- The First Generation Fund was featured as a priority initiative in MIT’s 2024 24-Hour Challenge. With strong alumni engagement—particularly from the First Generation Alumni of MIT (FGAMIT)—the campaign raised \$14,718 from 164 unique donors, more than doubling expectations.
- FLI@MIT received a grant from the Strada Foundation and TIAA Institute to support capacity-building and long-term sustainability for advising, leadership development, and assessment.
- Awarded a grant from MindHandHeart to support transfer student initiatives.
- Established the Transfer Student Advocacy and Impact Award to recognize an MIT student or staff member who has demonstrated exceptional commitment to improving the transfer student experience.

- Several OACES students and alumni were featured in institutional and national media for academic achievement, graduate school placements, and leadership across MIT.
- Recognized departmental advisors, first-year students, associate advisors, and departmental staff via the annual UAC Awards. Full list of recipients available [here](#).

## *Staffing*

- Hired five new FTE in the UAC: Brittney Francisco, Stephanie Hamilton, Tiffany Low, Kurt-Michael Songcog, and Abigail Winn.
- Hired Rochelle Shokoti as temporary program and advising support for the former OME team.
- Promotions:
  - Diep Luu, senior associate dean and director, Undergraduate Advising Center, who also served as interim director of the OME for over a year while leading the UAC.
  - Sadé Abraham, associate dean and director, OACES, who also served as Interim Deputy Director of the OME during the last year.
  - Lauren Backus, appointed interim assistant dean, personal and professional development and staff initiatives.
  - Jordan Sell, staff associate, advising and academic performance, and staff to the Committee on Academic Performance.

## *Looking Ahead*

- Begin operationalization of the new Building 11 space, offering an exciting opportunity to elevate an integrated ecosystem of advising and reinforce MIT's commitment to student success.
- Continue to intentionally build mutually beneficial relationships with academic departments through the Departmental Liaison pilot program, training, and ongoing communication.
- Increase institutional visibility of the UAC and sub-units via intentional programming (Open House events), outreach (departmental "roadshow" presentations), and targeted communications for undergraduate students, departmental advisors, and campus partners.
- Focus on deeper integration of OACES portfolios, enhancing programmatic synergy, shared strategy, and institutional visibility. Amidst this transition, OACES is taking a deliberate approach to ensure that all programs within the portfolio are engaged, impactful, and operating at their highest potential. Efforts will also center on increasing visibility, refining shared goals, and expanding capacity for sustained impact.
- Implement changes to the Talented Scholars Resource Room (TSR<sup>2</sup>), which will relocate to 4-107 (the former OME space) and transition under the Advising & Academic Achievement subunit in the UAC, expanding its reach and collaboration with academic support services in departments.

- Launch the Student Success System using the Stellic platform to enhance advising communication between advisors and students, improve coordination among advisors and student support offices, expand early identification of struggling students beyond the first year, and introduce advising note-taking and appointment-scheduling capabilities.
- Add juniors to UAC advising caseloads, ensuring professional advisors are connected with first-year students, sophomores, and juniors starting next year.

— **Diep Luu**  
Associate Dean and Director