

Report to the President
Office of the Vice Chancellor
Year Ended June 30, 2024

Office of the Vice Chancellor President's Report AY2024

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. Highlights of the OVC's priorities and progress during AY2024 are outlined below.

Leadership Transition

After nearly seven years, Vice Chancellor Ian A. Waitz stepped down in May 2024 to take on a [new role as the vice president for research](#). Professor Daniel Hastings was appointed interim vice chancellor while Chancellor Melissa Nobles conducts a [search for a new leader for OVC](#). Ian and his assistant, Elizabeth Hoy, were [recognized for their service to OVC at the Infinite Mile Awards](#) in June.

SCOTUS Affirmative Action Ruling in College Admissions

The Supreme Court's consequential [decision disallowing race and ethnicity-conscious admissions](#), overturning more than 40 years of precedent, was released in June 2023. Before the decision was made public, [President Sally Kornbluth wrote to the community](#) and Dean for Admissions Stuart Schmill [composed a blog post](#) reaffirming MIT's ongoing commitment to diversity.

Throughout AY2024, in anticipation of the decision, the Admissions team and other stakeholders worked diligently to identify and implement ways to minimize, to the degree possible by law, the potential negative impact of the ruling—namely, a decline in the proportion of enrolling first-year students who are members of historically under-represented racial and ethnic groups. These efforts included:

- Increasing recruitment efforts, including an ongoing partnership with the [Small Town and Rural Schools](#) network.
- Expanding financial aid initiatives, including a [new policy](#) under which most families earning less than \$75,000 a year pay nothing to attend.
- A fourfold increase in student matches through QuestBridge, a national talent search program for high-achieving, low-income students of all backgrounds.

These initiatives are just a start; the Admissions team will continue to meet with faculty, students, alumni, and administrative leadership to gather and implement ideas to mitigate the impact of the decision on MIT admissions.

Graduate Student Union CBA Implementation

Throughout the year, considerable effort was devoted to implementing the [Collective Bargaining Agreement](#) (CBA) that MIT reached with the [MIT Graduate Student Union](#) (GSU) in September 2023. The complex implementation has involved overhauling and systematizing policies and procedures that DLCs previously managed using their own systems, among other issues. Efforts to train and communicate effectively with staff, particularly graduate administrators, have also been critical to the process. The implementation effort was led by a core team from across MIT, including academic administrators, department heads and staff from key offices such as OGE, as well as experts from labor relations, general counsel, finance, IS&T, research, and communications. Of note, OVC's Director of Special Projects Lauren Pouchak received an [MIT Excellence Award](#) in the Bringing out the Best category, recognizing her exceptional skill in fostering collaboration, managing complex projects, and facilitating change.

Evolution of the Office of Graduate Education

The Office of Graduate Education (OGE) hired a new senior associate dean and director, [Denzil Streete](#), who took the helm in September 2023. Under his leadership, the office began developing a five-year strategic plan to update the office's mission, vision, and values; assess the value of existing initiatives and propose new ones; and define new strategic themes for OGE. The plan will be finalized and distributed in fall 2024.

With the CBA implementation well underway, OGE began to take a lead role in ongoing administration of changes in policies and procedures. To that end, OGE hired a dedicated director of graduate appointments to provide leadership, guidance, and coordination related to the CBA implementation and related business process changes.

OGE also began developing the GradCentral website for graduate administrators and faculty, which will launch in AY2025. The site was created to provide a digital one-stop-shop for users, with key information and training materials.

Undergraduate Student Initiatives

During AY2024, the new [Undergraduate Advising Center](#) (UAC) began to take shape under the leadership of its [inaugural director, Diep Luu](#). Luu embarked on a listening tour during the year and added nearly a dozen [UAC staff](#), including three associate deans focused on student belonging, strategic initiatives, and academic achievement. A space reallocation allowed UAC staff to occupy both 7-103 and 7-104 while the future home of the UAC advising hub will be located in the renovated first floor of Building 11. While it is still growing, the UAC is now poised to begin implementing programming and initiatives that will impact all aspects of advising and mentoring for undergraduate students, in close collaboration with faculty, department administrators, and other campus advisors across MIT.

The UAC staff's efforts to provide holistic advising and resources for students will be greatly enhanced by two new student systems that will be implemented in the coming years: a centralized degree-audit system and a student success system to help facilitate communication and coordination among faculty members, advisors, and student support staff, and to provide students with easy access to resources.

In February, Vice Chancellor for Undergraduate and Graduate Education Ian A. Waitz and Faculty Chair Mary Fuller announced the formation and launch of the [Task Force on the MIT Undergraduate Academic Program](#) (TFUAP). The effort fulfills a critical recommendation of the Task Force 2021 and Beyond RIC1 (Undergraduate Program) and draws upon prior foundational working groups — some of which focused on the current General Institute Requirements (GIRs), and others on updating recent studies for the purposes of this review. The task force co-chairs are Adam Martin, professor of biology, and Joel Voldman, the William R. Brody Professor of Electrical Engineering and Computer Science. The Task Force is staffed by Kate Weishaar (OEL).

OVC Staff Council

In the spring of 2023, the OVC Visiting Committee (VC) requested to meet with a group of non-leadership staff at the bi-annual meeting in April of that year. The staff session ultimately led to the creation of a standing OVC Staff Council, which aims to focus on three goals:

- Partner with OVC leadership to create a work culture in which all members of the OVC community feel valued, supported, productive, and connected.
- Advance high-priority, evidence-based, staff-led initiatives.
- Build on and broaden the work of the OVC Council on Diversity, Equity, and Inclusion (CDEI) to strengthen community and a sense of connection across OVC.

The Council plans to actively engage with all staff to solicit feedback and ideas, and to provide opportunities to build community.

Looking Ahead

- Partner with the Chancellor's Office on communications related to issues such as free expression and preparing for the future capital campaign.
- Respond to the SCOTUS decision limiting the use of race in admissions.
- Continue to build out the Undergraduate Advising Center and advising hub space.
- Consider the implications of AI in teaching and learning.
- Design the future of climate education.

— **Daniel E. Hastings**

Interim Vice Chancellor for Undergraduate and Graduate Education
Cecil and Ida Green Professor of Education

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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
- Desktop Support (shared with DSL)
- Project and Space Management
- Cross-Functional Team Oversight

Quality of Life Survey

MIT conducted its Quality of Life Survey in January 2024. OVC had a participation rate of 87% (334 staff invited). (MIT overall response rate was 43%.)

Key Takeaways

- Over 89% of staff are satisfied with their role at MIT. (MIT overall was 86%.)
- 91% of staff report participating in some version of hybrid formal work arrangements; 67% of staff work on campus 2-3 days per week. (MIT overall 86% reported manager being open to flexible work arrangements.)
- Staff reported high rates of satisfaction (84% indicated they are “very satisfied” or “somewhat satisfied” with FlexWork arrangements). (MIT overall 79% report being satisfied.)
- 92% of managers felt that they could effectively manage their direct reports in a remote or hybrid environment.
- 88% felt their primary unit is a good fit for them (MIT overall was 86%), 84% of the staff felt connected to their team (MIT overall was 79%), and 78% felt valued for the work that they do (MIT overall was 73%).

Staffing Changes

In May, Ian Waitz transitioned to a new role as MIT vice president for research after serving for seven years as the inaugural vice chancellor of the OVC. Professor Daniel Hastings has graciously stepped in as the interim vice chancellor while an internal search is being conducted. The search is expected to take several months.

Denzil Streete was hired as the senior associate dean and director of the Office of Graduate Education.

Alison Badgett was hired as the associate dean for public service and director of the PKG Center, with a July 2024 start date.

Kristin McCoy was promoted to director of Human Resources following a search, after Sharon Bridburg became MIT's director of strategic talent management. Vivian Winham and Lauren Luther also joined the OVC HR team as HR business partners.

Ximena Forero-Irizarry was promoted to financial administrator 2 on the OVC Financial Administration team.

Key Accomplishments

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

- Held community-building events to foster connections among OVC offices in our new FlexWork environment.
- Collaborated on implementing relevant aspects of the MIT Strategic Plan for Belonging, Achievement, and Composition.
- Produced internal communications, including e-letters, to keep the OVC community up to date about priorities and accomplishments.
- Contributed to implementing the Chancellor's "Whole Student" messaging platform to raise visibility and for use in fundraising activities.
- Collaborated with Central HR to start the yearlong initiative to ensure every OVC manager can participate in a manager specific training and a 360-degree feedback process.
- continued the MIT-GSU CBA implementation process; played a critical role (with UAC) in selecting a future student success system.
- Advanced two major space renovation projects on the 1st and 3rd floors of Building 11 to create a new Undergraduate Advising Hub and multi-purpose OVC swing space.
- Participated in the recruitment and formation of the search committee for the next Vice Chancellor for Undergraduate and Graduate Education.
- Staffed the Task Force on Undergraduate and Graduate Education.
- Implemented a number of changes to the way that MIT collects and shares personal gender information via the [Gender Identity Initiative](#).

Affirmative Action Goals and Successes

The OVC staff, which is 67.2% women and 35.5% minority, is one of the most diverse organizational units at MIT, with an ongoing commitment to developing a workforce that reflects the rich diversity of the communities we serve. The OVC Leadership Team is expected to show leadership in the area of diversity, equity, and inclusion. Every OVC employee shares responsibility for fostering an inclusive work environment in which all employees are able to do their best work.

As a result of the efforts of the leadership team and hiring managers throughout the organization, OVC met all of its annual placement goals for women and minorities. MIT does not presently have a good way to accurately capture the representation of individuals with disabilities or qualified veterans in our population, making it difficult to measure whether we are meeting or making adequate progress towards our affirmative action goals in these areas.

For the period July 1, 2023 – June 30, 2024, of all new OVC hires 77.3% were women and 50.6% were minorities. During the same period, OVC promoted 32 staff members: 75% were women and 34.3% were minorities.

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 2024 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.

Looking Ahead

- Continuing to refine/update our FlexWork and space processes and policies to best meet the needs of our staff, as well as those we serve.
- Partnering with the newly developed OVC Staff Council to make connections and foster a sense of OVC community.
- Deliver timely development opportunities to the OVC staff and managers, specifically targeting deeper understanding of compensation analysis and the merit/performance review process in the OVC.
- Ensuring the OVC is providing a consistent onboarding practice, especially through a hybrid lens.
- Finalizing construction of the Building 11 Undergraduate Advising Hub and moving UAC, SFS, and CAPD operations to new locations.
- Hiring / onboarding a new vice chancellor.

—Kristin McCoy
Director of Human Resources

Office of Admissions

The [Office of Admissions](#) reaffirms our mission and commitment to enrolling a diverse and talented undergraduate student body composed of the world’s most intelligent and creative individuals who are a good match for MIT’s unique culture and education. We uphold our commitment to meritocracy and fair access to the admissions process for students from all backgrounds. We firmly believe that our diverse student body advances the MIT education.

Current Events

The AY2024 cycle, which selected the MIT Class of 2028, is the first since the Supreme Court banned the consideration of race qua race in undergraduate admissions.

The decision was long anticipated. Race-conscious admissions had come before the Court several times since the 1970s, most recently in the *Fisher* cases of 2013 and 2016; in each case, the ability to directly use race to achieve diversity had been narrowed, but not forbidden. At each moment, MIT Admissions as well as the Committee on Undergraduate Admissions and Financial Aid (CUAFA) undertook a careful study of the continued use of race-conscious admissions, whether it was necessary to enroll robustly diverse classes at MIT, and what alternatives MIT might pursue if the Court changed the law.

Along the way, MIT Admissions (and Student Financial Services) had improved policies, programs, and processes to maximize our use of “race-neutral alternatives” and minimize the direct use of race, as had been required by the *Grutter* decision in 2003. However, every internal study conducted by the offices and CUAFA suggested that if the Court forbade the direct use of race, the composition of MIT would change, likely dramatically.

In June 2023, shortly before the Court handed down its decision, Stu Schmill ‘86, dean of admissions and student financial services, wrote a blog post on MITAdmissions.org titled “Reaffirming our commitment to diversity.” In it, he warned that if the Court ruled as many (correctly) predicted it soon would, the composition of MIT would change, given trends seen at public flagship universities after state bans on the use of race in admissions, and due to the underlying racial inequality in K–12 STEM preparatory education. He also recommitted to the importance of diversity for the MIT education, referencing the 2015 CUAFA Diversity Statement that describes how diversity enriches the education of all students.

After the Supreme Court handed down its decision, MIT Admissions, in consultation with the Office of General Counsel (OGC) and CUAFA, made several process changes:

- The “racial checkbox” question and optional “cultural identity and background” essay prompt were removed from the first-year and transfer applications, while essay questions about barriers to academic opportunity and the ability to build bridges across difference were added; the “racial checkbox” question was moved to the Reply Study

form at the point of enrollment on May 1, and sequestered from application readers until the conclusion of the waitlist process.

- Admissions selection directives and training materials were changed to comply with the best current understanding of the new law, i.e., to reflect that the race *qua* race of students from historically underrepresented racial and ethnic backgrounds could no longer be considered as one of several reasons to admit an otherwise well-qualified and well-matched student, but that positive personal qualities (resilience, adaptability, leadership, etc.) that might have some connection to an individual's race, could be valued in a race-neutral way.
- The longstanding policy to cover transportation costs to our admitted student yield programs—Campus Preview Weekend (CPW), Ebony Affair (EA), and Sin LiMITe (SL)—for all very low-income students and all underrepresented minority students, regardless of income, was changed to cover transportation costs for all students receiving any amount of financial aid. Without a “racial checkbox” question to directly invite students to EA and SL, all admitted students were invited to attend all spring yield programs.
- However, the work to plan spring yield events, particularly EA and SL, was to some extent disrupted and complicated by widespread student protest actions related to the war between Israel and Hamas that erupted on October 7, 2023. Additionally, the admissions office had to field many difficult calls, emails, and questions from visitors about the campus climate, particularly after MIT President Sally Kornbluth’s Congressional testimony on December 5, 2023.

Additionally, programmatic and policy changes included:

- During the fall 2023 term, CUAFA recommended, and the Enrollment Management Group (EMG) approved, a new financial aid policy under which students from families with incomes under \$75,000 a year (and typical assets) have a \$0 Parental Contribution (PC). In addition to simplifying affordability communications, this allowed the admissions office to match many more high-achieving, low-income students applying via the QuestBridge program, who may only be matched if they have a \$0 PC.
- CUAFA and EMG also approved increasing the number of transfer students from 20 to 30, with a goal of having that increase come from students attending community colleges if possible.
- With additional anonymous donor funds, the admissions office increased the recruitment of students from Title 1 high schools (schools with a high percentage of low-income students), STEM education programs that serve urban and rural students, Community Based Organizations (CBOs) for underserved students, schools on Native reservations, and online national recruitment programs, etc.

Despite these many efforts and initiatives, and as Dean Schmill’s post predicted, after the wait list was closed, the Class of 2028 experienced a significant decline in the percentage of enrolling students from historically under-represented racial and ethnic backgrounds. In recent years, about 25% of MIT undergraduates have identified as Black, Hispanic, and/or Native American

and Pacific Islander; this year, it is closer to 16%, about a 40% decline. This decline was steepest among Black (~67%) and Indigenous (~50%) students, as was seen at many public flagship universities in states that banned race-conscious admissions. Based on the reply study, changes in yield among these groups was minimal compared to recent years (except among Black students, who yielded at a lower rate across income bands). The change in class composition appeared to be a result of the legal constraints on selection.

At the close of AY2024, the admissions office was informing senior leadership about the results, working hard on forthcoming communications to the community, and planning initiatives and policies to conserve the diversity of the MIT undergraduate population for future classes (while complying with the law).

Key Accomplishments

- Received 28,232 applications for the first-year class entering in fall 2024. Applications increased 5% from the previous year.
- Admitted 1,284 students, including 11 from the wait list, representing 4.5% of the applicant pool.
- A total of 1,100 students enrolled and comprise the Class of 2028; 17 of those deferred from previous years.
- Enrolled 15 students identified through the Small Town and Rural Students (STARS) College Network. Our increased emphasis on rural recruitment led to enrolling 43 students from rural areas, as identified by Rural-Urban Commuting Area Codes (RUCA), versus 24 students in 2023.
- A total of 1,444 students applied for transfer admission. Of these, 33 were admitted. Of the admitted, two enrolled in spring 2024, 26 are expected to enroll in fall 2024, and one—who was admitted through our MIT-Wellesley double degree program—will enroll in the fall of 2025. There are also two MIT-Wellesley double degree program students from the prior year’s admitted class who will enter in fall 2024.

Class Composition and Profile

- The Class of 2028 is 46% women, 50% men, 3% another gender identity, 20% first generation to college, and 11% international citizens. *Note: 2% did not disclose gender identity.*
- Students come from all 50 U.S. states and 58 countries.
- The mean SAT score for first-year students is 754 for evidence-based reading and writing and 790 for math.
- Twenty-five percent of the class are Pell Grant recipients, up from 20% in 2023.
- The Class of 2028 is composed of the following: American Indian/Alaskan Native 1%; Asian American 47%; Black/African American 5%; Hispanic/Latino 11%; Native Hawaiian/Pacific Islander <1%; White/Caucasian 37%. Sixteen percent self-reported as an underrepresented minority student. *Note: Students may identify with more than one*

racial or ethnic group. 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, 100 QuestBridge finalists, including 55 National College Match Scholars, enrolled.

Recruitment, Outreach, Communications, and Yield

- Completed our first year with the Small Town and Rural Students (STARS) College Network and achieved many of our goals. We collaborated with STARS partner schools for spring offerings; hired 12 Rural and Small-Town Student Ambassadors who proved pivotal to the success of rural student programming and recruitment; participated in joint fall recruitment across nine states with over 2,000 attendees; and prioritized rural and small-town visits, including Bureau of Indian Education schools and rural Community Based Organizations (CBOs).
- Returned to our pre-Covid fall travel programming with 21 trips across 29 states and hosted 56 regional information sessions. We also connected with 93 CBOs through in-person visits and virtual programs.
- Ninety-eight participants from historically underrepresented and/or underserved backgrounds participated in our Weekend Immersion in Science and Engineering (WISE) program in October 2023. The program included application workshops, department tours, and hands-on programming designed to showcase the best of MIT. Of the 98 participants, 44 students are in the first-year class.
- Due to the changes in the composition of the class, attendance was down at our spring affinity yield programs. Thirty-one students attended Sin LiMITe (SL) and 11 attended Ebony Affair (EA). However, yield rates among students who attended a program remained high, with 90% of SL and 91% of EA participants choosing to enroll.
- Increased engagement and participation with Indigenous educators and programs. We attended the National American Indian Science and Engineering Fair (NAISEF) and engaged with some of the top Indigenous student researchers; participated in Cherokee College Prep Institute, a one-week college prep program for students in grades 10–12, for the first time since 2017; and attended the Native American Student Advocacy Institute (NASAI).
- Became an early adopter of the College Board’s BigFuture app, a free online planning guide for students to see their test scores and connect with colleges. The platform requires a mutual affinity on both the part of the institution and the student. We developed two multi-month campaigns designed to encourage students to sign up for our newsletter and other communications from MIT.
- Partnered with College Vine, an online platform designed to match students with colleges and build a broader prospect pipeline. We focused on engaging juniors from historically underserved populations, encouraging them to learn more about MIT.

Similar to BigFuture, the platform requires student consent in order to interact with an institution.

- Developed a weekly newsletter for admitted students. This pilot program was designed to streamline admit communications and establish a consistent cadence of communications where we shared deadlines, yield opportunities, and information from campus partners.
- Welcomed 1,008 admitted students for Campus Preview Weekend (CPW), our largest admitted student yield program. We also hosted a week of virtual programming, with Chinese and Spanish sessions, for parents to learn more about the Institute.
- Began a comprehensive redevelopment of the “Prepare” section of MITAdmissions.org to better guide students—particularly those from under-served backgrounds— toward academic opportunities and enrichment programs that would help them better prepare to pursue STEM in college.

Visit Programs and Customer Service

- Hosted 497 on-campus information sessions and/or campus tours which were attended by over 67,785 visitors. Thirty-six percent of visits took place between June and August.
- Hosted 16 virtual information sessions that were open to the public and attended by 2,523 prospective students.
- Received and resolved 78,877 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 deadline.
- Completed 6,795 inbound phone calls. This does not include June and July, as the office transitioned to new Zoom phones in August, and records from the old system are inaccessible.
- October was the highest call volume month due to the combination of Early Action application, campus visit, outreach, and campus climate questions.

Educational Council

- The Educational Council (EC) team recruited more than 1,000 new Educational Counselors.
- There were 3,375 active Educational Counselors in AY2024, 3,197 of whom conducted at least one interview totaling 17,920 interviews.

Operations Team

- Completed year five on Slate, the admissions CRM database. We conducted a system-wide audit beginning spring 2024, to determine system functionality, usage, sustainability, and staffing needs to better guide our direction and priorities for the next five years. We continue to grow the office's knowledge and capacity so that each team can better leverage Slate for their particular needs.

- Reestablished a monthly MIT Slate-users meetup to discuss Slate, troubleshoot issues, and brainstorm best practices. The admissions operations team and our Slate instance is considered a leader and model across the Institute. Newer departments and programs emulate our process, and we continue to consult with campus partners to share knowledge and expertise.

Awards, Recognition, and Staffing

- In AY2024, the admissions office was composed of 34 administrative staff, including several shared positions with Student Financial Services, and 12 support staff. The team was composed of 83% women, 17% men, and 41% underrepresented minorities (Hispanic, Asian, and Black/African American).
- Two teams won Infinite Mile Awards this year: The targeted recruitment team for Diversity & Inclusion and the communications team for Collaboration & Communication.
- The office hired 11 team members over the past year, filling open positions within the organization: two counselors, four assistant directors, and five members of the customer service team.
- There was a small reorganization of the joint communications team between Admissions and Student Financial Services, which now reports to Chris Peterson as director of communications and special projects. There is a still-evolving distribution of responsibilities between those who report to him—those who work primarily on communications and those who work on special projects.
- Ten members of the team moved into new positions: Olivia Whalen to associate director; Erin Murray, Lauren Rodriguez, and Ceridwen Riley to senior assistant director; Clare Head to assistant director; Julianne Lesch, Michaye Ledford, and Jessica Mu to senior counselor; Chris Peterson to director of communications and special projects; and Christine Muir was promoted to communications specialist.
- Two new positions were created this year: Kris Guay is now senior advisor to the dean, and Nicole Cooper joined the team as assistant director of admissions for rural outreach.

Looking Ahead

- Dean Schmill set an office-wide goal that will be our north star for each admissions team, as we prioritize our work for this coming cycle. “Continue to enroll a broadly diverse class with particular emphasis on more racial and ethnic diversity, exploring new opportunities to identify, recruit, select, and yield a robust population of academically qualified, historically underrepresented and underserved students (while adhering to the law).”
- We will launch the first-year and transfer applications for the upcoming cycle at the end of August. As with most years, we have adjusted the essay questions for the first-year

application with the goal of gaining a better sense of a student's unique experience, expertise, and perspective.

- In mid-August we will launch an expanded fall recruitment program, which will include both Central Meetings and NACAC College Fairs across the United States. Admissions officers will continue to visit high schools and expand our connections with local Community Based Organizations.
- We will develop rural and small-town outreach initiatives as part of our commitment to the STARS College Network. Opportunities include webinar series, fly-in programs, and joint programming with other network schools.
- We will continue to develop a communications strategy that responds to the current landscape in college admissions. In particular, we will explore new opportunities to identify and engage academically qualified students from historically underrepresented and underserved backgrounds; and develop opportunities to effectively communicate and engage with students earlier in their academic careers, so they are better prepared to apply to MIT.

— **Stu Schmill**

Dean of Admissions and Student Financial Services

Career Advising & Professional Development

The mission of the [Career Advising & Professional Development](#) office is to empower students, postdocs, and alums 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

- Enhanced major and career exploration for undergraduates, graduate students, and postdocs through collaborations with partners by showcasing careers, diversifying opportunities, offering shadowing experiences, and providing exploration funding.
- Increased support of graduate students and postdocs by creating two new certificate programs in research mentoring and grant writing.
- Maintained key relationships in various industries, ensuring MIT students continue to secure internship and full-time opportunities in an uncertain economy. Developed opportunities in actively hiring industries, including finance, technology, and consulting firms.
- Created opportunities for students, postdocs, and graduates to connect informally with employers through shadowing programs, career exploration events, and opportunities to engage with diverse organizations on campus and virtually.

Notable Statistics

- Conducted 14,238 non-unique student, alumni, and postdoctoral engagements through:
 - Number of career, distinguished fellowships, and prehealth advising sessions: 5,590 (decrease of 7% from AY2023);
 - Attendees at 176 career, graduate professional development, distinguished fellowships, and prehealth advising events: 4,385 (decrease of 10% in attendees from AY2023);
 - Attendees at 141 CAPD employer engagement events and programs: 4,263 (up 54% in attendees and 36% in events from AY2023).
- Submitted 56 prehealth committee letters and prepared 42 distinguished fellowship endorsements.
- A total of 366 first-year students attended targeted events (up 8% from AY2023) and 469 first-years engaged in career appointments (up 6% from AY2023).
- For 2023 graduates, 92.48% of bachelor's, 86.7% of master's, and 92% of PhD graduates seeking immediate employment reported obtaining a job within three months of graduation.
 - Reported median salaries:
 - \$110,000 (SB)
 - \$110,000 (MS)
 - \$132,500 (MEng)

- \$180,000 (MBA)
 - \$68,000 (doctoral, postdoctoral positions)
 - \$143,000 (doctoral, other positions)
- Through continual content updates and structural improvements to the CAPD website, increased users by 45%, sessions by 56%, and pageviews by 33% from FY2023.

Prehealth Advising

- Supported 73 students and alums in applying to medical school in the 2023 cycle (25 undergraduates, eight graduate students, and 40 alums), with a 79% acceptance rate.
- Enhanced exploration of medical and health careers through classes as well as one-time and ongoing shadowing, engaging a total of 227 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 Mass General Hospital, Brigham and Women’s Hospital, Boston Children’s Hospital, and Beth Israel Deaconess Medical Center.

Career Services

- Guided fall and IAP Career Exploration Series. Collaborated with DLCs and external partners for 49 events attended by 1,818 attendees. CAPD Employer Relations worked with 29 employers to hold 434 student-employer coffee chats to support student career exploration.
- Sourced 31 IAP micro-internships for 51 students and piloted nine first-year and second-year industry job shadows.
- Provided Career Exploration Fellowships to 12 undergraduates and supported three graduate students in domestic underfunded IAP internships and summer experiences in underrepresented industries.
- Added 2,775 new employers (11% growth; total: 27,558) in the MIT Handshake system.
- Hosted four career fairs. Collaborated with peer schools to host Engineering Career Fair Collaborative and Ivy+ Just in Time Career Fair.
- Employer Connection Program featured 19 employers representing seven industries.
- Promoted pay equity through programming, resources, and research coordinated by the Pay Equity Working Group.

Distinguished Fellowships

Supported 324 non-unique applications and assisted 39 winners from MIT, including:

- **Fulbright** (11): April Cheng, Grace McMillan, Ryan McTigue, Keith Murray, Maaya Prasad, Anusha Puri, Olivia Rosenstein, Jennifer Schug, Vaibhavi Shah, Charvi Sharma, Isabella Witham
- **Gates** (2): Gosha Geogdzhayev and Sadhana Lolla
- **Knight Hennessy** (4): Owen Dugan, Vittorio Colicci, Carine You, Carina Letong Hong
- **Marshall** (2): Anushree Chaudhuri, Rupert Li
- **Rhodes** (1): Ayomikun Ayodeji
- **Schwarzman** (1): Miranda McClellan
- **Soros** (2): Riyam Al Msari and Francisca Vasconcelos
- **Udall** (1): Anushree Chaudhuri

Graduate Student Professional Development

- Launched two new training programs, with 197 combined participants completing the Research Mentoring Certificate and the Grant Writing Training Certificate.
- Facilitated Path of Professorship program that connects students with the guidance and expertise of alumnae. Continued to aid meaningful, long-term alumni/student connections through the Mentoring Circles for Graduate Students program, now entering its fifth year.
- Deepened partnerships across the Institute through the Grad PD Partners Group and 12 collaborative programs engaging 426 total participants, including the Research Slam and Faculty Job Search Series.
- Contributed to the Institute-wide Committee on Graduate Student Professional Development work through pilots of internship placements, mentoring circles, and short-term learning experiences.

Awards / Recognition

- Eight staff served in leadership roles for professional associations and/or presented in regional or national conferences.
- Eight staff participated in OVC/Institute-wide committees.
- Alexis Boyer received an Infinite Mile Award.

Looking Ahead

Central Hub for Career Development: Collaborate with campus partners and industry partners to increase resources and programming on career paths, as well as opportunities for students

to explore majors and pursue career paths.

Diversity Initiatives: Evolve current programming and resources while supporting students, postdocs, and campus groups through mentoring, information sharing, reducing barriers to opportunities, and supporting graduates' diverse professional interests.

Employer Engagement: The current macroeconomic environment perpetuates job market uncertainty. We continue to support employer engagement through on-campus and virtual initiatives, while also informing students of effective practices for using technology and widening their job prospects by engaging with organizations of all sizes and various industries.

Graduate Student Professional Development and Career Exploration: Build an infrastructure to support current certificate programs and explore new programs that build skills and competencies. Further efforts towards creating an Institute-wide professional development 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 AY2024, OEL was home to four experiential learning centers and programs — [MIT D-Lab](#), the [Edgerton Center](#), [PKG Center](#), and [UROP](#) — but collaborated and coordinated with 30+ experiential learning programs across the Institute, including MISTI, Project Manus, Career Advising & Professional Development, Gordon Engineering Leadership Program, Terrascope, and many more. Effective July 1, 2024, D-Lab became part of the Morningside Academy for Design.

Social Impact Experiential Learning Opportunities (ELOs)

In its second year, OEL's Social Impact ELO Request for Proposal process created 200+ high-quality undergraduate experiential learning opportunities focused on social and environmental impact, allocating roughly \$600,000 to support 11 programs/projects.

Data for DEI Initiative

OEL continues to collect and share participation data and other information from dozens of experiential learning programs across MIT. This year, we expanded the effort to include qualitative analysis of student experiences. With more than 30 individual student interviews, this project, combined with the quantitative data, will produce specific action items to make experiential learning more inclusive and accessible to students.

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 June 2024, OEL hosted its first annual EL Mini-Conference, convening more than 50 experiential learning practitioners from across MIT for networking and professional development.

IAP Mini-grants

In partnership with the Morningside Academy for Design and the MIT Climate Nucleus, OEL once again ran a mini-grant program to support the creation of IAP activities. In total, 85 IAP 2024 proposals were submitted and 51 were awarded funding.

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

OEL — MIT D-Lab

Founded in 2002, [D-Lab](#) works with people around the world to develop and advance collaborative approaches and practical solutions to global poverty challenges. D-Lab works in two-dozen countries with international collaborators—such as local nongovernmental organizations and social enterprises—to define student projects, participate in research, collaborate on the design of technologies, host design summits and trainings, and more.

Over 22 years, D-Lab has developed over 30 full-semester MIT classes, enrolled more than 4,000 students, trained more than 6,000 people worldwide in design, and reached more than 2.25 million with goods and services.

MIT D-LAB Academics

Under the leadership of Professor Maria Yang, D-Lab faculty academic director, and D-Lab Associate Director of Academics Libby Hsu, D-Lab offered 15 subjects this past year with 200 students enrolled (an increase of 19 students over the prior year). Ten students worked on D-Lab research projects through the Undergraduate Research Opportunities Program.

D-Lab Subjects Offered

- 11.025/11.472(G)/EC.701/EC.781(G) D-Lab: Development
- 2.651/EC.711/EC.791(G) Introduction to Energy in Global Development
- 2.652/EC.712/EC.782(G) Applications of Energy in Global Development
- 4.411/EC.713J D-Lab: Schools - Building Technology Laboratory
- 11.474(G)/EC.715 D-Lab: Water, Sanitation, and Hygiene
- EC.718/EC.798(G)/WGS.277 D-Lab: Gender and Development
- EC.719/EC.789(G) D-Lab: Climate Change and Planetary Health
- 2.722J/EC.720 D-Lab: Design
- EC.725 D-Lab: Leadership in Design
- EC.729/2.729/EC.797(G)/2.78(G) Design for Scale
- MAS.665/15.375/EC.731J Global Ventures
- 2.00C/1.016J/EC.746J Terrascope: Design for Complex Environmental Issues
- EC.751/EC.786(G) Mobiles for Development
- EC.S02 (IAP) Build Your Own Bicycle

Student Projects and Fieldwork

Similar to last year, D-Lab students worked in 53 teams with community partners in Bolivia, Brazil, Cambodia, Cameroon, Colombia, the Dominican Republic, Ghana, Greece, India, Kenya, Madagascar, Mexico, Nepal, Peru, South Africa, Tanzania, Uganda, and the United States.

With support from MIT's Experiential Learning Opportunities Social Impact Fund and philanthropic gifts, D-Lab sent 76 students (up from 43 for the prior year) on mentored trips to

Bolivia, Brazil, Cambodia, Cameroon, Colombia, Ghana, Greece, India, Kenya, Madagascar, Mexico, and Tanzania to work with community partners on projects initiated in their classes.

MIT D-LAB Research and Practice

Research and practice programs at D-Lab continue to give form and substance to our international impact and the D-Lab student experience. These teams are led by Faculty Research Director Professor Kim Vandiver, Associate Director for Research Kendra Leith, and Associate Director for Practice Libby McDonald.

The D-Lab Research and Practice teams work on multiple long-term projects while advancing approaches to research developed at D-Lab, such as Lean Research, and methodologies for community engagement, such as participatory design and creative capacity building.

Selected Research and Practice Programs

ASPIRE: Third year of a five-year program working to create a model for Latin American universities and their collaborators to respond to local and regional development needs. Funded by USAID and implemented by MIT D-Lab, MIT MechE, Universidad del Valle de Guatemala, and AGEXPORT.

Design for Second Life Innovations: First year of a design program centered on upcycling electronic devices provided by Samsung to create a transformative impact in low-income communities through MIT D-Lab's Creative Capacity Building program in Uganda, Tanzania, and South Sudan. Funded by the Korean International Cooperation Agency (KOICA).

UPSKILL: First year of a five-year collaborative USAID-funded program in the Philippines. D-Lab hosted exchange visits to MIT for university and government leaders from the Philippines, provided technical support and consultations, and began conducting assessments to identify training and technical assistance opportunities.

Horizon Center Design program for Refugee Youth: Final year of a program developing and delivering design education programs for refugee youth in Athens, Greece. Over five years, 819 refugee youth enrolled in the classes, 24 MIT students delivered workshops, and 12 local NGO staff members were trained as design educators.

D-Lab Creative Capacity Building for Adolescent Health in Mali: D-Lab staff trained a Mali Red Cross team in D-Lab's Creative Capacity Building (CCB) curriculum so that they could deliver 60 CCB workshops in 20 communities in Mali as part of a larger program on improving adolescent health.

Design with Artisanal and Small-Scale Miners in Colombia: Continuation of a multi-year project delivering design trainings to marginalized women miners to address practical needs, combat gender-based violence, and build social and labor organizations.

Off-Grid Chick Brooder for Cameroonian Poultry Farmers: Third year of D-Lab project working with Cameroonian poultry farmers and local NGOs to develop an affordable and effective off-grid chick brooder using thermal batteries made from locally sourced beeswax.

Volta Invasive Species Transformation Alliance: D-Lab established a collaborative team in Ghana with KNUST, the Volta River Authority, and AICL (a textile factory run by an MIT alumnus) to investigate harvesting an invasive aquatic weed for the production of charcoal.

Looking Forward

As of the start of AY2025, D-Lab will move its institutional home from the Office of the Vice Chancellor to the Morningside Academy for Design (MIT MAD), within the School of Architecture and Planning.

— **Ana Pantelic**
Executive Director

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.

The center offers a range of hands-on engineering subjects, supports 17 student clubs and teams, manages five student machine shops and makerspaces, runs a year-round K-12 outreach program, and brings K-12 teachers to campus for a range of professional development workshops.

The Edgerton Center assists faculty researchers (and others across MIT) 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.

Current Goals, Objectives, and Priorities

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. In alignment with MIT’s Strategic Action Plan for Belonging, Achievement, and Composition, we are fostering connections with under-resourced demographics at MIT, local communities, and around the world.

Key Accomplishments

Academics

- Led a solar eclipse event at Kresge Oval on April 8, 2024, with 700 participants.
- Dr. Elizabeth Cavicci, ’78, SM ’80, an instructor) published a review of Hans-Jörg Rheinberger’s “Split and Splice: A Phenomenology of Experimentation.” (Chicago/London: University of Chicago Press, 2023). *Isis*, 115, 2024: 213-214.
- Supported 17 researchers (14 faculty and three research staff) across eight DLCs in technical imaging.
- Hosted a workshop for [deaf high school students in STEM](#).
- Instructors and students presented at the 2024 American Association of Physics Teachers Conference.

Student Maker Activities

- We led 14 different maker activities for students over IAP including rug tufting, handmade watercolor paint, and etched beverage glasses.
- We collaborated with Project Manus to support the mini-grant program of the Office of Experiential Learning.

Supporting Hands-on Student Clubs and Teams

- Hosted our third annual [clubs and teams showcase](#) featuring 14 teams.
- MIT's First Nations Launch team (an Edgerton club) won the Grand Prize at NASA's First Nations Launch High-Power Rocket Competition.
- [Edgerton Center Alumni shared their story](#) in MITERS West Makerspace Spotlight.
- MIT Motorsports team finished first in design and fifth overall at the Formula Hybrid Electric competition.
- SEVT transitioned from racing a Single Occupancy Vehicle to a Multiple Occupancy Vehicle at the 2024 American Solar Challenge, placing fourth overall.
- The Solar Electric Vehicle Team's car Nimbus was on display at the MIT Museum all summer.

K-12 Outreach

- Our on-campus K-12 classroom program served 2,212 students in AY2024, marking a strong recovery from Covid years.
- 200 students participated in a hackathons we hosted in Bangladesh and Barcelona.
- We set up a Makerspace at the Itzhat Academy in Belize.
- We ran three summer STEM programs for middle and high school students.

Institute Collaborations

- Hosted 20 students from the Office of Minority Education Interphase program, providing them a six-week, collaborative, project-based introduction to engineering.
- We continued an event series for a second year with grant support from the MIT Institute Community and Equity Office to welcome diverse demographics at the Edgerton Center.

Administrative Initiatives

New Equipment

With support from the Lemelson-MIT Program, we have:

- Equipped the 6C Electronic Shop with modern oscilloscopes, bench-top power supplies, digital multimeters, and signal generators.
- Purchased and installed A Linde Gas MIG Welder in the hot room of the 6C Student shop.
- Purchased and installed a large vacuum pump in the Area N51 shop, allowing our students to build larger composite structures in house.
- Expanded the capabilities of our largest machining center to five axes.

Data/Statistics

This year, we served approximately 3,645 students, including 1,003 MIT students and 2,542 K-12 students. Additionally, 218 teachers attended our professional development workshops and learned about our methods.

Fundraising

In its eighth year participating in the 24-Hour Challenge, the Edgerton Center raised \$75,685 from 354 donors, a 50% increase from last year, and a 77% donor increase.

Personnel

- Associate Director Dr. James Bales (PhD '91) was promoted to Principal Lecturer.
- Lecturer Mark Belanger was promoted to Principal Technical Instructor.
- The Edgerton Center welcomed a new Instructor, Christian Cardozo '18.

Teaching and Curriculum

In addition to teaching 6.2020 Strobe Project Lab, the Edgerton Center taught 11 courses including EC.074 The Start-up Experience at MIT; EC.075 Starting Up New Technology-Based Business Enterprises at MIT; and EC.090 Re-create Experiments from History: Inform the Future from the Past.

Awards

Instructor Justin Schmidt won the OVC Infinite Mile Community Award.

Looking Ahead

Our goals for next year include:

- Expand participation by MIT students in our maker spaces, particularly those from under-resourced demographics.
- Reach more K-12 teachers through our outreach programs, particularly those teaching in under-resourced districts.
- Improve and expand the summer collaboration with the Office of Minority Education for Interphase Students.
- Introduce our new 6C Electronics Lab to more MIT students.

— J. Kim Vandiver
Director and Dean for Undergraduate Research

OEL — Priscilla King Gray Public Service Center

The [PKG Public Service Center](#) taps and expands MIT students' unique skills and interests to explore and address complex social and environmental challenges.

Key Accomplishments

The PKG Center enhanced and developed new rigorous, academically-aligned experiential learning public service programs focused on the Institute priorities of climate, health equity, technology for social good, and civic engagement. Highlights include:

- A total of MIT students participated in PKG social impact programming and courses.
- Awarded \$1M+ in direct student funding for stipends, fellowships, and social innovation start-up funds.
- Collaborated and connected students with 300+ nonprofit organizations, government agencies, and social ventures locally, nationally, and globally.
- Onboarded two new staff, including our new associate dean and director.
- Provided 126 [Social Impact Internships](#); 488 students submitted applications for internships, with resource constraints allowing PKG to support 23% of applicants.
- Our 23rd annual IDEAS Social Innovation Challenge [awarded over \\$100K in funding to 14 teams](#) solving complex social and environmental challenges through social innovation. Amazon, via the Science Hub, funded the top five prizes this year.
- Added two new internship host sites to our [IAP: Health program](#): Catalyst and the Veterans Affairs (VA) Boston Healthcare System.
- Launched a new internship program in partnership with MIT Solve, [Indigenous Communities Initiatives \(ICI\)](#), which placed undergraduates in IAP internships with Solve Indigenous Fellows to support their social ventures.
- Launched the [Boston Summer of Service \(BSOS\)](#) living-learning program for students interning with social impact organizations in Cambridge and greater Boston.
- Offered a new first-year pre-orientation program, [Social Innovation Exploration \(SIE\)](#), to introduce new MIT students to social innovation and the PKG Center as a springboard for social impact opportunities.
- Partnered with MITvote to arrange non-partisan voter registration and civic engagement integration on behalf of MIT's ALL IN Campus Democracy challenge.
- Offered a new [academic course](#): SP.259 Pathways to Social Justice at MIT and Beyond, which explores student pathways to support social change within the greater Boston region.
- Launched workshops, resources, and [consultative support for MIT faculty](#) and graduate students about community-engaged learning.

Awards and Recognitions

Paul and Priscilla King Gray Awards for Public Service

- We recognized students with exceptional records of public service through the Priscilla King Gray Award for Public Service: [Daisy Wang '24](#) and [Alvin Harvey SM '20 PhD '24](#).
- We awarded the Paul Gray Faculty Award for Public Service to [Dr. Franz-Josef Ulm](#), professor in the Department of Civil and Environmental Engineering and faculty director of the Concrete Sustainability Hub.

Institute Awards and Recognitions

- PKG Fellow Ben Lewis won MIT's prestigious [Collier Medal](#) for his work with End Overdose Boston, which was funded in part through his fellowship.
- PKG IDEAS teams participated in MIT's innovation ecosystem:
 - 2023 team Sunona (formerly PocketChart) received an inaugural [MIT Ignite Flagship Prize](#).
 - 2024 team TOPPA won the Most Impactful Venture award at [MITdesignX](#).
 - 2024 team BendShelters was awarded a \$25K grant by the Foundation for Innovation in Real Estate at [MITdesignX](#).
- PKG students and projects featured in MIT publications:
 - [Convening for cultural change](#)
 - [Designing solutions to ensure equity in health care](#)
 - [Innovating for health equity](#)
 - [Involving local communities in renewable energy planning](#)
 - [Wilhem Hector '25](#)

External Awards and Recognitions

- Davis Projects for Peace Fellow Ayomikun Ayodeji '22 was named a [Rhodes Scholar](#).
- PKG IAP: Health alum Charvi Sharma '24 was named a [Fulbright Scholar](#).
- PKG Social Impact Intern and DUSP-PKG Fellow Anushree Chaudhuri '24, MCP '24 was named a [Marshall Scholar](#).
- PKG Social Impact Interns Anna Kwon '24 and Nicole Doering were the first undergraduate students to receive [Jane Matlaw Environmental Champion Awards](#) from PKG community partner Beth Israel Deaconess Medical Center.
- PKG alumni featured in prominent publications for their social impact work:
 - PKG Fellow and IDEAS alum Andrés Bisonó León MBA '23 was featured in [Forbes](#) for his 2023 IDEAS social venture SOS Carbon.
 - IDEAS alum Anh Vu Sawyer MBA '20 was featured in [Oprah Daily](#) for her social venture ANH55, which emerged from her IDEAS project BeTu.

Looking Ahead

- Complete strategic planning process to develop a collective vision for public service education at MIT, which leverages the Institute's unique culture of innovation and

commitment to social impact, positioning the PKG Center as a leader in public service education among peer institutions.

- Develop IAP climate internship program for students in collaboration with MITOS with local government partners; incorporate climate focus into existing programming, including SP259 Pathways to Social Justice course, and PKG's FPOP.
- Partner with UROP to offer students engaged in social impact research the opportunity to participate in PKG's Boston Summer of Service living learning community.
- Expand Indigenous Communities Initiative, developing long-term community-engaged learning program.
- Serve as the Institute's hub for civic engagement during the election year through leadership in the ALL IN Campus Democracy Challenge and MITvote.

— **Alison Badgett**
Associate Dean and Director

OEL — Undergraduate Research Opportunities Program

Now in its 55th year, the [Undergraduate Research Opportunities Program](#) (UROP) continues to serve as MIT's most visible platform for experiential learning, facilitating student-faculty research partnerships across all disciplines.

The UROP Office is the program's "hub," overseeing operations, policies, and central resources. Staff review and approve over 6,000 projects yearly, manage fund allocation (~\$7M annually), and provide statistical reporting. Throughout the year, the UROP Office offers expansive programming, advocacy, and support for students, faculty, and DLCs. Staff also collaborate with MIT development areas on fundraising efforts.

Notable AY2024 Data/Statistics

- Ninety-one percent of 2024 first-undergraduate degree recipients participated in UROP at least once.
- Sixty-six percent of first-year undergraduates (Class of 2027) participated in UROP during AY2024.
- In all, 63% of MIT's undergraduate population (67% of undergraduate women and 58% of undergraduate men) participated, and 58% of MIT faculty mentored UROPs.
- The Institute committed \$15,807,923 to undergraduates engaged in UROP, with \$7,656,936 (48%) allocated directly from the UROP Office.
- Eighty percent of UROP projects were paid, 17% were undertaken for academic credit, and 3% were conducted as volunteers.

Key Accomplishments

- Introduced a UROP Peer Mentor/Ambassador program in which experienced undergraduate researchers assisted staff with programming and outreach aimed at promoting UROP participation.
- Led over 50 workshops and networking events, some in collaboration with Office of Experiential Learning, First Generation/Low Income Program, Office of the First Year, the Undergraduate Advising Center, Office of Minority Education, Career Advising & Professional Development, Communication Labs, student groups, and DLCs. Attendance at these events was robust, notably our IAP UROP Expo, with ~250 students attending to learn about research opportunities from DLC representatives.

Awards / Recognitions

2024 Outstanding UROP Mentor Awards Recipients

- **Prof. In Song Kim**, Department of Political Science
- **Prof. Connor W. Coley**, Department of Chemical Engineering/Electrical Engineering and Computer Science

- **Dr. John Joseph**, research scientist, Center for Biomedical Innovation
- **Ceili Li-Fong Peng**, graduate student, biology/Media Lab

2024 Outstanding UROP Student Award Recipients

- **First-Year Undergraduate:** Hector Astrom '27, UROP in the Media Lab
- **School of Engineering:** Gwyneth Margaux Tangog '26, UROP in the Civil and Environmental Engineering/Materials Research Laboratory, and Emily Neill '26, UROP in the Nuclear Engineering/Plasma Science and Fusion Center
- **School of Science:** Nate Woodward '25, UROP in Physics/Lab for Nuclear Science, and April Cheng '24, UROP in Physics/MIT Kavli Institute for Astrophysics and Space Research
- **Schwarzman College of Computing:** Rohan Bosworth '27, UROP in Computer Science and Artificial Intelligence Laboratory

Looking Ahead

- Engage in a strategic planning process to evaluate stakeholder needs, program goals, processes, and services of import to the MIT community and plan for the program's continued success.
- Work with Institute partners on developing strategies and resources to further promote UROP as a viable mechanism for undergraduates to pursue climate and social impact-related research.

— **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 offer opportunities for 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.
- Collaborated with the Department of History and Ancient and Medieval Studies to run our annual IAP Ancient Italy trip.
- Offered a summer Zoom reading group for continuing students to stay intellectually engaged.
- Continued to use our spring seminar, CC.011 Thinking Across the Disciplines, to expose our first-year students to a diverse range of faculty at MIT.

New in AY2024

- Implemented the first 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:
 - running six student debates, including two that were open to the wider MIT community beyond Concourse, and two during CPW; and
 - hosting five speaker events highlighting MIT faculty in conversation with outside speakers debating important contemporary topics from climate change to covid-19 policy and the Israel-Palestine conflict.
- Recruited and hired a new math instructor.
- Completed a re-branding and website redesign process.
- Piloted a Concourse backpacking trip in collaboration with MIT DAPER to help students get out of the city and connect with one another and with the outdoors.

Notable Statistics/Data

First-year enrollment at fifth week:

- Fall: 38
- Spring: 36

Upper-level Concourse students as UROPs, tutors, TAs, office workers, and graders:

- Fall: 30
- Spring: 25

Associate Advisors: 16

Awards

- **Staff:** Mary Erica Zimmer: OVC Infinite Mile Award for Community
- **Students:** Five former Concourse students inducted into Phi Beta Kappa at graduation in spring 2024

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

First-Year Learning Communities — Experimental Study Group

Experimental Study Group

The [Experimental Study Group](#) (ESG), MIT's original first-year learning community, provides cutting-edge GIR instruction, enhanced by educational experimentation and peer teaching. Teaching the GIRs in sections of eight to 12 students, ESG offers its 55 first-year students an environment where hands-on education, relationships, and innovation flourish. We built community through weekly lunches, group outings, study sessions, team projects, and alumni interaction.

AY2024 Initiatives

Know What You Learn: Rigorous Process-Oriented Grading Strategies in MIT's Physics GIRs

ESG implemented a "Specification Grading" system for the physics GIRs, supported by an Alumni Class grant. This system uses specific, clearly articulated requirements for what constitutes a passing assignment (set to a B-level). Assignments are graded P/F (master/do not master learning outcomes). Final grades are based on the total number of satisfactory assignments (learning outcomes mastered), not on points and partial credits, ensuring that students who get a C actually meet the learning objectives for the physics GIRs needed for the rest of their MIT career. The system provides structured opportunities for revision and resubmission of unsatisfactory work to improve grades, allowing students to reflect on their work and assess their problem-solving process. These tasks are fundamental to developing the metacognitive skills needed to become expert problem solvers. Per conversations with students and TAs, this grading method reduced student stress and increased mastery of the material.

ESG Seminars

ESG offers 3-6 unit seminars, which are open to all MIT students. Last year, 10 seminars covered a range of topics from philosophy to psychology to making.

TA Program

The ESG TA program allows upper-level ESG students to learn the fundamentals of teaching, while honing their skills in the subjects they TA. In the fall, 47 TAs taught, and 38 in the spring. Twenty-three first-time TAs took the required Teaching Seminar, where they learned to inhabit a teaching role, to set appropriate boundaries, and to navigate the expectations of both their students and supervisors.

The Educational Justice Institute (TEJI)

- [TEJI](#) expanded its educational offerings, including a computer science program, which offers stackable credentials through sequential Python and web and app design courses. Incarcerated student participation increased by 28.8% and MIT student participation by 24.7%.

- Professor Raechel Soicher, assistant director for research and evaluation in the Teaching and Learning Lab, and Professor Josh Long from UMass/Lowell collaborated with graduate students to evaluate the effectiveness of TEJI's computer science offerings.
- In spring 2023, co-director Lee Perlman conducted his Authenticity seminar at La Modelo prison in Bogotá, Colombia, which was filmed for a possible documentary. Partnering with Fundación Acción Interna, Lee presented the course to incarcerated students, along with eight Harvard and Wellesley students. TEJI also launched a Spanish language web-design class for system-involved youth in Colombia and incarcerated Spanish speakers in Arizona.
- TEJI hosted a lecture series highlighting the advocacy work of Muhammad Ali's daughter Khaliah Ali and Jason Flom, founding board member of the Innocence Project.

Serving Non-ESG Students

Concourse and Terrascope students participate in ESG classes subject to availability, and ESG's seminars are open to all of MIT. Last year, 43 non-ESG students experienced the unique teaching at ESG.

Staff Updates

Staffing Changes

Dr. Gabrielle Stoy and Dr. Jerry Orloff, ESG's long-time math lecturers, retired in June 2024. Over two decades at ESG, they taught hundreds of ESG first-year students and mentored many undergraduate TAs. Dr. Jonathan Bloom and Dr. Arthur Parzygnat have joined ESG as math lecturers and will teach ES.181A/ES.1803 and ES.1801/ES.1802, respectively.

Common Ground Committee

ESG Director Leigh Royden serves on the Fundamentals of Programming/Computational Thinking Subcommittee of the Common Ground Standing Committee. As a result of her participation, ESG has actively worked to bring computational thinking into the teaching of the GIRs, most notably the Python/Physics pilot, which paired the teaching of Python and classical mechanics.

Awards

- Peter and Sharon Fiekowsky (PSF) Community Service Awards: Titus Roesler '25
- PSF Excellence in Teaching Award: Melissa Stok '24 and Dylan Raphael '24
- PSF Distinguished Teaching Awards: Zoe Gotthold, '24, Cerine Hamida '24, Aileen Han '24, Michelle Hsu '24, Nicole Shigiltchoff '24, and Jessica Zylstra '24

Students

- Class of 2027: 49 students
- First-generation students: 15
- Underrepresented minorities: 13
- Participated in Interphase: 6

- Four international students (Costa Rica, France, Kenya, China)

Looking Forward

In the fall of 2024, ESG will pilot the first-year advising seminar *ES.A101: Hack Yourself: Data-Driven Wellbeing and Learning*. The seminar will help students take charge of their own well-being, based on data science, positive psychology, and a growth mindset. ESG lecturer Paola Rebusco will serve as advisor and will co-teach with Ana Bell (senior lecturer, EECS), Carter Jernigan '07 (ESG alum), and Andreas Karatsolis (associate director, WRAP Program, CMS). An additional seminar, *ES.S31: A Signal Processing Seminar*, has been developed and will be taught by senior Titus Roesler '25 under faculty supervision.

— **Leigh Royden**

Director and Professor of Earth, Atmospheric, and Planetary Sciences

First-Year Learning Communities — Terrascope

[Terrascope](#) is founded on the proposition that first-year MIT students are ready to take control of their own education to tackle important, sustainability-related problems. In project-based classes, Terrascopers draw on diverse perspectives, interdisciplinary research, and a supportive community. They bond in common space and over meals, advising, and a field experience.

Key Accomplishments

- This year, Terrascope devoted its curriculum and annual field trip to understanding and enhancing stability of electrical power in Puerto Rico.
- Terrascope has initiated a long-term partnership with the University of Puerto Rico at Ponce (UPRP), complementing its existing relationship with 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.
- Five students from Diné College and six from UPRP remotely took part in Terrascope's spring engineering/design class (2.00C Design for Complex Environmental Issues) along with 19 MIT students. Together they designed solutions for elders in Puerto Rico who have difficulty starting their electric generators when grid power fails.
- In the fall class (12.000 Solving Complex Problems), students focused on providing stable electrical power for schools (particularly in mountain towns), both for educational purposes and as potential community centers during power outages. Alumni from Puerto Rico addressed the class and connected with students in smaller groups.
- 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.
- Students in SP.360 Terrascope Radio developed "Isla Del Encanto: Stories of Puerto Rican Community and Resilience," a joyful and thought-provoking collection of stories about the resilience and rich sense of community with which the people of Puerto Rico have overcome natural disasters, unreliable electrical power, and a difficult political history. The 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 U.S.
- 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 electricity in mountain towns and schools. An important feature was the participation of students, faculty and staff from Diné College; we met and worked with UPRP students as well. Highlights included:
 - Visits with central-government officials, local mayors, and NGO representatives focused on electrical supply in Puerto Rico;
 - Exploration of both coastal and inland/mountainous areas, highlighting the particular needs of each;
 - Interviews with a broad-ranging and diverse body of Puerto Rican citizens;
 - For 2.00C students: prototype development in UPRP workshops, followed by testing with clients themselves; and
 - A day focused on Indigenous people and cultures of Puerto Rico, arranged in collaboration with Taino representatives, some of whom joined us to provide information and interpretation.
- Community-building activities 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/Data

- Terrascope completed its 22nd year, and the 24th year of its cornerstone fall class.
- Fifty-six first-year students joined 169 continuing upper-level students. Fifty-three 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 12 as associate advisors.

Awards and Recognition

- Director David McGee was awarded the School of Science's 2023 Teaching Prize for his work with Terrascope.

Looking Ahead

- Terrascope's next academic year will be devoted to understanding the effects of obtaining elements crucial for the green transition to a carbon-neutral economy, including effects on local, often Indigenous, communities.
- 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 related to the Whole Student Initiative, as the program closely aligns with the Chancellor's goals.

- 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.
- Terrascope is working with ICEO staff to ensure the sustainability of its partnerships with Diné College and UPRP, which place substantial demands on Terrascope staff and budget.

— **David McGee**

Director and Professor of Earth, Atmospheric, and Planetary Studies

Office of Graduate Education

Graduate Funding, Administration, and Policy

Office Leadership and Strategic Planning

In early AY2024, the [Office of the Vice Chancellor](#) (OVC) conducted a search for a new director of the Office of Graduate Education (OGE). Denzil Streete began his tenure as senior associate dean and director in September. Streete led an inclusive strategic planning process with OGE staff and campus partners that updated the office's mission, vision, and values; expansively generated and winnowed potential initiatives; and defined new strategic themes for the office. The five-year strategic plan will be finalized and shared in fall 2024.

Policy and Collaborations

OGE staff members were directly involved in implementing the MIT/MIT-GSU collective bargaining agreement with a cross-office team of administrators and faculty. OGE contributed to policy updates and employed significant website modifications.

OGE staff supported the development of a successful faculty governance proposal from the Committee on Graduate Programs (CGP), revising grading policy to add the "minus" modifier as an option for all subjects with "J" and "U" grading. OGE and CGP also worked to revise academic performance review through a pilot to change the composition and function of the Graduate Academic Performance Group. These actions constitute the most significant changes in several decades to the mechanisms for evaluating graduate students' academic performance and research progress.

Grad Central

In response to graduate administrator feedback, OGE developed the Grad Central website for staff and faculty, centralizing information and training materials. It will launch to authenticated users in early AY2025.

Fellowships

The OGE administered internal and external fellowships for 1,130 graduate students.

MIT continues as one of the three largest National Science Foundation's Graduate Research Fellowship (NSF-GRFP) cohorts (682, 5.9% increase from last year), breaking records for total fellows and the number of new recipients (158, 6.2% market share of newly awarded fellowships). Following the 2.5-year audit by the NSF's Office of the Inspector General, Rita Andrade became the inaugural Fellowships Program Administrator, overseeing NSF-GRFP.

MIT maintains some of the largest university cohorts of National Defense Science and Engineering Graduate Fellows (NDSEG, FY2024=45), Department of Energy Computation Graduate Fellowships (DOE-CSGF, FY2024=15), and Hertz Foundation Fellowships (FY2024=21).

The OGE provided nearly 100 Vice Chancellor's Inclusive Excellence Awards fellowships to support recruitment of diverse candidates, over \$5.7M across five schools.

The OGE awarded over \$5.1M in competitive fellowships to 56 students.

Over 160 students received short-term emergency hardship totaling \$346,000, and \$162,000 has been awarded in special case fellowships.

OGE now processes all Institute-wide and external fellowships and manages invoicing for external fellowships.

Graduate Admissions

Approximately 9% of applicants were admitted for AY2025, with 3,304 offers of admission made from 36,698 applications. The yield was 2,065 admitted students (63%). Year over year, the number of admissions offers has decreased (-16%), while the volume of applications received has risen slightly (+6%). Subsequently, the proportion of applicants admitted declined from 11% of applicants for the 2023 entry year to approximately 9% for AY2025. This is a notable decline from prior years; the application cycles for admission in entry years 2020-2023 saw admit rates ranging from 10 to 14%; in the 2020 entry year, 14% of applicants were admitted; subsequent years maintained an admit rate of 10 to 11%. The rise in application volume each year, along with widespread changes to admissions practices, may be contributing factors.

Heather Lefebvre became the inaugural OGE Project Manager, primarily overseeing the ongoing Slate migration and implementation in partnership with the OVC and Institute Systems & Technology, and maintenance for all graduate programs. Twenty-three departmental programs host their graduate application processes on Slate; nine others are migrating.

OGE will use a separate instance of Slate to support applications to non-degree programs such as the MIT Summer Research Program (MSRP), the School of Engineering's postdoctoral fellowship program, and OGE fellowships.

Building and Sustaining Diversity

Recruitment

The GradRecruitment Working Group launched to further develop a collaborative, Institute-wide approach to recruiting underrepresented students. Administrators, faculty, and students meet monthly to share resources, centralize prospective student data, and develop innovative recruitment strategies. Key achievements include:

- **MIT's Celebration of the 50th Anniversary of the National Society of Black Engineers Conference:** A cluster of four MIT booths was sponsored by [MIT Introduction to](#)

[Technology, Engineering, and Science](#), OGE, the School of Engineering (SoE) and several SoE departments. The team hosted a networking mixer for MIT/MSRP/MITES alumni and MIT community members, attracting over 125 attendees.

- **Virtual recruitment fair expansion:** Originally just the SoE, now 28 MIT departments across all five schools and the college are included.
- **Increased conference participation:** OGE attended 13 national conferences, connecting with approximately 623 prospective students, a 28% increase over the previous year. Additionally, OGE leveraged partnerships with the National Consortium of Graduate Engineering Minorities, the Ronald E. McNair Postbaccalaureate Achievement Program, and the National Name Exchange to engage over 17,000 diverse prospective students digitally.

OGE conducted a soft launch of a centralized prospecting tool via Slate and visits to targeted Minority-Serving Institutions (MSIs).

OGE hosted 23 McNair Scholars from Binghamton State University for a half-day program, and engaged with directors from across the nation at the McNair Promising Practice Institute.

General or department-specific [MIT GradCatalyst](#) sessions drew 263 participants. Of those surveyed, 89% reported feeling better prepared and more confident in navigating the admissions process.

MIT Summer Research Program

During the AY2023 [MIT Summer Research Program](#) (MSRP), faculty from 17 departments across four MIT schools and one college mentored 81 MSRP interns. This represented an almost 8% increase over the prior year, thanks to support from SoE. Eight faculty mentors, 92 research supervisors, 20 pod leaders, three OGE staff, and several Institute-wide organizations provided support.

Eighty-seven percent of surveyed interns expressed a strong interest in pursuing a doctoral degree (a 23% increase from before participation), and 88% indicated an interest in applying to MIT (a 6% increase). Thirty-six SoE interns continue their research remotely through the MSRP Fall Extension Program.

Climate and Community

OGE hired inaugural Senior Program Administrator for Graduate Student Experience Jessica Bonitatibus.

The [Graduate Student Experience Grants](#) program conducted 3 application cycles, awarding 57 grants. The [Graduate Community Fellows](#) program has added additional positions in the Office of Sustainability and in the Office of Religious, Spiritual and Ethical Life. Thirty-one GCFs work across 15 departments.

A new cohort of [23 Committed to Caring faculty](#) was selected. The vice provost for faculty (VPF), Paula Hammond, launched a faculty peer mentorship program, building off of the prior Committed to Caring Faculty Peer Mentorship Program. Hammond has also engaged OGE in creating cohesive mentoring resources and training for faculty members.

The 10th annual [Graduate & Professional Student Appreciation Week](#) brought hundreds of MIT graduate students together through events by OGE and partners. In a new offering, 251 students received a charming “GSAWgram.”

Holistic Support of Graduate Students

Lauren McLean received the [James N. Murphy](#) Infinite Mile award for sustained and inspired service to students. The GradSupport team was recognized with a Serving the Client Infinite Mile award. One dean was recognized with a Change-Maker Institute award.

GradSupport received 1,107 requests for assistance to their ticketing service. We processed 51 medical leaves, 14 extensions, 47 returns, and one medical deferral.

The number of active [Resources for Easing Friction & Stress \(REFS\)](#) grew to 102.

Students with Children

OGE increased programming for families and subsidized 329 back-up care days through Care.com for 58 graduate student parents.

Twenty-six students took [Childbirth and/or Parental Accommodation](#); each received a baby gift box and handwritten congratulations.

Grants for Graduate Students with Children were awarded to 116 students, totaling \$732,250. MIT offered a new supplemental grant of up to \$10,000 for income-eligible students, awarded to 42 students and totaling \$366,825.

Graduate Student Orientation

Planning and execution of central graduate student orientation shifted from the Graduate Student Council (GSC) to the OGE, supporting a streamlined approach and consistent messaging. OGE assembled an orientation planning committee of representatives from departments and the GSC to enhance the overall experience.

— **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

Implementation of Canvas E-courses

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 via a required quiz that a student must pass in order to clear their orientation holds after arrival to campus. Orientation in digital format enables new students to learn about visa documents and responsibilities before arriving in the US; enhances current eform service groups to reflect changes in MIT, ISO, and federal regulatory policies; and enables both students and the ISO to free up initial time on campus for additional in-person, community building, productive orientation programming.

The ISO is developing additional Canvas E-Course content (implementation goal during AY2025) in the areas of F-1 Pre-Completion Optional Practical Training and J-1 Academic Training.

Outreach to Congressional Offices and US Department of State

The ISO director coordinated MIT outreach on behalf of MIT student entry visa applications stuck in extended administrative processing security reviews. This included individual outreach to 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.

For new students unable to secure their visas in time to start their program at MIT, the ISO worked with the student and academic programs to defer their admission to a new term.

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 from Iran and Syria to pursue coursework remotely from abroad during AY2024 since they were unable to return to the US.

The ISO and MIT continues to partner with NAFSA: Association of International Educators, and the Presidents' Alliance on Immigration and Higher Education on outreach to federal agencies to inform them of necessary policy changes impacting international students and international education.

We greatly appreciate the continued support of the OGC, MIT Washington Office, and MIT Government Relations Staff for partnering on engagement with our elected officials and government agency staff in support of broader issue advocacy, as well as support and problem-solving on individual student cases.

Contributions to MIT Graduate Student Unionization Implementation

The ISO director contributed to numerous resources developed by OVC and OGC on the impact of graduate student unionization proposals on international students and continued to work with multiple MIT offices to facilitate implementation of union contract provisions that involve the ISO and international students.

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 the information. This includes:

- Live and recorded Employment Information Sessions, to complement our eCourses, including two post-degree employment visa/permanent residency options webinars with local immigration law firms each year (Goss Associates; landoli Desai & Cronin, PC).
- Live "ISO Virtual Forums" for new and continuing students, as well as undergraduate and graduate administrators, to provide updates on immigration, visa procedures, and travel policies impacting international student visa holders.
- A weekly ISO newsletter online, including notification of events and distribution of critical immigration, travel guidance, and support resources from ISO, MIT, and notifications from government agencies, as well as maintaining the "Major Immigration Updates" webpage on behalf of the ISO and MIT (http://iso.mit.edu/immigration/imm_updates.shtml).

While we continue to maintain these critical resources, we seek to expand both our content and the manner in which students can receive the information – both through in-person appointments with advising staff and by ensuring the same information is available online.

Staffing Update

The ISO had been fully staffed for about half the year before one of our international student advisors left for a position at Harvard University. We recently hired of a new advisor, Naoko Kotoge, who will begin at the ISO in September 2024. Naoko has over 20 years of advising

experience, after having served most recently as advisor in the international students and scholars office at the University of Massachusetts-Lowell.

Notable Statistics / Data

International Student Enrollment (snapshot Fall 2023)

Total Countries represented at MIT (Fall 2023) = 138 plus the US

Degree Level	International	US Citizen	US Perm Resident	Total	% of Total
Undergraduate	501	3923	163	4587	10.92%
Graduate	2977	4049	221	7247	41.08%
Special – UG	5	0	0	5	100.00%
Special – G	33	82	2	117	28.21%
Exchange/Visiting	614	1751	22	2387	25.72%
Total	4130	9805	408	14343	28.79%

Post-Completion Students with ISO work authorization

Type of Work Authorization	Visa Type	International
Optional Practical Training	F-1	578
STEM Extension for Optional Practical Training	F-1	719
Academic Training	J-1	37
Total		1334

Note: These statistics include the total number of post-completion work authorization applications between October 2022 and October 2023.

ISO Walk-In Statistics – Fall Terms 2019-2023

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

Direct Advising Contacts with Students

Calendar Year	Advisor Correspondence	Alert/E-Form/Auto Correspondence	Notes/Student Meetings	Combined Total	Combined Percentage Change
2018	15824	44192		60016	

2019	15172	50558		65730	9.52%
2020	28958	52773		81731	24.34%
2021	32339	69158	7141	108638	32.92%
2022	30121	60765	8315	99201	-8.69%
2023	18597	82257	8143	108997	9.87%

Advisor Correspondence includes in-person and online meetings with students.

Awards and Recognition

David Elwell, ISO associate dean and director, was awarded the 2024 Knowledge Community for International Student and Scholar Services Award of Excellence by NAFSA: Association of International Educators in appreciation of leadership, dedication, and volunteerism in the field of international student and scholar services.

Looking Ahead

- ISO will be fully staffed after hiring replacement Advisor position.
- Review ISO website for updates of content/format for more effective delivery of resources.
- Assess ISO orientation and program offerings for new international graduate students, in partnership with the GSC and OGE; Assess effectiveness of Canvas eCourses for Immigration Orientation Sessions and additional in-person programming.
- Review ISO advisor point-of-contact cohort assignments.
- In collaboration with the MIT Alumni Association, develop ISO participation in international alumni outreach activities.
- Collaboration with MIT Career Advising & Professional Development to assess outreach partnerships in order to enhance current offerings and consider new initiatives.
- Review/assess avenues to implement AI functionalities in ISO website/content in consultation with MIT institute-wide initiatives.
- Continue partnership in the expansion of experiential learning/professional development opportunities within program curriculum that enable additional international student participation; work with additional programs exploring curricular opportunities with guidance on CPT impact for international students with program's ISO advisor point-of-contact.
- Track processing times for iMIT document requests, including review/assessment of those processed outside of norms (10 business days) to create additional internal protocols for identifying cases close to processing goals.
- Add survey questionnaire link on document processing in iMIT to be included in all "approved" eforms completed for students.

— David Elwell
Associate Dean and Director

Office of Minority Education (OME)

The [OME](#) promotes academic excellence, builds strong communities, and develops professional mindsets among students of underrepresented minority (URM) groups, with the ultimate goal of developing leaders in the academy, industry, and society. The OME supports MIT's academic mission, while also serving the nation's need to increase the number of URM students pursuing careers in STEM disciplines. Over the last year, the OME experienced many transitions, including an interim leadership, and external socio-political pressures, but we remained steadfast in our commitment to the mission of the OME and continued to offer our programs and services to support URM students.

Key Accomplishments

- **Mentor Advocate Partnership (MAP):** Fifty-four first-year students were paired with mentors, with the option to meet virtually or in person.
- **E-Mentor Advocate Partnership (EMAP):** Forty-one upper-level students were paired with alumni and industry mentors, focusing on professional development through virtual meetings.
- **Momentum:** Collaborated with Blue Origin for an IAP course involving 45 first- and second-year students; in all, 94% reported gaining valuable teamwork skills; and 91% reported Momentum was worth their time and effort.
- **The Standard:** An OME program focused on enhancing the overall success of undergraduate men of color, the Standard inducted its largest cohort ever of 31 students. We had a total of over 75 participants (across all four years). Over 79 students have graduated from the program as of June 2024.
- **BAMIT Community Advancement Program Fund (BCAP):** Funded 23 student public service projects in underserved communities since its launch in 2020.
- **The Creative Regal Women of kNowledge (The CRWN):** Launched a new program for undergraduate women of color, welcoming 22 students into the inaugural cohort. In May 2024, two students from The CRWN program graduated and have accepted international internships. The CRWN's mission is to inspire undergraduate women of color to confidently embrace their roles as visionaries, guided by principles of excellence, empathy, and mutual support.
- **Interphase EDGE (IP) and Interphase EDGEx (IPx):** Admitted 32* scholars into the on-campus IP cohort and 12 into the hybrid IPx cohort. All scholars engage in a hands-on, project-based curriculum designed to prepare them for the pace, rigor, and culture of MIT. The program aims to foster community, introduce key academic concepts, and familiarize participants with MIT's resources and opportunities. During the past academic year, we advised 170 Interphase EDGE scholars (first/second year).

**Due to the recent SCOTUS decision on Affirmative Action, we experienced a significant decline in applications and admitted only 44 scholars this year. However, we are optimistic about admitting at least 90 scholars into the program next summer.*

- **The Talented Scholars Resource Room (TSR²):** Provides both virtual and in-person support, maintaining a hybrid format to accommodate the preferences of all students seeking services. In AY2024, our academic support resources—including p-set nights, exam reviews, and one-on-one assistance—were utilized 705 times. Student interest in the TSR² remains robust.

Notable Statistics and Data

- **Interphase Summer Program:** As part of our evaluation process, we conducted multiple surveys over the summer, including pre-summer, midsummer, and end-of-summer surveys. We achieved a 100% response rate from both on-campus (IP) and virtual (IPx) cohorts, with 50 responses from IP and 20 from IPx. Ninety-six percent of IP scholars and 100% of IPx scholars felt the summer programming prepared them for MIT's demands. Over 90% of IPx and 98% of IP scholars felt accepted for who they are.
- From The Standard's end-of-year survey, we learned that over 90% felt a strong sense of community within the program. Additionally, 100% reported that they would recommend The Standard to other students.
- The Laureates and Leaders program, focused on assisting students pursuing a degree in either a PhD or MD/PhD, inducted 29 students from the Class of 2026. We served 83 students this year. Sixteen graduated from the program in May 2024. Of those, 75% plan to enter a STEM graduate program directly following graduation (67% will pursue doctoral studies and 33% will pursue a master's/MEng degree or take a gap year). Of the 33%, all students plan to pursue a doctoral degree after graduating with their master's/MEng degree or after working in industry/research. One-hundred percent of graduating students reported the program met their needs in assisting with the graduate school application process.

Awards/Recognitions

- MIT News featured several students from the Laureates & Leaders ([Lily Arias '25](#), [Favour Oladimeji '24](#), [Victory Yinka-Banjo '25](#)) and The Standard ([Joshua Kuffour '24](#), [Baron Mensah '24](#)) for their achievements.
- [MIT News](#) reported that incoming MIT students surprised President Kornbluth with a unique gift during orientation, marking a memorable start to their academic journey.
- [MIT News](#) featured IP scholar Baran Mensah's adjustment to college life in a new country, capturing their experiences and reflections at MIT.
- [MIT News](#) featured IP 2020 scholar Nicole McGaa's work in ensuring safe travels through space.
- The Steppingstone Foundation shared an update on their [LinkedIn page](#) about their visit to MIT, facilitated by Maria Aranibar from the OME. The post celebrates the partnership between Steppingstone, families, and MIT in guiding scholars on their journey to higher education.

Looking Ahead

- During spring 2024, [now former] Vice Chancellor Ian Waitz tasked interim OME director Diep Luu with consulting stakeholders to develop strategic options for the OME. The options have been submitted, and the next vice chancellor will decide the path forward.
- Increase the number of IP/x cohorts.
- Expand promotion of TSR^2 services to first-year students and improve the sign-in process.

— **Diep Luu**
Associate Dean and Interim Director

Registrar's Office

The [Registrar's Office](#) mission 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

- Worked with faculty committees on high-profile curricular changes including:
 - the removal of 6-1 (Electrical Science and Engineering);
 - the renumbering and renaming of 6-2 to 6-5 (Electrical Engineering and Computer Science to Electrical Engineering with Computing);
 - a new catalog designation for theater arts, which required a substantial renumbering of the music and theater arts programs: from 21M-1 to 21M and from 21M-2 to 21T; and
 - numerous changes to the Course 3 and 12 undergraduate degrees.
- Continued to partner with Institute Events, IS&T, and Student Life to build new ticketing, regalia, and reporting processes for Commencement.
- Partnered with IS&T and our transcript provider Parchment to streamline and improve the interface for ordering paper and electronic transcripts.
- Integrated NameCoach (a recording system for student names) with class lists.
- Continued supporting MIT's Gender Identity Initiative (GII) by creating new fields in the Student Biographic Record to give students the ability to make changes to their legal or preferred name.
- Reviewed and aligned our outward-facing messaging with the Chancellor's "Whole Student" initiative.
- In partnership with the Vice Chancellor, facilitated the nomination process, selection, and dinner celebration for the 2024 class of MacVicar Faculty Fellows.
- Assisted with phase one of the development of learning outcomes for the General Institute Requirements as required for MIT's interim report to the New England Commission of Higher Education (NECHE).
- Provided data and trend analysis on student workload and contributed to the foundational working group reports for the Task Force on the Undergraduate Academic Program.
- Supported MIT's veteran population by coordinating events such as Veterans Day and the PGA HOPE golf clinic.
- Partnered with Student Financial Services (SFS) to ensure that veteran benefits and policies met state and federal regulations.
- Worked with Faculty Governance to support academic continuity efforts amid student protests and demonstrations.
- Co-chaired the Classroom Advisory Board (CAB) and co-authored a report, with recommendations, on teaching and learning spaces at the Institute.

- Facilitated the design of a 250-seat lecture hall and 60-seat active-learning classroom in the Schwarzman College of Computing.
- Helped guide the renovation of lecture halls 54-100 and 34-101 including fixed seating with power at each seat; wall, ceiling, and floor finishes; improved acoustics; LED lighting; and multi-projector A/V systems with lecture capture technology.
- Made substantial enhancements to existing classrooms by:
 - overhauling audiovisual systems in 17 classrooms and installing three new projection screens and two new projectors in 32-123.
 - installing new tables in 14 classrooms.
 - setting up additional wireless access points in 10-250, 26-100, and 32-123.

Notable Statistics / Data

- We issued 3,814 paper diplomas and 3,005 digital diplomas over the past year.
- We facilitated the approval of 75 new subjects and 330 revisions to existing subjects.
- In our work with the Committee on Curricula, we reviewed 344 applications for double majors.
- We awarded grants totaling more than \$1.1M to 30 curricular projects through the d'Arbeloff Fund for Excellence in Education and the Alumni Class Funds.
- We processed 30,665 student responses across seven subject evaluation windows. 40 departments (with unique subject prefixes) participated, and 2,296 subjects and 4,754 instructors were evaluated.

Awards / Recognitions / Staffing

We filled two open positions: assistant registrar for scheduling and degree audit administrator for records.

Looking Ahead

We will:

- Lead a project to identify and implement a new degree audit system.
- Serve as a primary source of expertise when the Institute pursues a new Student Information System.
- Provide data, support, and institutional knowledge to MIT's leadership, student groups, faculty committees, and departments as we collectively address a range of topics such as the shifting demographics of the student body, campus activism, and unionization, among others.
- Continue to assist with the next phases of MIT's reporting to NECHE.
- Study best practices as generative AI evolves and solicit feedback from faculty and student innovators to determine how emerging AI tools could impact teaching, curricular innovation, and technology in the future.

- Help improve MIT's teaching and learning spaces based on CAB recommendations.
- Provide ongoing staff training to ensure a welcoming and inclusive environment for all members of our teams and those we serve.
- Partner with SFS and others across MIT to fulfill the U.S. Department of Education's Gainful Employment and Financial Value Transparency 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 FY2024, Det 365 commissioned 27 second lieutenants—22 into the Air Force, five into the Space Force—our largest class ever! Three were recognized as “distinguished graduates,” an honor reserved for the top 10% of AFROTC graduates nationwide.
- Eight of our new lieutenants were approved to pursue graduate degrees immediately after commissioning. Three of those were awarded the prestigious Developing the Airmen We Need – Education (DAWN-Ed) scholarship—the only AFROTC cadets selected in the nation—to pursue a MS (one of 10 nationally) and PhD (one of five nationally) as their first assignment while on active duty.
- One-hundred percent (18/18) of our sophomore cadets were boarded and offered an enrollment allocation (compared to 88% nationally), allowing them to continue in AFROTC as juniors and guaranteeing them a slot to commission into the Air Force or Space Force upon successfully completing all AFROTC requirements.
- In February 2024, Det 365 participated with Army ROTC and Navy ROTC in the Joint Services Military Ball, which was attended by approximately 250 personnel and headlined by General (ret.) John “Jay” Raymond, the US Space Force’s first chief of space operations, as our guest speaker.
- Headquarters AFROTC conducted its triennial assessment of Det 365 in April 2024. Det 365 received an “excellent” rating and was lauded for its administrative best-practice with cadet enlistments, contracting, and commissioning.
- Det 365 leveraged relationships and resources to expose our cadets to visits from senior leaders such as General David Allvin, chief of staff of the Air Force; General B. Chance Saltzman, chief of space operations; Lieutenant General Kevin Kennedy, commander of Air Forces Cyber; and Brigadier General Houston Cantwell, commander of the Holm Center for Officer Accessions.

Initiatives

- Det 365 is working to establish 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 2024, Det 365 welcomes 30 new first-year cadets (25 on scholarship, five walk-ons) and six sophomores (all walk-ons).
- Enrollment for AY2025:

	Class of 2025	Class of 2026	Class of 2027	Class of 2028	Total
MIT	6	8	12	19	45
Harvard	7	5	3	7	22
Tufts	2	3	5	4	14
Wellesley	1	1	1	0	3

Personnel Information

- Detachment 365 maintains a staff of six personnel: three officers, two non-commissioned officers, and one MIT administrative assistant.
- In addition to our undergraduates, Det 365 also provides administrative oversight and support to ~50 Air and Space Force officers pursuing graduate degrees at our four schools.
- We bid farewell to Major Madelaine Sawyer in July 2024, and welcomed Captain Evan Amato as her replacement.

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

Reserve Officer Training Corps—Army

The mission of the [Army Reserve Officers Training Corps](#) (AROTC) is to select, retain, train, and commission cadets from MIT, Harvard, Tufts, Wellesley, Gordon, Endicott and Salem State to prepare them for leadership roles in the US Army, the nation, and the world. Our vision is to be the premier ROTC program in the country, leading Cadet Command in all measurable categories. We accomplished that vision this year when the program received the General Douglas MacArthur Award, as noted below.

The three lines of effort are:

1. Produce 2nd lieutenants
2. Produce world-class cadre
3. Build lasting relationships and community involvement

Accomplishments

Along with many accomplishments, this year the Paul Revere Battalion earned the prestigious General Douglas MacArthur Award for the 2nd Brigade, U.S. Army Cadet Command. This award honors the top programs across the 274 U.S. Army ROTC schools throughout the country and Puerto Rico, and winners are regarded as the most successful in accomplishing their primary mission of training and commissioning cadets into 2nd lieutenants. The program placed first in three of the six categories considered for the award. Six of the 15 commissioned cadets this spring earned the honor of “Distinguished Military Graduate,” placing them in the top 20% of all cadets nationwide. Four graduating seniors were in the top 10% nationally, and the program had the ninth, 12th and 62nd out of 5,500 cadets nationwide. The Class of 2024 has commissioned 15 officers, meaning we will exceed the Army-directed mission for the fifth consecutive year. Also, this year’s Ranger Challenge Team finished in the top 10 at the annual ROTC 2nd “Freedom” Brigade competition, the highest finish since 2016.

Year-End Enrollment for Army ROTC

(as of May 30, 2024)

	MS 24(SR)	MS 25(Jr)	MS 26(So)	MS 27(Fr)	Total
Contract Mission	15	17	17	17	N/A
Commission Mission	13	15	15	15	N/A
Contracted	14	23	22	15	74
Enrolled Not Contracted	0	0	2	4	6
Total Enrollment	14	23	24	19	80

Cadets have the opportunity to participate in many opportunities to further expand their learning and experience. The ProjectGo program had four cadets selected to participate with

students from across the US, partnering with other countries to further develop their language skills. MIT cadet Alexander Edwards '25 and MIT cadet William Cruz '26 also were selected to participate in a renewable year-long fellowship to conduct 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 its kick-off weekend in September; cadets started working with special operators from around the US MIT09/01/2015Army to solve complex issues using technical means. Furthermore, MIT Army ROTC send two students to Coronado, California, to continue working on SOCOM Ignite projects in January.

Finally, MS3 Cadet Connor Huey competed in and won an essay contest for the Military Historical Society of Massachusetts. The essay, "Baptism by Fire: Leadership Lessons from Kassarine Pass and its modern applications," examined how today's military fights and the lessons learned from an extremely historical battle in American history.

Challenges and Plans for the Future

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

— Major 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 into well-rounded leaders by serving with honor, courage, and commitment. On behalf of the Naval Science staff, we would like to thank the Office of the Vice Chancellor for another tremendous year of support and growth for the Naval ROTC program. As we send on the 15 graduates from the Class of 2024, we are preparing to welcome 16 incoming students.

Key Accomplishments

The Naval Science Department had a busy AY2024, beginning with field exercises onboard the *USS Constitution*. A highlight of the semester was a visit from the US Secretary of the Navy, the Honorable Carlos del Toro, during Battalion Lab in September. Alongside community leaders, the Battalion participated in Boy Scouts of America's Merit Badge University at MIT in October. We held the 248th Navy/ Marine Corps Birthday Ball in November.

Officer instructors and midshipmen attended leadership conferences in January. Midshipmen and staff participated in a Habitat for Humanity Build Day in February. In March, we held the Joint Services Military Ball with Air Force and Army ROTC. A favorite event, "Dining In," occurred in April. This is a time-honored tradition where the Battalion military staff and midshipmen gather in full dress uniform for a formal dinner.

AY2024 culminated in commissioning ceremonies at Harvard and Tufts in May. For the second time in three years, we hosted the Joint Commissioning Ceremony for the MIT Class of 2024 dockside at the *USS Constitution*. 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 2024 graduates, and we commend their commitment to our program. The graduates and their post-graduation plans are noted below:

- Thomas Brooks (MIT)- Submarines
- Edward Finman (MIT) – Submarines
- Aidan Hallinan (MIT) – Submarines
- Vishakk Rajendran (MIT) – Cryptologic Warfare
- Ashley Chung (Harvard) – Submarines
- Aaron Eudaimon (Harvard)- Submarines
- Anne Foley (Harvard) – Submarines
- Zachary Foltz (Harvard) – Naval Intelligence
- Edwin Jin (Harvard) – USMC
- Nicholas Marcenelle-Perez (Harvard) – USMC

- Christian McIver (Harvard) - Submarines
- Ryan Tierney (Harvard) – Submarines
- Jake Caunedo (Tufts) – USMC
- Lucas Polidori (Tufts)- Cyber Warfare Engineer
- Samuel Stearns (Tufts) - USMC

Notable Statistics/Data

Our enrollment for AY2024 showed a continued growth trend; the numbers as of now are steadily improving.

	Class of 2028	Class of 2027	Class of 2026	Class of 2025	Class of 2024
MIT	2	6	1	2	4
Harvard	11	5	4	1	8
Tufts	3	2	0	0	3

Notable Recognitions

We are excited to welcome the following new staff members to our Naval Science Department:

- LT George Davis, Surface Warfare Officer (SWO)
- LT Marc Monahan, Submarine Officer
- LT Ryan Seiffert, Naval Aviation Officer

— **Captain Jack E. Houdeshell**
Commanding Officer

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

As was extensively recorded in the Admissions section of the President's Report, the AY2024 cycle, which selected the MIT Class of 2028, is the first since the Supreme Court banned the consideration of race qua race in undergraduate admissions. While this impact predominantly constrained our colleagues in the admissions office, the overall response involved Student Financial Services.

In particular, in the fall term of 2023, the Committee on Undergraduate Admissions and Financial Aid (CUAFA) recommended, and the Enrollment Management Group (EMG) approved (to take effect in the 2024–25 school year), a new financial aid policy under which students from families with incomes under \$75,000 a year (and typical assets) have a \$0 Parental Contribution (\$0 PC). In addition to simplifying affordability communications, this allowed MIT to match many more high-achieving, low-income students applying via the QuestBridge program, who may only be matched if they have \$0 PC.

Additionally, SFS developed, and CUAFA recommended, a new policy to broadly award more aid to middle-income families lacking intergenerational wealth (principally through the implementation of an income protection allowance for families with modest assets). The primary purpose of this policy was to address the racial wealth gap evident in both national economic data, as well as locally at MIT as indicated by demographic differences in who takes out loans to pay for MIT (more likely to be middle-income families without wealth, who are disproportionately from historically underrepresented racial and ethnic groups).

However, given the expense of the proposed policy and the unfavorable fiscal climate that prevailed throughout much of AY2024, EMG did not approve the proposal. Instead, it asked SFS and CUAFA to develop more targeted approaches along these lines for consideration in AY2025. SFS and Admissions leadership, in partnership with the Office of the Vice President of Finance, also advised EMG on the complex considerations on whether to raise tuition above baseline (e.g., typically ~3.75% per year). Given the uncertainty of the fiscal climate and the impact on communicating affordability, the tuition increase was kept at the long-run average of 3.75%.

AY2024 Initiatives

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

- Beginning with the 2024–2025 academic year, we implemented a \$0 Parental Contribution policy for undergraduate families with income under \$75,000 and typical assets.
- Beginning with the 2024–2025 academic year, we increased travel allowances by 11% for all undergraduates. Minimum travel allowance increased from \$0 to \$100 per academic year.
- The FAFSA Simplification Act went into effect for the 2024–2025 award year. The goal being to simplify the completion of the Free Application for Federal Student Aid (FAFSA) with the intention of streamlining the process and reducing barriers so that more students are eligible for the Federal Pell Grant.
- Met all FAFSA Simplification Act regulatory changes to administer federal financial aid. Implemented the new Student Aid Index (a number that is used to determine how much federal student aid you are eligible to receive) and the Pell Grant formula. Updated the Cost of Attendance, redefining components and outlining how costs are derived. Worked with MIT Dining to restructure meal plan offerings per new federal regulations. Reported annual Federal Work-Study earnings to the U.S. Department of Education prior to the FAFSA release.
- Replaced Pell Grant funds with an MIT Scholarship for students who lost funding with the new FAFSA formula.
- Supported students, families, and staff through the complicated and belated federal rollout of the redesigned FAFSA. Adapted internal processes and procedures to accommodate functionality issues caused by the online submission process.
- Reorganized the student financial counseling team. Created a new counselor-level role designed to support all three teams within student financial counseling, and the office as a whole.
- Worked with IS&T to implement the loaner laptop program for our lowest resourced first-year students.
- Created a computer policy webpage for students to understand the options available to them.
- Created a new page in NetPartner, the student financial aid portal, to show students their Federal Work-Study and loan eligibility.
- The financial education team partnered with the Office of Student Wellbeing to offer a new program, Financial Planning: An Investment in Wellbeing, to help students integrate financial wellbeing practices into their self-care routines.

Operations: Billing and Payment, Student Employment, Loan Eligibility, Loan Exit Counseling

- Early in the fall semester, the MIT Graduate Student Union (GSU) ratified its first contract or Collective Bargaining Agreement (CBA) with the Institute. As a result of the CBA, SFS was required to implement process changes and refunds. Dental insurance charges and subsidies, vision plan charges, and T-pass subsidies are now reflected on student accounts.

As the CBA was approved after the fall bill had been sent out, reimbursements were made for any previously paid benefits now covered by the Institute.

- Created a free monthly payment plan for dental insurance to meet CBA expectations for graduate students.
- Established stronger partnerships within the Office of the Vice Chancellor, Office of Graduate Education (OGE), and graduate administrators. Provided more information to graduate students about budgeting, loan eligibility, and payment options.
- Streamlined the graduate student loan eligibility/aid application process. Students are now required to submit their departmental financial aid offer-letter with their application, ensuring correct loan eligibility is determined from the outset.
- Developed a quick guide for graduate students outlining the financial aid application process. Shared the guide broadly across the Institute with graduate administrators and it is available on the SFS website.
- Working with OGE, we updated the graduate section of the website to better outline services and available resources.
- Began reviewing graduate aid applications earlier in the year. Students received aid information earlier and staff were better able to manage their workload.
- Developed a consistent schedule for releasing graduate awards and broadly communicated the process to OGE and graduate administrators. The new process reduced incoming questions from students and campus partners.
- Sent more frequent missing information emails to graduate students encouraging them to complete their aid applications earlier.
- Worked with OGE to implement the new need-based childcare grant for graduate students.
- Created protocols to monitor when graduate departmental financial aid awards are updated. Notified students earlier of any impacts to their loan eligibility, thereby helping students to better plan how to pay expenses and/or their balance due.
- Implemented a new student job board on JobX and sunsetted our in-house job board. The new software streamlines the process for employers, staff, and students.
- Created backup protocols for critical processes so that team members have additional support. This included backup for federal aid origination and disbursement, third-party billing, overall management of student accounts for pre-collections, as well as extended outreach regarding payment options.
- Developed a training protocol based on the yearly calendar and priorities that is sensitive to when in the cycle an employee starts.
- Promoted a technical staff position to business analyst to retain staff with specialized knowledge and provide career growth opportunity.

Cross-team Collaborations

- Hosted 67 presentations to prospective, incoming, and current students.
- Developed SFS cross-team coverage plan which allows more flexibility for staff. The new configuration helps to cover leaves of absence, open positions, and expands staff knowledge to counsel students.

- Created a process for onboarding and offboarding staff that documents the needs of each position and team.
- Continued to develop training resources and update procedures. Created training videos with transcriptions to help staff learn new processes.
- Created SharePoint information resource to help answer common questions from students, with particular focus on covering front desk.
- Transferred Cisco phone lines to Zoom phone lines, providing better remote phone access. Transitioned customer service call center system from CISCO to Zoom.
- Created annual process, for audit purposes, to confirm users across the Institute who access SFS systems.
- Changed the Pell Grant census date, the point at which a student's enrollment status is locked for financial aid purposes. Given MIT's late drop date, it was determined that aligning the census date with the end of add period more accurately reflects a student's enrollment.
- Transitioned the entire SFS team to the first floor in 11-120, and all second and third floor space has been vacated as the first step in the larger SFS relocation process.

Notable Statistics

Financial Aid

- In AY2024, MIT awarded \$158.2 million in need-based institutional grants to 2,658 undergraduates with an average family income of \$120,715. The median need-based grant was \$66,663, 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 \$17,452.
- Fifty-eight percent of the 4,571 undergraduates received need-based financial aid from the Institute.
- Twenty percent of undergraduates received Federal Pell Grants, which are awarded to U.S. students who display exceptional financial need.
- Seventy-six percent of undergraduates, 3,466 students, earned wages totaling more than \$15.9 million from MIT employment or the Federal Work-Study program.
- The percentage of undergraduates taking out loans rose slightly from 7.9% to 8.0% in AY2024. Among seniors graduating in 2024, 87% graduated with no debt. Of those with education debt, median indebtedness at graduation was \$14,844, the same as in AY2023.

Customer Service and Operations

- During AY2024, the SFS team replied to 34,260 emails through HelpScout, the SFS centralized email system.
- Implementing strong cash management controls, the operations and accounting teams were variance free for four months in 2024. There were also no variances associated with the tuition and fee payment clearing accounts for FY2024.

- Processed 169 MIT Education Loans, averaging \$10,215 per application, and disbursed over \$1.7 million in funds to MIT staff and faculty.
- Gross tuition and fees for the Institute totaled \$851 million in AY2024. Within this category, undergraduate tuition and fees were \$270.3 million or 32%; graduate tuition and fees were \$524 million or 62%; and non-degree tuition and fees were \$57 million, or 7%.

Awards, Recognition, and Staffing

- In AY2024, SFS was composed of 29 administrative staff and one support staff. The team is composed of 63% women, 37% men, and 37% underrepresented minorities (Hispanic or Latino, Asian, and Black or African American). In addition, there are several shared positions with Admissions.
- Clarel AuGuste won an individual Infinite Mile Award for Everyday Leadership.
- Hired five new team members over the past year, filling open positions within the organization: associate director for student accounts and collections, associate director for financial aid delivery, senior staff accountant, operations coordinator, and operations assistant.
- Two team members were promoted into new positions: Chrissy Monaco was promoted to senior assistant director of financial aid and outreach and Ryan Blair was promoted to business analyst.

— **Stu Schmill**

Dean of Admissions and Student Financial Services

Teaching + Learning Lab

Throughout AY2024, 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; and graduate student development. In addition, TLL staff served on a range of MIT-wide committees.

Key Accomplishments

Support for MIT Educators: Advancing OVC-wide Initiatives

The TLL Speaker Series

During AY2024, we hosted six outside speakers who addressed a range of topics related to student engagement. A total of 563 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, we created three new video stories during IAP2024 (with two weeks of storytelling coaching and filming.) We also compiled a new set of [Strategy Videos](#), each dealing with a particular challenge. The stories are available on the [Flipping Failure](#) site.

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. One MIT School participated in AY2024. Additional information is available [here](#).

Midcourse Formative Reviews

TLL developed and offered a midcourse review process for faculty and instructors at MIT.

Additional info is available in the [January/February Faculty Newsletter](#).

Workshops and Presentations for the MIT Teaching and Learning Community

- ChatGPT in Course Design & Delivery workshops/presentations
- MIT Generative AI Week: [Generative AI + Education Symposium](#)
- Two Learning Outcomes Assessment workshops for OEL

- Workshops in support of the IE-Teaching Pilot
- NECHE-prep ILO workshops
- Foundations of Inclusive & Equitable Pedagogy workshop
- Growth Mindset workshops (5)

Assessment and Evaluation

- Makerspace Inclusion Project (ACF)
- [Student Learning Strategies Assessment](#)
- [The Educational Justice Institute](#) (TEJI) Self-Efficacy Study
- DEI Departmental Needs Assessment: IE-Teaching Student survey
- FYD/FYX final analysis of interviews of students from the Classes of '22 and '23 with a report of Student Perspectives on Advising completed and shared with relevant offices (OVC, UAC)
- Academic Wellness Initiative: Alumni Class Funds (with the Department of Brain and Cognitive Science and Open Learning)

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. (>850 attendees combined)
- [Grad Teaching Development Tracks](#): Our [alternative development pathway for graduate students](#) was offered during AY2024, with seven tracks attended by 110 graduate students.
- [Kaufman Teaching Certificate Program](#): Four sections were offered in fall 2023, and five in the spring. A total of 129 participants completed the programs. [Teaching Development Fellowship](#) Network (TDFN): 20 fellows from 16 different departments, and two at-large fellows (funded by TLL) participated in the network.

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

- TFUAP
- RIC 7
- NECHE: Preparation and support for Mid-term Report
- Classroom Advisory Board
- Goodwin Medal Committee
- GAI in Education Discussion Group
- LMS Advisory Board
- Health & Promotion Working Group: Academic Stream
- MIT Diversity Think Tank

One-on-One Teaching Consultations

TLL staff provided approximately 45 formal and informal consultations with members of the MIT teaching community.

Awards, Recognition, and Staffing

In December 2023, we hired Nathalie Vladis as assistant director for graduate teaching. Dr. Lourdes Aleman decreased her effort to 30%.

Publications and External Dissemination

- “Measuring Inclusion in the Syllabus: A Tool to Guide Change in Equitable Teaching, Teaching & Learning Series: From Culturally Relevant Pedagogy to Praxis,” MIT OpenCourseWare, 2023 (Presentation)
- Baker, A. R., Thomas, R. C., & Soicher, R. N. (2023). “Leveraging data to guide departmental change in inclusive teaching.” The 48th Annual [POD](#) Network Conference, Pittsburgh, PA. (Presentation)
- Hansberry, B. (2023). “Parallel Paths to a Graduate Teaching Certificate” [mini-session series]. The 48th Annual [POD](#) Network Conference, Pittsburgh, PA. (Presentation)
- Hansberry, B., Natarajan, P., Fenton, A. (2023). “Supporting Graduate-student Leaders to Create Equitable Departmental Change” [interactive session]. The 48th Annual [POD](#) Network Conference, Pittsburgh, PA. (Presentation)
- Thomas, R. C., & Baker, A. R. (2023). “[Leveraging data to guide change efforts in inclusive and equitable teaching: A pilot assessment in academic departments.](#)” The Transforming Institutions Conference, Minneapolis, MN. (Presentation).
- Baker, A. R., Thomas, R. C., & Soicher, R. N. Article on innovative higher education accepted for publication in a special issue of IHE. The manuscript is a dissemination of the mixed methods research design used in the Inclusive and Equitable Teaching Project. (Publication)
- Soicher, R. N., “Ethics of Open Scholarship,” a book chapter, accepted by the Society for the Teaching of Psychology. (Publication)

Looking Ahead

- Continuation of Inclusive and Equitable Teaching Assessment to support additional departments.
- Continued development and implementation of a campus-wide learning strategies self-assessment and work with TFUAP
- Continued identification and development of additional programming to support the professional development of future faculty.
- Continued expansion of the Teaching Development Fellows Network (TDFN) to include more at-large fellows.
- 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.
- Support for the Task Force on Undergraduate Academic Programs

— **Janet Rankin**
Director

Undergraduate Advising Center

The [Undergraduate Advising Center](#) (UAC) is dedicated to helping every MIT undergraduate achieve their full potential through personalized advising from enrollment to graduation. We understand that each student has unique goals and challenges, and we strive to create a safe, inclusive space where they can voice concerns, seek guidance, and explore opportunities. The UAC connects students with the necessary resources for academic and personal success, whether it's course selection, experiential learning, or co-/extra-curricular activities. Our recent efforts have focused on building the UAC's infrastructure, including staffing, strategic planning, and expanding programming.

The UAC includes the [Office of the First Year](#) (OFY), which provides programs that support first-year student exploration, development, and success, including:

- First-Year Programming (e.g., Orientation, FPOPs)
- First-Year Advising
- Committee on Academic Performance (CAP)
- First Generation/Low-Income (FLI) Program

OFY also includes three first-year learning communities: Concourse, Experimental Study Group, and Terrascope.

Key Accomplishments

- Diep Luu, UAC associate dean and director, expanded the UAC staff to 19, with 4 more positions to be filled in FY2025.
- Developed objectives, goals, and learning outcomes for UAC and sub-units.
- Launched the UAC website (advising.mit.edu) and developed UAC brand and logo.
- Integrated the OFY into UAC, expanding programming and support for FLI students.
- Hosted the FLI Week of Celebration, distributing 288 sweatshirts to enhance FLI visibility and pride.
- Launched the Associate Advising Excellence Initiative, improving peer advisor training to serve as a resource for first-year students.
- Conducted extensive research to identify the best student success Customer Relationship Management (CRM) system for MIT.

Notable Data/Statistics

- Seventy-five percent of the Class of 2027 received faculty advising or mentoring during their first year.
- In fall 2023, 13% of the Class of 2027 was flagged; 83% of flagged students recovered and passed.

- In spring 2024, 9% of the Class of 2027 was flagged; 61% of flagged students recovered and passed.
- A new “Sip with Diep” series engaged over 160 students in informal advising discussions.
- Enhanced Associate Advisor recruitment led to a 20% increase in applications, the highest in 20 years.

Awards / Recognitions

Received

- Diep Luu received the OVC Infinite Mile Award for Everyday Leadership.
- Staff promotions: Jocelyn Heywood, Michael Santoro, and Alex Hoyt were promoted to assistant dean roles.
- MIT joined the NASPA FirstGen Forward Network, a national recognition for enhancing support for FLI students.

Given Out

- First-Year Awards: Recognized students for achievements in athletics, academics and research, diversity and culture, entrepreneurship, leadership, performing/fine arts, and service.
- Outstanding Associate Advisor and Outstanding Leader of the year awards: Recognized exceptional peer advisors/leaders.
- First-Year Advisor Awards: Honored excellence in advising, outstanding rookie, innovative first-year seminar, and outstanding veteran advisor.

Looking Ahead

- Hire four additional UAC advisors in FY2025.
- Select and implement a CRM system to expand the 5th-week flags beyond the first year.
- Offer student success workshops to students proactively, such as resilience training and time management.
- Expand support for FLI and transfer students.
- Offer daily drop-in advising hours for all undergraduates.
- Roll out the student success toolkit and advising resources on Canvas for students, UAC advisors, and faculty advisors (i.e., Faculty Advising Resource Guide).
- Collaborate with departments to streamline tutoring offerings across campus.
- Complete the renovation of Building 11 to house the UAC.

— **Diep Luu**
Associate Dean and Director