





2025-2026

Annual Report

Office of Student Conduct and Community Standards

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MEET THE OSCCS TEAM

OSCCS TEAM 2025-2026



Pictured left to right (clockwise): Dr. Mathew J. L. Shepard, Mikayla Souza, Clayton Peck, Alexis Rich, Rebecca Kjaerbye, James Reed, Katelyn Hebel, Anna Takahama



Katie Rettie Easley, pictured presenting at the New England Conduct Officer Institute



Pictured left to right: Rebecca Kjaerbye, James Reed, and Anna Takahama during strategic planning workshop.



OSCCS team outing to Fenway Park for MIT Night, Spring 2026

OSCCS MISSION STATEMENT

The Office of Student Conduct and Community Standards (OSCCS) facilitates student development and learning through processes that uphold the values, integrity, and expectations of the MIT community. OSCCS fosters accountability and reflection by providing various resolution pathways in partnership with the Committee on Discipline (COD).

HOW WE FULFILL OUR MISSION

To fulfill this mission, OSCCS:

- Addresses and resolves alleged violations of the Mind and Hand Book by students and student organizations through appropriate resolution methods;
- Facilitates the Institute's faculty-led Committee on Discipline process;
- Provides administrative support and professional expertise to the COD;
- Educates the MIT community on Institute policies, procedures, and practices related to student conduct, academic integrity, and community standards;
- And collaborates with campus partners to support students and those affected by student behaviors.

OUR VISION

To be a trusted campus resource and expert partner that helps maintain a safe, inclusive, and supportive campus community, through empowering students to reflect on their impact, learn from their experiences, and thrive as responsible community members who uphold the integrity of MIT.

OUR CORE VALUES

INTEGRITY

We maintain high ethical standards in our work and hold ourselves accountable to strengthen the integrity of MIT's academic mission and maintain the expectations of the MIT community by consistently applying our policies and processes. We model honesty and authenticity, helping students understand the student conduct process and allowing them to reflect and align their actions with their own values.

FAIRNESS

We are committed to fair processes in which decisions are based on facts and evidence, not external pressure or assumptions. Our resolution processes are consistent yet consider each individual's context and circumstances. We work to ensure student policies are applied evenhandedly while balancing the needs of an individual with those of the broader community.

ACCOUNTABILITY

We encourage students to take responsibility for their actions and understand their effects on others. We recognize that students are whole people navigating complex lives and that mistakes do not define them. We consider personal circumstances, connect students with resources, and balance individual needs with those of the MIT community.

LEARNING

Education is central to our purpose. We design outcomes and interventions that help students reflect, learn, and develop rather than relying on solely punitive sanctions. We continuously improve our professional expertise, staying current with practices in our field and adapting our processes to better serve students.

COMMUNITY

Our work serves and strengthens the broader MIT community. We build meaningful connections with students, faculty, and staff, viewing each person holistically beyond their interactions with our office. Our processes are community-informed, drawing on diverse perspectives through the Committee on Discipline and partnerships across the Institute.

EXCELLENCE

We bring dedication, professionalism, and competence to our work. Our team maintains deep knowledge across multiple domains to guide and support students, faculty, and staff. We are dependable colleagues who follow through on commitments and strive for continuous improvement in ourselves and others.

During the 2025-26 academic year, the OSCCS mission, vision, and values were updated through a months-long strategic planning process in which we partnered with an organizational development consultant in central HR.

COD
BY THE NUMBERS

MIT expects its students to uphold the highest standards of respect, integrity, and civility. In this context, the Committee on Discipline (COD) was created to resolve complaints of alleged violations of policies and community standards by a student, former student, or student organization in a way that is objective and educational. The procedure that the COD uses to hear and respond to such complaints is described in the COD Rules and Regulations. These procedures are designed to ensure equity and fairness to involved parties. COD is made up of a faculty chair, 6 faculty (including the chair), 3 undergraduate students, 3 graduate students and 6 staff representatives appointed by the Vice Chancellor for Student Life and the Vice Chancellor for Graduate and Undergraduate Education.

The current COD Chair is Tamar Schapiro, Professor in the Philosophy and Linguistics Section. Tamar has served as chair since July 2023.

8 new COD members welcomed

20 hours of COD training

6 additional hours of Sexual Misconduct Subcommittee training

11 total hearing and sanctioning panel meetings

MEMBERSHIP & TRAINING

In 2025-26, OSCCS oversaw training and onboarding to help new and continuing COD members serve effectively on hearing and sanctioning panels. Specifically, OSCCS:

- Welcomed a total of eight new members (two new faculty members, two new staff members, and four new students) to the committee.
- Provided approximately 20 hours of briefing and training on the COD process, panelist responsibilities, student mental health and support systems, and educational sanctions.
- Provided an additional six hours of training for Sexual Misconduct Subcommittee members on resolving sexual misconduct and Title IX cases, in collaboration with the Institute Discrimination and Harassment Response Office (IDHR) and Grand River Solutions.

INSTITUTIONAL OUTREACH

OSCCS also strengthened the broader network of leaders, faculty, and staff who support the COD's work by:

- Briefing the Vice Chancellors for Student Life and for Graduate and Undergraduate Education (GUE) on COD procedures and protocols.
- Preparing six senior staff members from the Division of Student Life (DSL) and GUE to assist with panels on an as-needed basis.
- Supporting COD presentations to the Faculty in fall 2025 and to the Corporation Risk and Audit Committee in spring 2026.

MIND & HAND BOOK



The Mind and Hand Book (MHB) is MIT's official guide to its expectations of all undergraduate and graduate students. The Mind and Hand Book details Institute policies on academic integrity, alcohol, drugs, sexual misconduct, and other essential matters. Each year students are made aware of Institute expectations through an annual communications campaign.

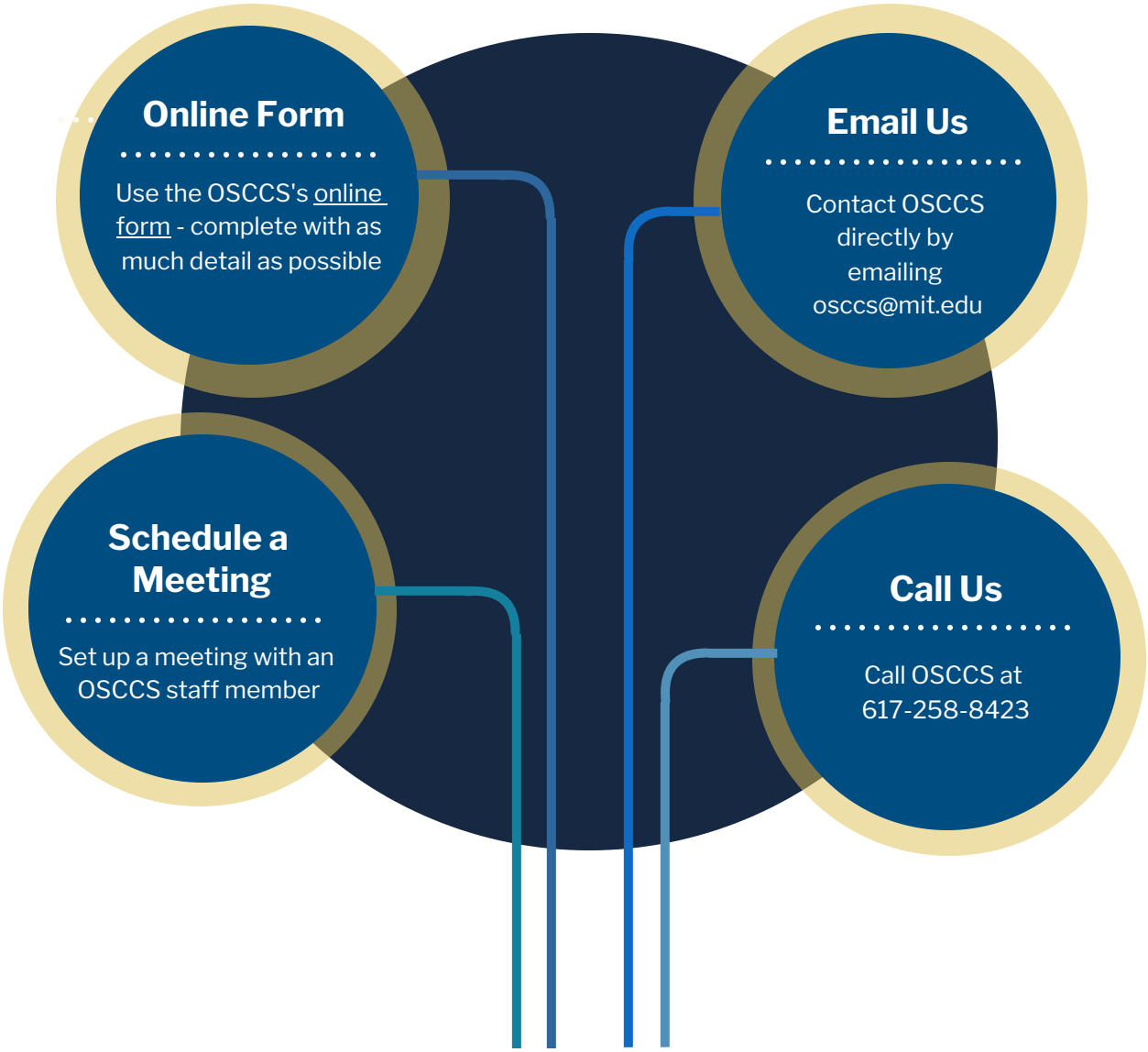
The Mind and Hand Book is updated annually by the Student Policy Review Committee (SPRC). SPRC membership is comprised of OSCCS staff, COD faculty leadership, Faculty Heads of House, and staff from Residential and Community Life and Office of General Counsel. Staff from Institute Discrimination and Harassment Response, Housing and Residential Services, and Risk Management and Compliance Services are also consulted for insights on policies impacting students that are reviewed outside of the MHB review process overseen by SPRC.

- This year's updates included clearer definition of theft, a definition of prohibited coercion, and updates to the fire safety policy.

As a part of the annual MHB promotional campaign **2676 magnets** and **124 posters** were distributed to all incoming undergraduate and graduate students through academic departments and campus partners across the institute.

REPORTING AN INCIDENT

Complaints or incident reports that allege MIT students or student organizations have violated Institute policy should be directed to the Office of Student Conduct and Community Standards (OSCCS). Complaints about discriminatory harassment should be directed to MIT's Institute Discrimination and Harassment Response (IDHR) Office. Complaints against MIT faculty and staff should be directed to MIT's Human Resources.



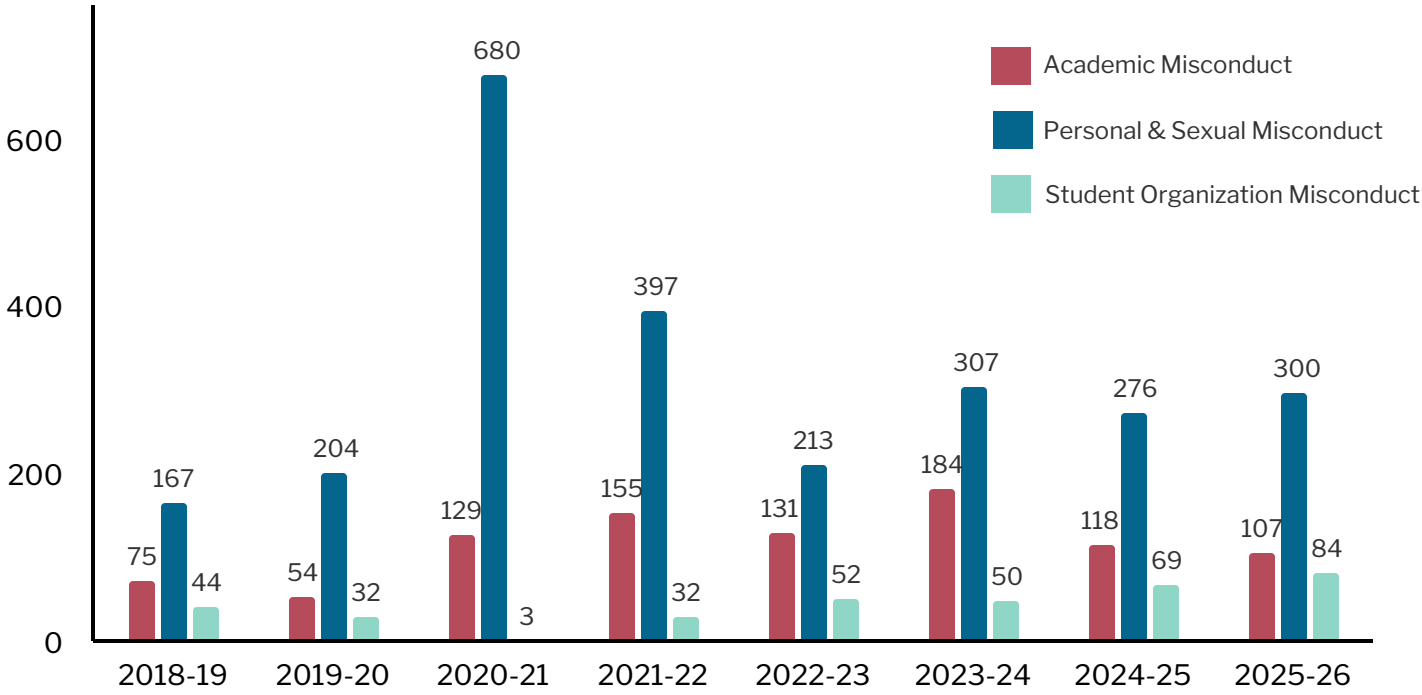
CASE SUMMARIES

The OSCCS received **491 total reports** in the 2025-2026 academic year. These reports are broken down into three broad categories:

Academic Integrity • Personal & Sexual Misconduct • Student Organization Misconduct

Of those 491 complaints, **61%** were complaints alleging individual personal or sexual misconduct, **22%** were complaints alleging academic misconduct, and **17%** were complaints alleging student organization misconduct.

The total reported number of cases increased by 6% from the prior year. Reports of academic misconduct decreased by 9%. Student organizational misconduct reports increased by 22%.



IFC JUDCOMM

The Interfraternity Council (IFC) Judicial Committee (JudComm) resolves complaints of alleged violations of policies and/or community standards by fraternities at MIT. JudComm derives its authority from the COD and Division of Student Life.

AT A GLANCE 2025-2026

- 11 JudComm Panelists were recruited and trained in the spring.
- 4 Procedural Officers (OSCCS/FSILG staff) were trained to attend and oversee JudComm hearings.
- The total JudComm caseload increased by **88% from 2024-2025.**
- The JudComm Bylaws were updated and ratified for the first time since 2019.
- JudComm administered 10+ unique educational sanctions tailored to support student learning and accountability. Examples included:
  - Risk Management Plan Revision
  - Noise Management Plan
  - Social Host Training
  - Development Meeting with FSILG Staff
  - MIT PD Development Meeting
  - Presidents Council Presentation
  - Organizational Decision-Making Workshop

PARTNERSHIP NETWORK

OSCCS staff **improved accountability** measures and partnerships with MIT Police and the FSILG Office by creating an active sanction tracking document that allows all three offices to view any current restrictions and outstanding requirements for all MIT fraternities.

OSCCS and FSILG enhanced **collaboration and outreach** to fraternity national organizations in 2025-26.

OSCCS and FSILG staff met weekly with the JudComm Chair and Secretary to manage incoming JudComm cases to **streamline communication**.



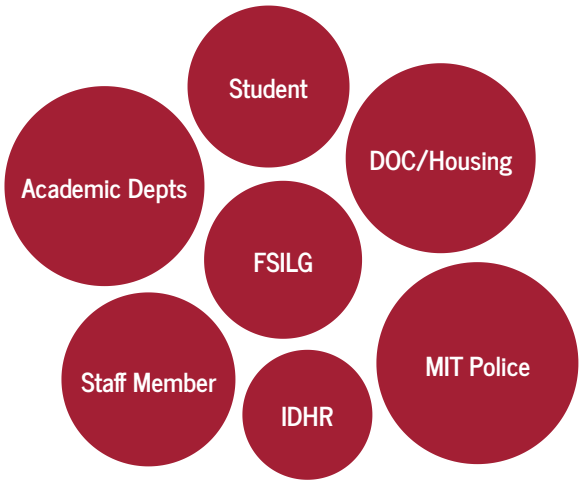
CAMPUS PARTNERSHIPS

OSCCS works with campus partners to support students, address emerging concerns, and promote accountability. During 2025–26, this included ongoing collaboration with Housing and Residential Services to address housing security and major property damage cases, as well as continued coordination with the Office of the First Year and the Office of Graduate Education to provide Academic Integrity modules for incoming students. This year, both modules were updated to improve accessibility through the addition of narration.

OSCCS also participates in institute-wide efforts related to student safety and well-being, including the Bias Response Team, Behavior Assessment and Response Team, Hazing Prevention and Education Committee, and DSL Technology Committee.

REFERRALS

When incident reports are submitted, OSCCS reviews the information and, when appropriate, shares it with campus partners to address student support and well-being before initiating the conduct process. This chart shows incoming reports by volume and common referral source during 2025–26.



ADVISOR & MENTOR PROGRAMS

The OSCCS manages two programs involving faculty and staff from across the Institute that help support students going through the conduct process.

Advisor Program:

Volunteer advisors accompany students to OSCCS initial response meetings and COD panel meetings. They may also help students prepare materials, formulate questions, and plan for possible outcomes.

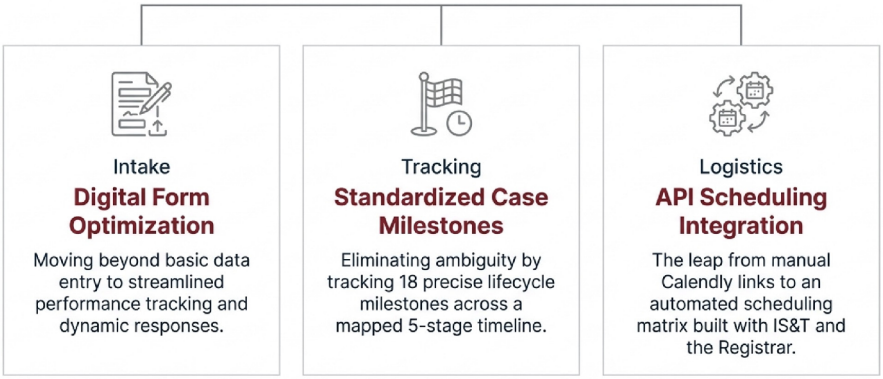
Mentor Program:

Mentors work with students who are required to participate in mentoring as part of a COD case resolution. Mentors receive guidance on supporting student mentees and addressing common challenges.

In addition to an annual training for new volunteers, OSCCS also offers annual "refresher" trainings and issues a semesterly newsletter for existing volunteers to offer engagement, revisit content, and provide professional development to volunteers. **As of September 2026, there are currently 31 active trained advisors and 19 active trained mentors**.

Operational Updates

MAXIENT WORKFLOW UPDATES



DIGITAL FORM OPTIMIZATION

An **Appeal request form** was created to streamline the collection of appeal requests and to assist students in focusing their appeals on the stated grounds for appeal.

An **Academic letter to file response form** replaced our email response method. Since being implemented in Spring 2026, over 80 form responses were collected for faculty warning letters indicating the students' preference for responding to one of the three options.

STANDARDIZED CASE MILESTONES

18 milestones were added into the system to allow for us to track the life span of a case and to clearly document each phase of a case in its lifecycle. This tracking was added in Fall of 2025 and will allow for us to create future data on our team's workflow and examine trends in our case management.

API Scheduling Integration

Student schedules were added in Maxient as of spring 2026 and starting fall 2026, and will be used to include an initial meeting date and time in initial notice letters to students. We will use this in addition to Calendly links for students to schedule their meetings with our team. This API integration was a collaborative effort of OSCCS, IS&T, Registrar and Maxient.

BACKGROUND CHECKS

In 2025-2026 academic year, OSCCS received background check requests from campus partners such as Registrar, Human Resources, Admissions and MISTI (Study Abroad). Additionally, we received requests from external partners including medical and law schools.

5795
Total background checks completed

15
Campus Partners

20
External Partners

Our team supported 15 campus partners and 20 external partners in completing 5795 student conduct history checks.

EDUCATIONAL SANCTIONS

The OSCCS facilitates education through intentional sanction design, facilitation, and management. Sanctions are designed to achieve the following learning outcomes:

Identifying Impact

Student can recognize the impact of their actions to self, others directly related to the incident, as well as the MIT Community.

Evaluating Self

Student can evaluate changes in their own behavior and understand how to generalize positive behavior change across multiple and diverse contexts.

Applying Knowledge

Student can use knowledge or insight gained through completion of the essay or project to develop detailed alternatives to past behavior.

Recognizing Discrepancies

Student can identify potential discrepancies between their previous actions and Institute policies.

COMMON SANCTIONS

Sanctions designed and managed by the OSCCS include, but are not limited to:

Educational Workshops:

- Academic Integrity Workshop
- Values-Based Decision-Making Workshop
- Building Healthy Connections Workshop

Individualized Programs:

- Mentoring
- Personal Development Plan
- Substance Use Assessment
- Conflict Management Plan

Reflective Assignments:

- Essay Prompts
  - Impact Essay
  - Decision-Making Reflection
  - Substance Use Reflection
  - Custom Prompts

NEW SANCTION: ROOFTOP VIDEO

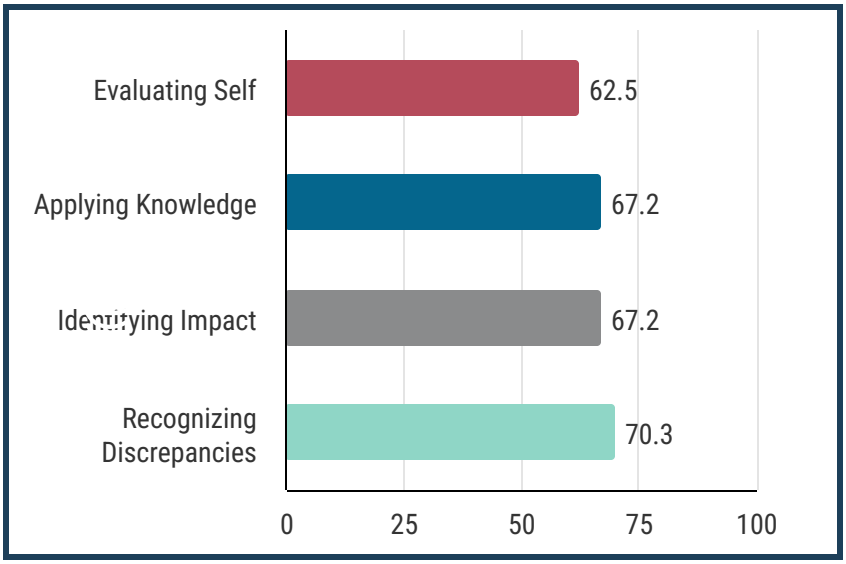
Unauthorized rooftop access presents a complex challenge at MIT, where the student traditions of hacking and campus exploration intersect with the Institute's responsibility to protect individual and community safety. Building on the office's existing reflective essay and project assignments, OSCCS created new educational sanctions that tasked students with creating short videos responding to prompts designed to help them examine the influence of peers, campus traditions, and group expectations on decision-making.

First-year students were asked to reflect on peer influence, external pressures, belonging, campus culture, personal responsibility, and strategies for making safe decisions.

Returning students were asked to assume the role of an MIT administrator responding to a student death following a rooftop fall. They considered communication with families, friends, and the broader community, as well as improvements to existing prevention systems.

LEARNING OUTCOMES:

The videos submitted by students were reviewed by OSCCS staff and assessed using the office's Essay and Project Rubric to determine the degree to which students recognize discrepancies, identify impact, apply knowledge, and evaluate themselves.



Average scores exceeded benchmark across all four learning outcomes, ranging from 62.5 to 70.3 out of 100. The highest average score was in Recognizing Discrepancies, indicating that they were generally able to identify how their behavior conflicted with Institute policy and engage with the related ethical considerations. Evaluating Self was comparatively lower than the other assessed areas, highlighting an opportunity to place greater emphasis on sustained self-reflection, behavioral change, and specific plans for future situations.

NEW SANCTION: THEMES & TAKEAWAYS

COMMON THEMES RAISED IN VIDEOS:

Students connected rooftop access to FOMO (fear of missing out), the legacy of hacking at MIT, and MIT's culture of spontaneity and adventure. Underclassmen and first-time participants described relying on returning students, often assuming that those students understood the risks and knew what they were doing. These responses suggest that peer influence, belonging, and perceptions of MIT culture can shape students' decisions to enter unauthorized spaces.

STUDENT SUGGESTIONS FOR PREVENTION:

- Strengthen physical and environmental safeguards by securing rooftop access points and adding clear signage that rooftops are off limits.
- Expand education and communication through posters, informational sessions, email outreach, and other targeted marketing about the risks of accessing unauthorized spaces.
- Create alternative opportunities for connection and new experiences through late-night programming, student organization activities, and other campus-based options.
- Engage students in prevention efforts, particularly GRAs and upper-level peers who can help communicate expectations and encourage safer decision-making.

STUDENT REFLECTIONS:

"Before going along with something it's worth stopping to ask, do I really know what I am agreeing to, and would I do it if no one else had suggested it?"

"Belonging doesn't come from blindly following, it comes from making choices I can stand behind with integrity."

"It is helpful that students who are caught in these spaces are forced to reflect on what could have gone wrong as it forces the reality of their situation into their consideration..."

"...I realized I do not need to follow anyone else's path to have a good experience..."

STAFF HIGHLIGHTS

AWARDS, HONORS, & MILESTONES



Anna Takahama (left), Tamar Schapiro (right)



Dr. Mathew J. L. Shepard (left), James Reed (right)

James Reed

2026 ASCA Individual Award of Excellence

Alexis Rich

Graduated from Boston College in spring 2026 with an MA in Higher Education Administration

Joined Delaware Valley University as Coordinator of Student Conduct in summer 2026

Tamar Schapiro, COD Chair

2026 Vice Chancellor's Award

Dr. Mathew J. L. Shepard

2026 ASCA Dissertation of the Year Award

Anna Takahama

2026 Division of Student Life Infinite Mile Award: "Meeting the Need"

PRESENTATIONS & LEADERSHIP

Katelyn Hebel

Faculty, Complex Investigations Track, 2026 ASCA Gehring Academy

Clayton Peck

Presenter, 2025 ASCA Regional Conduct Officer Institute

Dr. Mathew J. L. Shepard

Presenter, 2026 ASCA Annual Conference & 2026 ICAI Annual Conference

James Reed

Presenter, 2026 ASCA Annual Conference

Faculty, Spring 2026 Core Skills module, ASCA Student Conduct 101

Committee Chair, Professional Growth Initiatives, 2027 ASCA Annual Conference

Featured panelist, "Championing Others: Building a Culture of Amplification," 2026 MIT DSL Professional Development Conference

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Office of Student Conduct and Community Standards