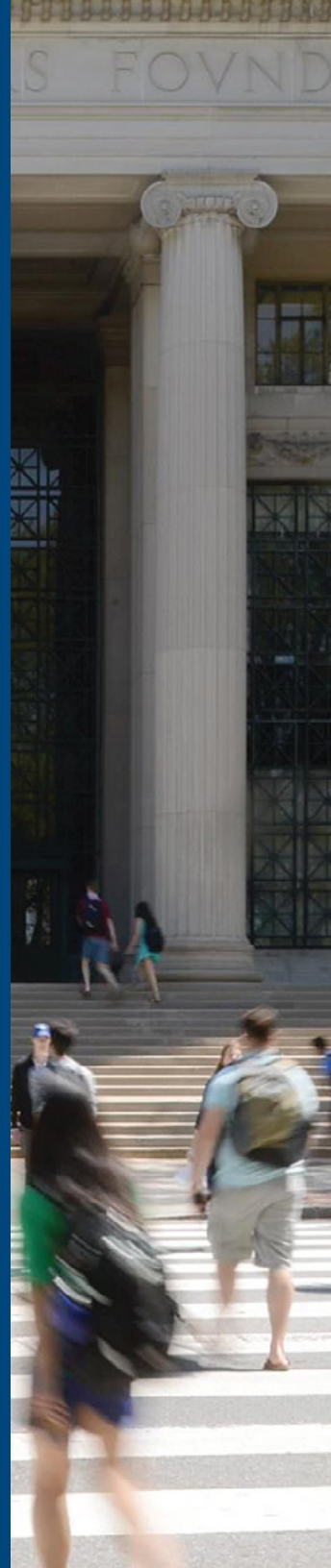


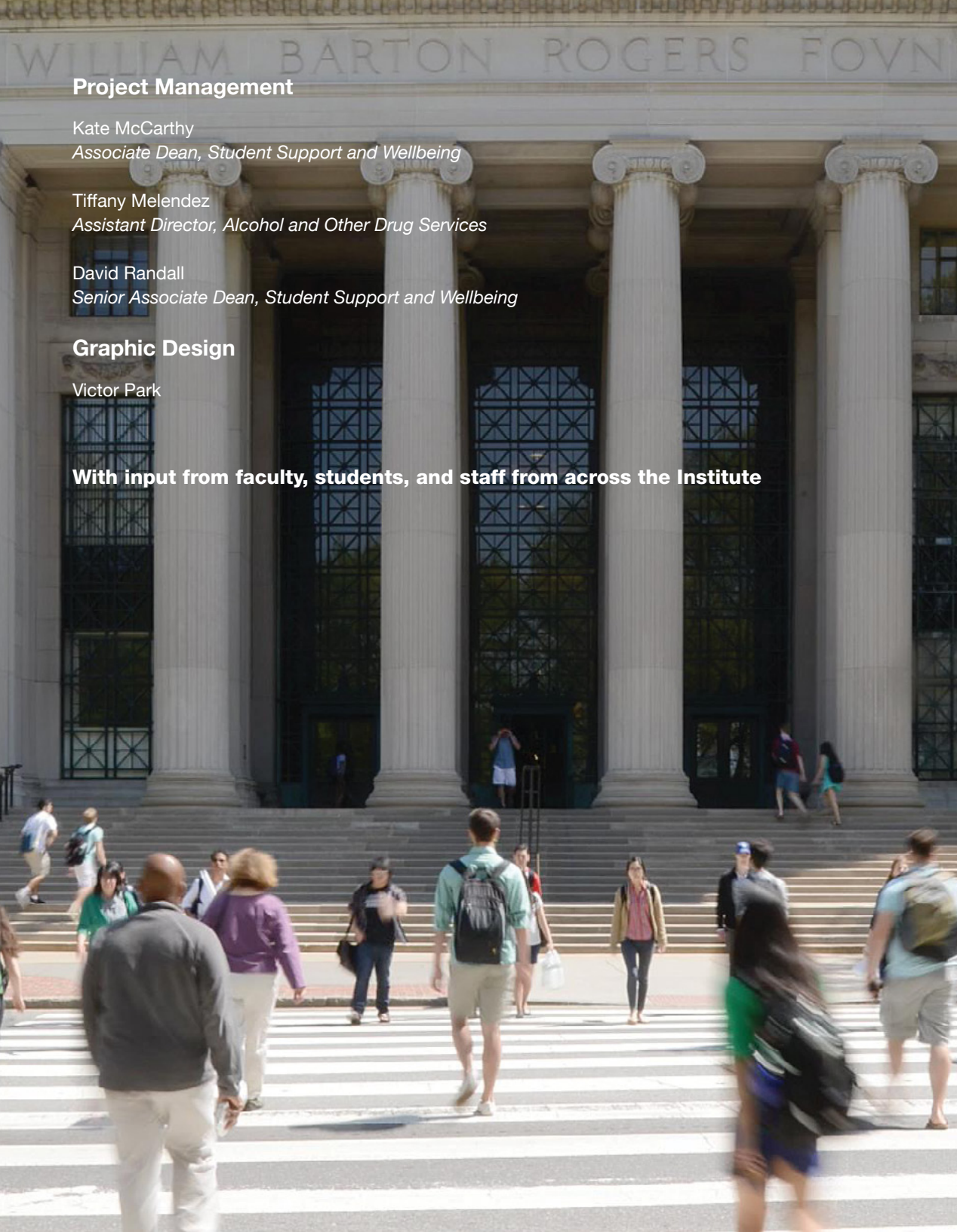
# MIT Faculty **Guide**

Recognizing and Responding to Students in Distress



**Division of Student Life**  
Massachusetts Institute of Technology





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# Message from the Chancellor and Provost

Dear Faculty Colleague,

As MIT faculty you are essential members of our student support network. In recent years we have taken important steps to strengthen that network and to enhance mental health and wellness on our campus. Our efforts include adding staff, expanding access to services, increasing the visibility of our support resources, and revising our policies and practices. MindHandHeart is also engaging our entire community in the vital work of culture change—ensuring that *cor* (heart) is as essential to our mission as *mens et manus* (mind and hand).

This MIT Faculty Guide was created by the Division of Student Life's Department of Student Support and Wellbeing to help make it easier for you to help our students connect to resources.

Divided into four sections with information about student stress, common distress indicators, and advice on how to talk to students and refer them to the right sources of support, the MIT Faculty Guide is designed to be a valuable resource to you in challenging situations. Different scenarios, referral instructions, and a comprehensive inventory of administrative offices with student support and mental health professionals who stand at the ready to partner with you are detailed throughout these pages.

Faculty members naturally want to create an environment where students flourish intellectually and personally. By reviewing this guide's practical advice and keeping it close by, you can ensure we take another important step toward building a healthier, stronger, and more caring MIT.

Sincerely,



Cynthia Barnhart



Martin A. Schmidt



**Cynthia Barnhart**  
Chancellor



**Martin A. Schmidt**  
Provost

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# Section 1

Understanding Students, Stress, and  
What You Can Do







# Academic Environment

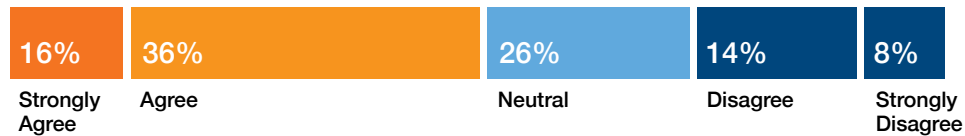
MIT loves data. The following pages provide information about the stresses our students experience and their utilization of campus resources.

I feel that the academic environment negatively impacts the mental and emotional wellbeing of students I know

## MIT Undergraduate Students (N=1,831)

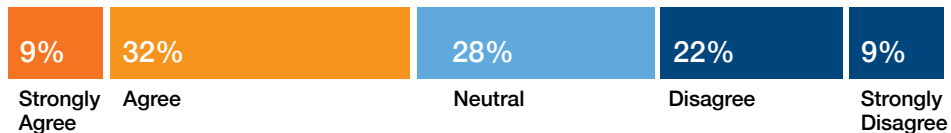


## MIT Graduate Students (N=2,286)

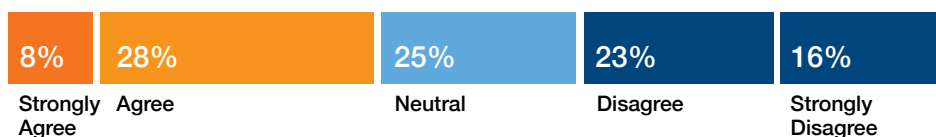


I feel that the academic environment negatively impacts my mental and emotional wellbeing

## MIT Undergraduate Students (N=1,838)



## MIT Graduate Students (N=2,301)



## N – # of Students Responded

2017 Student Quality of Life Survey (Undergraduate Response Rate: 45%; Graduate Response Rate: 39%)

# Top 12 Student Stressors

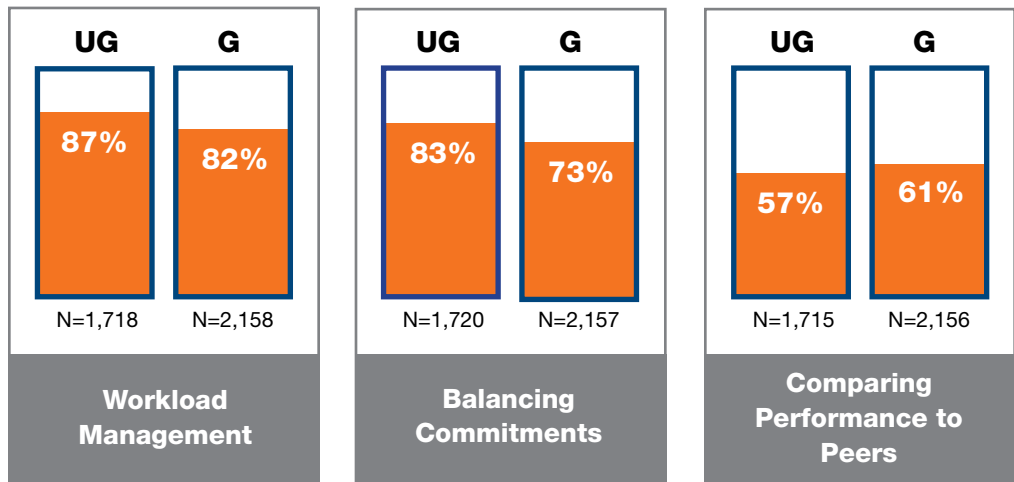
MIT students face many stressors during their time in school. For both undergraduate and graduate students, **workload management**, **balancing commitments**, and **comparing performance to peers** are the top three identified sources of stress.

To better understand the challenges MIT students experience, approximately 1,700 undergraduate students and 2,150 graduate students responded to questions about potential sources of stress encountered during the 2016–2017 academic year. Below are the top 12 stressors. These charts indicate the percentage of students who identified these stressors as either “**very stressful**” or “**moderately stressful**.”

**UG – Undergraduate Students**

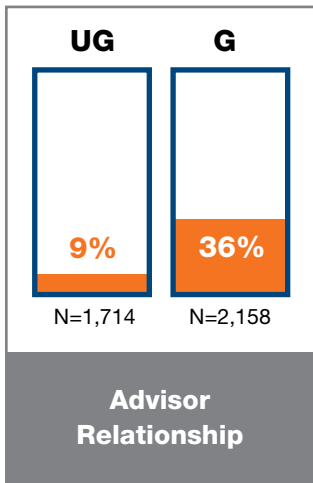
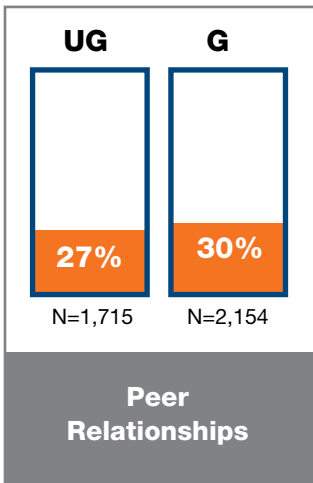
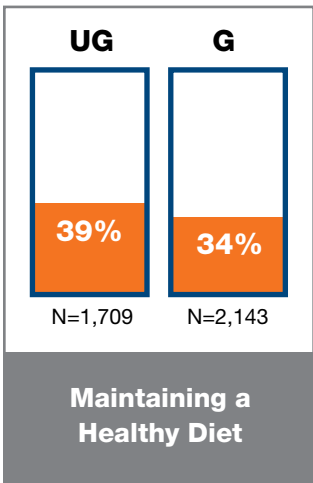
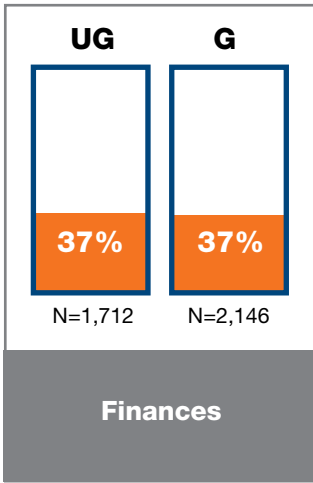
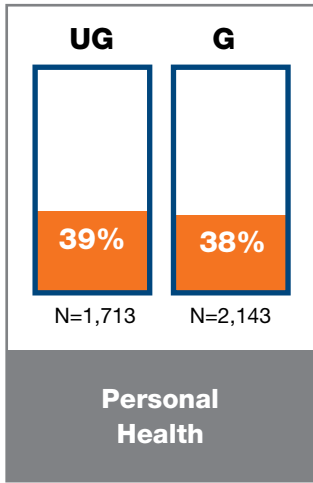
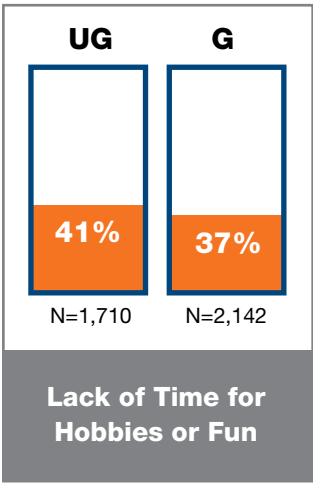
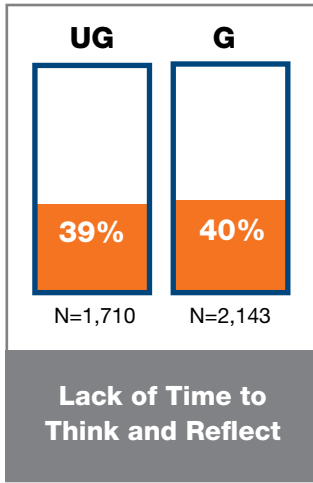
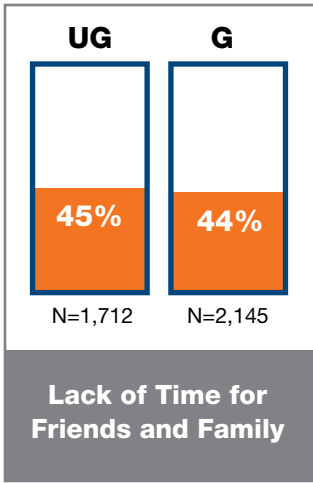
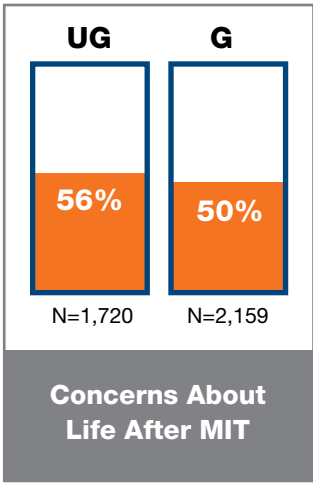
**G – Graduate Students**

**N – # of Students Responded**



2017 Student Quality of Life Survey (Undergraduate Response Rate: 45%; Graduate Response Rate: 39%)





# Use of Support Resources

## Student use of Student Mental Health & Counseling Services in 2016–2017

	Students served	Number of visits
Undergraduates	1,079	8,247
Graduate students	1,252	8,263

Totals

2,331

16,510

## Percentage of students who used Student Mental Health & Counseling Services at least once before graduation\*

Undergraduate Students

24%

Graduate Students

18%

Overall Population

20%

## Student Support Services (S<sup>3</sup>) utilization in 2016–2017

Number of Contacts

6,066

Of the 1,066 undergraduate students who graduated in 2017

75%  
were seen at least once

\* Data from individual offices

# How to Reduce Student Stress

## Humanize Yourself

- Get to know your students. You can do this by remembering their names, spending a few minutes talking after class, inviting them to lunch, or eating at a dining hall.
- Let students learn about you as a person. Be yourself.

## Be Clear

- Make your expectations clear in your syllabus at the start of each semester and ensure your syllabus aligns with regulations in the rules of the faculty.
- Emphasize the importance of coming to office hours.
- Emphasize the importance of utilizing the teaching assistant.
- Try to coordinate your assignments with other frequently overlapping classes.

## Promote Balance

- Often MIT students feel as though no one understands their workload. Express that you are aware of their heavy workload and be reasonably flexible.
- Foster cooperation, not competition. MIT students regularly compare themselves to their peers, and this can increase stress. Have students work together and/or study together to encourage teamwork and collaboration.
- Encourage sleep, exercise, and healthy eating.

## Foster an Inclusive Environment

- MIT has a diverse student body. Recognizing your own biases will help with communication and encouragement, and will make you better equipped to support students.





## Section 2

Distress Indicators, Common Concerns,  
Helpful Tips, and Referrals



# Signs a Student Is in Distress

Look for **noticeable changes** in mood, behavior, and/or academic performance. **Trust your gut**—if it doesn't feel right, it probably isn't.

## Academic

- Missing classes, assignments, and/or exams
- Quality of work declining
- Repeated need for extensions and/or excused absences
- Morbid or disturbing content in written exams or notes

## Physical

- Deterioration in personal hygiene
- Extreme weight loss or weight gain
- Strange or odd behavior
- Excessive anxiety or panic
- Frequent illness
- Noticeable cuts or bruises

## Behavioral

- Anger or irritability
- Lack of responsiveness to outreach
- Excessive crying
- Isolation and withdrawal
- Direct statements indicating distress, including expressions of hopelessness
- Reports from other students that a student is struggling

**The following pages identify specific types of concerns and give examples of some resources on campus that are available to assist you and your students. Many of these offices address multiple issues. The most important thing is getting the student connected to any of these resources.**

# Academic Examples

**MIT is often the first place that a student struggles or fails academically. Students who are struggling academically are often also grappling with other issues. Students respond to this in a variety of ways. Some common responses include isolation, acting out, illness, or irritability.**

## Issue

- Not performing well academically
- Concerning content written on an assignment or exam
- Missing classes, exams, assignments, or research milestones
- Needing excessive help deciding on majors, courses, or requirements
- Navigating a disability
- Not showing up in lab and/or failing to submit research updates
- Yelling at a group member or TA

## Referral Network

- Academic Administrator/Officer
- Academic Advisor
- Dean on Call  
(after hours: 5pm–9am; weekends and holidays)  
**617-253-1212** and ask for the Dean on Call
- Office of Graduate Education (OGE)  
**617-253-4860**
- Office of Minority Education (OME)  
**617-253-5010**
- Office of the First Year  
**617-253-6772**
- Student Disability Services (SDS)  
**617-253-1674**
- Student Support Services (S<sup>3</sup>)  
**617-253-4861**

**See Section 4 for detailed information about referral offices.**

# Health and Wellness Examples

**At MIT, student wellness is a priority, and we want students to take their health seriously. Students should eat well, sleep, exercise, have regular check-ups with a clinician, and address any health concerns that arise. On occasion, students will need to seek professional help for their mental or physical health. If a student discloses information to you about their physical or mental health, connecting them to services is crucial to their wellbeing and to their success at MIT.**

## Issue

- Substance abuse
- Insomnia
- Anxiety
- Depression
- Post-Traumatic Stress Disorder
- Eating disorders: anorexia, bulimia
- Relationship stress (romantic and/or family)
- Injury
- Self injury
- Academic stress
- Sexual assault
- Intimate partner violence

## Referral Network

- Alcohol and Other Drug Services (AODS)  
**617-258-6499**
- CARE Team  
**617-324-CARE (4-2273)**
- Student Mental Health & Counseling Services  
**617-253-2916**
- MIT Medical  
**617-253-4481**
- MIT Police  
**617-253-1212**
- Title IX & Bias Response Office (T9BR)  
**617-715-4080**
- Violence Prevention & Response (VPR)  
**617-253-2300**



# Personal Examples

**College is a time of transition for students. Students are learning about themselves within and outside of the academic world. They are building new relationships, managing life milestones, and are experimenting with personal, spiritual, sexual, cultural, and political identities that may not have been explored before. During these times, the world can feel like an unsafe place as they form and redefine their identities while dealing with a new set of problems along the way.**

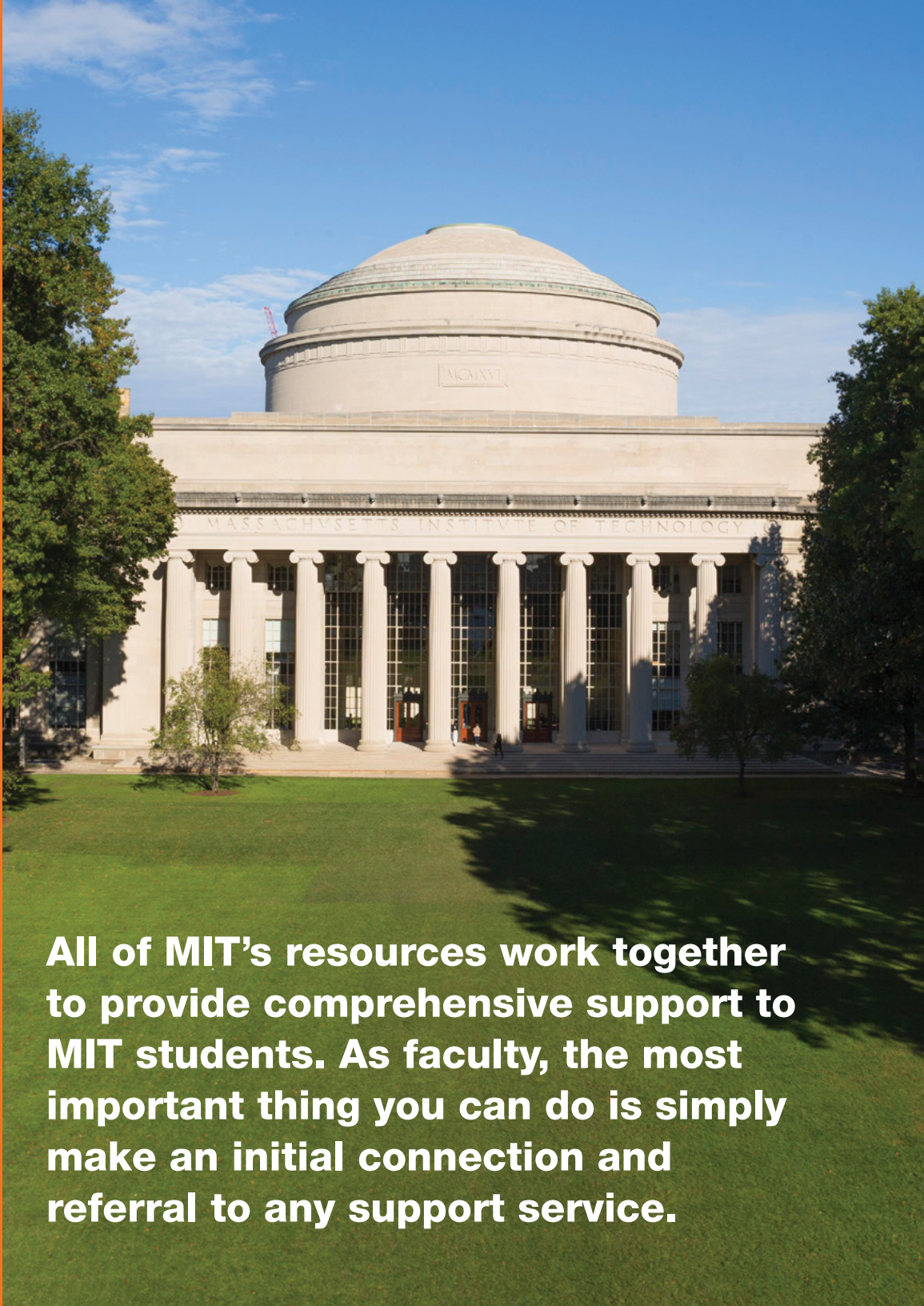
## Issue

- Sexual identity exploration
- Spiritual needs
- Peer conflicts
- Feeling sad and/or lonely
- Feelings of inadequacy or lack of confidence
- Building a community: race, ethnicity, gender, interests
- Family or childcare concerns
- Financial concerns

## Referral Network

- [LBGTQ@MIT](mailto:LBGTQ@MIT)  
**617-253-5440**
- Student Mental Health & Counseling Services  
**617-253-2916**
- Office of Graduate Education (OGE)  
**617-253-4860**
- Office of Minority Education (OME)  
**617-253-5010**
- Office of Multicultural Programs (OMP)  
**617-253-6189**
- Office of Religious Life  
**617-253-7707**
- Ombuds Office  
**617-253-5921**
- Student Support Services (S<sup>3</sup>)  
**617-253-4861**

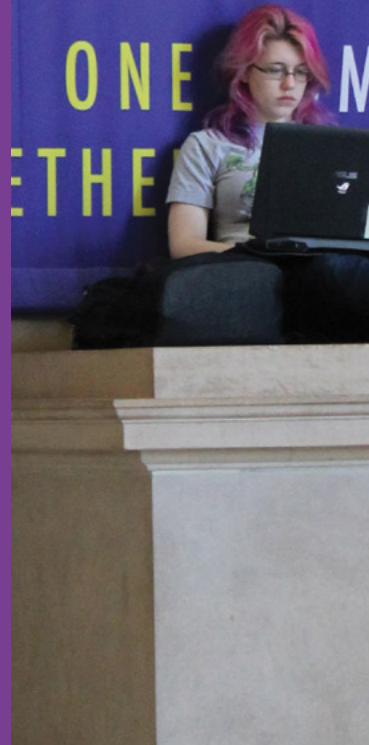
**See Section 4 for detailed information about referral offices.**



**All of MIT's resources work together to provide comprehensive support to MIT students. As faculty, the most important thing you can do is simply make an initial connection and referral to any support service.**

# Section 3

Key Components of Talking to Students





# How to Talk to Students

**When students are in distress, faculty members are often the first to see signs of physical, behavioral, and emotional changes. When this occurs, you can help connect them to support. You don't need to be the student's counselor; you just need to be a caring professional and make a good referral.**

## Example referral scenario

You are grading an essay and come across some concerning content that does not seem to fit in with the topic of the paper. The paper seems odd.

**Call: S<sup>3</sup>, OGE, or Academic Administrators/Officers**





### **1. Be discreet**

Find a private place to speak. This will increase the likelihood that a student will share. It is important to remember that faculty are private resources on campus and should not make promises of confidentiality. See page 26 for the explanations of confidential versus private resources on campus.

### **2. Express concern and care**

Knowing someone cares makes a difference.

### **3. Listen reflectively**

Restate what you have heard from the student. This demonstrates that you understand.

### **4. Ask open-ended questions**

This will help you gather as much information as possible while also allowing the student to feel heard. Ask the student what they think will help them.

### **5. Focus on concrete behaviors**

Share what you have observed. Help the student understand specifically what you are seeing, while also letting the student know that you truly care.

### **6. Be positive**

Being spoken to by faculty can sometimes feel intimidating or like being called into the principal's office. Being positive will give the student a sense of hope and collaboration.

### **7. Avoid judgment**

Try not to express your personal opinion or diagnose the student.

### **8. Be comfortable with a little silence**

Some people take more time to process things than others.

### **9. Offer help**

Give specific information about resources and offer to walk them to the appropriate office. Destigmatize the practice of seeking help.

### **10. Do not feel the need to solve the problem**

MIT is full of problem solvers; however, students' issues are often not solved quickly or easily. Do not feel that you must offer a solution. The most important thing is to listen and to try to understand what the students are experiencing so you can refer them to any of the support resources.

# Conversation Starters

**Use open-ended questions/statements to allow the student to direct the conversation, while allowing you to gather more information.**

- I've recently noticed that you...
- How are things going for you?
- Tell me more about that.
- How are you feeling about...?
- What problems has that caused for you?
- What do you need to help you?

**Ask closed-ended questions. The use of closed-ended questions can allow for decision-making and referrals.**

- Are you willing to meet with the TA?
- Would you like to come to my office hours?
- Do you want to schedule an appointment with...?
- Would you like me to call Student Support Services (for undergrads) or OGE (for grads) with you to make an appointment?
- Would you like me to go with you to Student Mental Health & Counseling Services?

## Example referral scenario

A student has asked for a third extension on their PSET. The student's first requests seemed reasonable, but the third request doesn't feel right and is unfair to the rest of the class.

**Call: S<sup>3</sup> or OGE**

# Consult and Refer

**Consult with professional resources you trust. Good people to talk to are your Academic Administrator/Officer or support offices like Student Support Services, the Office of Graduate Education, the Ombuds Office, and Student Mental Health & Counseling Services.**

Refer a student quickly. There are many support offices on our campus. You don't need to worry about where you send a student. All support offices are closely connected and will get the student where they need to be. The support offices are here to support you as well. You can call and talk through any concern you have at any time.

It may be helpful to write down what you did to assist the student, to help remember the details when you next meet with them.

## Example referral scenario

Your student is not showing up for any scheduled meetings and also not responding to outreach including repeated calls and emails.

**Call: OGE, S<sup>3</sup>, or CARE Team**



# Responding to Students



## STEP 1

### **Recognize**

You've recognized that your student is in distress or you are worried about your student. Now what?



## STEP 2

### **Consult**

Consult with a department administrator, officer, or a support resource. These staff will help you strategize next steps.

- Academic Administrators/Officers at MIT know their students well. They are a great resource if you do not feel comfortable speaking directly with the student.
- Consult with a professional on campus and they can advise you and help you develop a plan.
- A great place to start is S<sup>3</sup> for undergraduates or OGE for graduate students.





## STEP 3

### **Act and Refer**

Implement your plan. This may include talking to the student or having the staff member with whom you consulted follow through with the plan.

Make a referral. There are many support services that are ready to assist you with whatever issues arise. Don't worry about which office you choose. All of the support offices work together and the most important thing is to get a student connected.



## STEP 4

### **Follow Up**

Check in with the student, department administrator, officer, and/or the appropriate resource to make sure the student is supported properly.

# Urgent Concerns

- Thoughts or feelings about suicide or death
- Severe hopelessness, despair, or isolation

**If you believe the student has a serious need for help now, but no one is in immediate danger, call Student Mental Health and Counseling Services at 617-253-2916 for a consultation. Ideally, you should let the student know you will be making the call and encourage them to be a part of the conversation.**

# Emergency Concerns

- Physically or verbally aggressive
- Uncontrollable disruptive behavior
- The situation feels dangerous to you
- The student reports they are in immediate physical danger, including self-inflicted injuries

**In these situations, you need help immediately. Remain with the student, unless you feel your own safety is at risk. Contact MIT Police by dialing 100 on a campus phone, or 617-253-1212 on any other phone.**

**If you learn that a student attempted suicide while at MIT or recently before attending MIT, or if you learn that they have a stated plan or intention to die by suicide, you must take steps to assist them in obtaining clinical care through Student Mental Health and Counseling Services. You can make this connection directly or with assistance from other helping resources like Student Support Services, the Office of Graduate Education, or the CARE Team.**

# After-hours Concerns

**If you need to help a student after business hours, there are a number of after-hours resources on campus.**

The Dean on Call (DOC) System responds to emergency issues involving students and MIT affiliates after hours, on weekends, and any time the Institute is closed. The DOC team is composed of individuals from Residential Education and works with others in the MIT community to provide immediate response as well as follow-up in the event of a student/campus emergency or crisis. The primary focus of the system is to provide support to student(s) and communities impacted by a crisis and to provide appropriate resources, follow-up, and referrals. To contact the DOC please call MIT Police at **617-253-1212**, and just ask to speak with the Dean On Call. The police will give your number to the DOC who will call you back as soon as possible.

Student Mental Health & Counseling Service's Clinician on Call is a mental health professional who is available 24/7 to talk and provide support to students and members of the MIT community who are concerned about students. The Clinician on Call can be reached by calling **617-253-4481**.

The MIT Police are focused on providing a safe campus environment 24 hours a day, 7 days a week, 365 days of the year. They can be contacted by calling **617-253-1212**, or by dialing **100** from a campus phone.

## Example referral scenario

You notice that a student does not seem to be showering and is always wearing the same clothes.

**Call: S<sup>3</sup>, OGE, Student Mental Health & Counseling Services, or MIT Medical**

# Confidential vs. Private Resources

## Confidential

Offices designated as “confidential” will not report any information disclosed during conversations. These conversations are kept strictly confidential and, except in rare, extreme circumstances (including imminent risk of harm to self or others), nothing will be shared without the permission of the student.

## Private

Offices designated as “private” will usually keep the conversation undisclosed, but, depending on the circumstances, information may need to be shared with other Institute officials. Information needs to be shared in cases of sexual misconduct, hazing, serious concern about health and safety, or when the law requires a release of information. In such cases, information will be shared with the relevant parties who can assist with responding to the situation.

## Resources for Students

### Confidential

- Office of Religious Life
- Student Mental Health & Counseling Services
- MIT Medical
- Violence Prevention and Response
- Ombuds Office

### Private

- Academic department staff
- Faculty
- Staff
- Head of House
- Residential life teams
- Coaches

**Faculty members and most staff are considered private resources of MIT.**

# Sexual Misconduct

**Take these steps if a student discloses to you that they may have experienced sexual assault, sexual harassment, dating or domestic violence, or stalking. For MIT's policies and definitions, see [handbook.mit.edu](http://handbook.mit.edu)**

- As quickly as possible, let the student know you are a private resource and need to contact the Title IX and Bias Response (T9BR) office.
- Care about the student in front of you. Listen without judgment, avoid questions that imply fault, and offer your support.
- Connect students with resources, including Violence Prevention and Response, MIT Medical, and MIT Police Department.
- Contact T9BR at [titleix@mit.edu](mailto:titleix@mit.edu) or **617-715-4080**.

Share all relevant details that you know with T9BR, including names, dates and locations. The T9BR office will reach out to the person directly but that person has no obligation to file a formal complaint. If you have questions about your responsibilities with T9BR or would like more information about T9BR, please visit [t9br.mit.edu](http://t9br.mit.edu) or call **617-715-4080**.





# After a Tragedy or Loss

The effects of a tragedy are often felt most intensely in the classroom. Sometimes the first face a student sees after a tragedy is their professor's. Although students who are impacted directly are often the most affected, tragedies ripple across campus and affect different people in different ways. If a professor starts class by jumping right into a lesson without acknowledging what has happened, it can feel disconcerting or upsetting to students who are often having many thoughts and feelings about what they are experiencing.

The following are suggestions for what you, as a faculty member, can do to help your students cope in the immediate aftermath of a tragedy or loss.

## **1. Acknowledge what happened**

This doesn't have to take a long time. It shows your students that it's normal to be thinking about what happened.

## **2. Provide an opportunity to talk**

Ask broad, open-ended questions such as, "How's everyone feeling about...?" or "How are people reacting to...?"

## **3. Share your experience (if you feel comfortable)**

Sharing your experience helps humanize you. It's even okay to show emotion. If you don't feel comfortable sharing personally, that's okay too.

## **4. Make sure students are aware of supports on campus**

Student Support Services (S<sup>3</sup>), the Office of Graduate Education, Student Mental Health & Counseling Services, and the Office of Religious Life are all great resources in times of tragedy. Don't worry about which one is the right referral. Often academic administrators/officers at MIT know their students and the support systems well and have valuable insight or knowledge that can help in figuring out next steps.

## **5. Make accommodations for the students and for yourself as needed**

Some affected by the tragedy may need temporary accommodations with their course work. It is normal for people not to be able to function at their full capacity when trying to deal with an emotional situation. This is the time to be flexible. Some people may not feel affected by the tragedy, and that's okay too.

# Common Misconceptions about Approaching a Student

## **If I talk to the student, I will become their counselor.**

You do not need to become the student's counselor. Often, the best thing you can do is listen, care, and make a referral.

## **The student will get angry at me.**

Usually students are appreciative that someone cares.

## **I won't know what to say or do.**

You don't need to say much. Listening and asking open-ended questions is often enough. Don't think too much about where you make a referral. Any support office at MIT will make sure to connect the student to the appropriate resource.

## **I will say too much.**

When people get nervous, they sometimes talk more than usual. Let the student guide the conversation and try to be comfortable with some silence.

## **I won't have enough time to help.**

It's actually good to limit the amount of time you talk to a student about their issues. If you are talking for more than one hour you should carefully consider whether your conversation is still productive.

## **Example referral scenario**

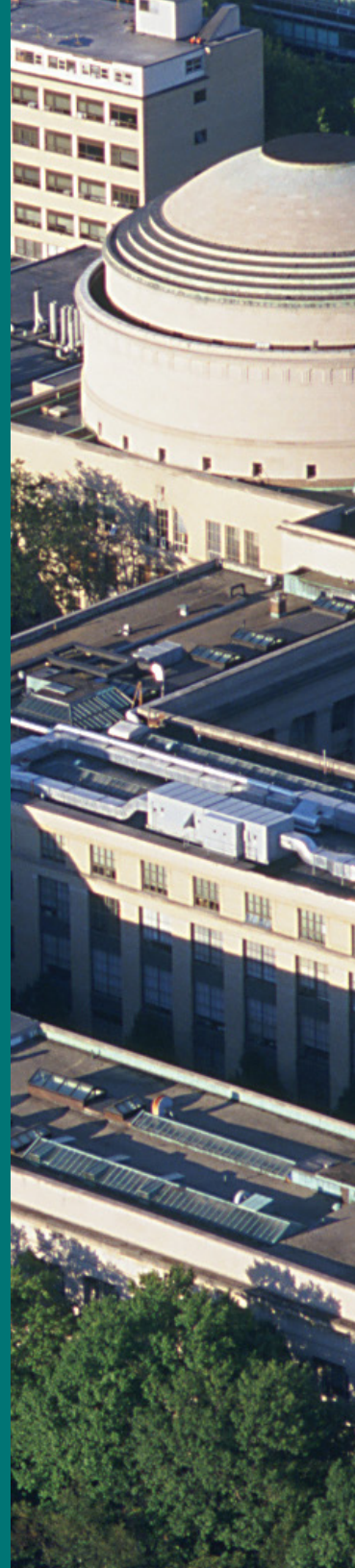
A student received an A on their first exam, but on the second exam received a D and turned in an assignment late. You also notice this student crying before class one day.

**Call: S<sup>3</sup>, OGE, or Student Mental Health & Counseling Services**



# Section 4

Resources



## AODS

Alcohol and Other Drug Services

**617-258-6499**

Building W20-507

[studentlife.mit.edu/aods](https://studentlife.mit.edu/aods)

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Alcohol and Other Drug Services (AODS) works collaboratively with students, staff, and faculty across the Institute on issues around alcohol and other drug prevention, education, and intervention. AODS offers a wide range of programs and services aimed at reducing the negative consequences associated with problematic drinking and substance abuse. AODS offers a number of intervention services including substance use assessment, individual sessions, and intervention meetings.

## CARE Team

**617-324-CARE** (4-2273)

Building W20-547

[studentlife.mit.edu/careteam](https://studentlife.mit.edu/careteam)

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The CARE Team helps students through challenging times including psychiatric and serious physical hospitalizations. The CARE Team supports students during hospitalizations, discharge, and with follow-up care. The CARE Team empowers students to be in control of their own personal information, treatment plans, and future. With student consent, the CARE Team will also work with families of students to support them in supporting their loved ones.

The CARE Team performs wellbeing checks to make sure a student is engaged and not feeling overwhelmed. Anyone can contact the CARE Team with concern about a student.

## **LBGTQ@MIT**

**617-253-5440**

SPXCE Intercultural Center W31-110

Building 50-250

[lgbtq.mit.edu](http://lgbtq.mit.edu)

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LBGTQ@MIT offers a broad spectrum of services, programs, and resources for lesbian, bisexual, gay, transgender, queer, questioning (LBGTQ+), and supportive individuals.

Specifically, LBGTQ@MIT works to:

- Promote programs and events at MIT that incorporate issues of racism and issues of bi/trans/homophobia on campus
- Support students, faculty, and staff with multiple marginalized identities
- Help cultivate student leaders of color within the LBGTQ and ally community at MIT
- Build bridges and coalitions with other identity-based student groups at MIT

## **MIT Medical**

**617-253-4481**

Building E23

[medical.mit.edu](http://medical.mit.edu)

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If a student isn't feeling well and needs care right away, call MIT Medical's 24-hour help line at **617-253-4481** and speak with a triage nurse.

For same-day appointments, students should call their primary care provider (PCP) or **617-253-4481** and describe their symptoms to a triage nurse.

MIT Medical does not provide notes or excuses for classes, academic work, or exams impacted by medical issues. A student who needs such documentation should contact Student Support Services (S<sup>3</sup>) at **617-253-4861**.



## **MIT Police**

**617-253-1212**

**100** from any MIT phone

**[police.mit.edu](http://police.mit.edu)**

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The MIT Police is a service-based department that offers the MIT community patrol operations, investigations, and crime prevention services.

The MIT Police Department, like any police department, requires the assistance of proactive community members to provide the highest level of service. The MIT Police should be contacted immediately when a community member believes a crime has occurred, is occurring, or is about to occur. The best course of action when encountering a situation that feels unsafe or may be associated with criminal activity is to call the MIT Police.

## **OGE**

Office of Graduate Education

**617-253-4860**

**Building 3-138**

**[oge.mit.edu](http://oge.mit.edu)**

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The Office of Graduate Education (OGE) assists faculty in interpreting graduate education policy, thinking through difficult graduate student situations, and identifying resources to support graduate students on campus. Graduate Personal Support (GPS), an entity of OGE, works specifically to provide holistic support to graduate students, especially those in distress.

## OME

Office of Minority Education

**617-253-5010**

Building 4-107

[ome.mit.edu](http://ome.mit.edu)

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The Office of Minority Education (OME) promotes academic excellence, builds strong communities, and develops professional mindsets among students of underrepresented minority groups, with the ultimate goal of developing leaders in the academy, industry, and society.

OME achieves this goal through numerous programs and services such as Interphase Edge, Laureates and Leaders, Mentors Advocate Partnership (MAP), and Seminar XL/LE.

## OMP

Office of Multicultural Programs

**617-253-6189**

SPXCE Intercultural Center W31-110

[studentlife.mit.edu/omp](http://studentlife.mit.edu/omp)

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OMP seeks to foster an inclusive and affirming campus climate where students can develop connections and broaden their scope. OMP helps students be successful while providing advocacy, support services, trainings, workshops, leadership development, and culturally based programs. OMP provides students opportunities to engage in meaningful dialogue and activities that will assist them in becoming change agents at MIT and beyond.

## **Office of Religious Life**

**617-253-7707**

Building W11, Religious Activities Center

[studentlife.mit.edu/rl](http://studentlife.mit.edu/rl)

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The Chaplains at MIT, representing many of the world's religions, serve both their own religious communities as well as the MIT community at large. Chaplains are available for counseling, private talks, and program development. Many of the religious groups represented by the chaplains meet weekly for worship, prayer, or study.

The Chaplain to the Institute and the Board of Chaplains at MIT all provide spiritual and personal support to students, faculty, staff, and the MIT community. Whether exploring spiritual questions, experiencing a challenging personal time, or wanting to engage in conversations about politics, ethics, or service, the Chaplains are available to help.

## **Office of the First Year**

**617-253-6772**

Building 7-103

[uaap.mit.edu](http://uaap.mit.edu)

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The Office of the First Year serves as the first-year headquarters as well as a resource during students' undergraduate years.

Staff members connect students to their academic advisor, associate advisor, and general academic information. In addition, staff can assist students in developing skills and learning strategies and can provide individual advising on academic issues and undergraduate research involvement.

## Ombuds Office

**617-253-5921**

Building 10-213

[ombud.mit.edu](http://ombud.mit.edu)

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The MIT Ombuds Office works with all members of the MIT community to address concerns, manage conflicts, resolve disputes and develop productive communication skills.

The Ombuds Office provides confidential consultation to help people analyze the root cause of concerns, identify goals, and plan specific steps for constructive resolution. Based on aggregate data and trends, the Ombuds Office also provides systemic feedback for the support of the Institute. All communication with the Ombuds Office is considered confidential. The Ombuds Office does not accept formal complaints or notice of any claims to MIT. If a visitor chooses to pursue a concern through a formal channel, the Ombudsperson can provide information on how to do so.

## SDS

Student Disability Services

**617-253-1674**

Building 5-104

[studentlife.mit.edu/sds](http://studentlife.mit.edu/sds)

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MIT is committed to the principle of equal opportunity for students with disabilities. The objective is to ensure that qualified students with disabilities receive equal access to all of the Institute's programs, activities, and services.

SDS can help answer your questions about a student's needs, accommodations, or concerns. If you need assistance in making your course accessible to a student with a disability, contact Student Disability Services.

# Student Mental Health & Counseling Services

**617-253-2916** (daytime)

**617-253-4481** (nights and weekends)

Walk-in hours: Monday–Friday, 2–4pm

Building E23, 3rd Floor

[medical.mit.edu/services/mental-health-counseling](https://medical.mit.edu/services/mental-health-counseling)

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Student Mental Health & Counseling Services is a dedicated team of clinicians who are available throughout each weekday to consult with anyone who is concerned about a student.

Student Mental Health & Counseling Services can provide evaluations and consultations, brief treatments including counseling/psychotherapy and medication, and referrals to non-MIT medical clinicians.

Student Mental Health & Counseling Services can help if a student is:

- finding it hard to work because they're anxious or sad
- having trouble sleeping or concentrating, or sleeping too much
- distressed about a relationship
- concerned about feelings or behaviors having to do with alcohol, drugs, food, sex, or other issues
- feeling lonely, isolated, angry, or irritable
- coping with a traumatic event

## S<sup>3</sup>

Student Support Services

**617-253-4861**

Walk-in hours: Monday–Friday, 10–11am, 2–3pm

Building 5-104

[studentlife.mit.edu/s3](https://studentlife.mit.edu/s3)

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The deans in S<sup>3</sup> are here to support students who are struggling with personal and/or medical issues that might be impacting them academically. They are also available for consultations with faculty to assist with determining the most helpful and appropriate course of action in each case while being mindful of logistical and resource constraints, and equity across the class. The S<sup>3</sup> deans encourage faculty to contact the office if they have any concerns, and refer any students who seem to be experiencing difficulties.

## T9BR

Title IX & Bias Response Office

**617-715-4080**

Building W31-223

[t9br.mit.edu](https://t9br.mit.edu)

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The Title IX and Bias Response Office strives to promote an environment where all members of our community can thrive, free from harassment, bias, and discrimination.

MIT Faculty are considered “responsible employees,” meaning they must notify T9BR if they learn that a student may have experienced sexual misconduct (a form of gender-based discrimination) while a student at MIT. T9BR will then follow up with that student to ensure that they are aware of their options, rights, resources, and have equal access to their educational opportunities.



## VPR

Violence Prevention & Response

**617-253-2300** 24-hour hotline

Building E23-499

[studentlife.mit.edu/vpr](https://studentlife.mit.edu/vpr)

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Violence Prevention & Response is a confidential resource on MIT's campus aimed at preventing and responding to interpersonal violence. VPR is committed to equipping the MIT community with strategies to prevent violence, resources to assist those who have been impacted, and tools to establish MIT culture as one that does not tolerate sexual assault, harassment, domestic violence, or stalking.

VPR staffs a 24-hour hotline for community members who may have been impacted by violence or have a question or concern. Call **617-253-2300** or email [VPRadvocate@mit.edu](mailto:VPRadvocate@mit.edu). If you would like to invite VPR to a team or department meeting to speak or facilitate a training, please reach out to [VPReducation@mit.edu](mailto:VPReducation@mit.edu).

# Support Resource Offices

## **Alcohol and Other Drug Services (AODS)**

617-258-6499

## **CARE Team**

617-324-2273

## **LBGTQ@MIT**

617-253-5440

## **MIT Medical** ❖

617-253-4481

## **MIT Police** ❖

617-253-1212

## **Office of Graduate Education (OGE)**

617-253-4860

## **Office of Minority Education (OME)**

617-253-5010

## **Office of Multicultural Programs (OMP)**

617-253-6189

## **Office of Religious Life**

617-253-7707

## **Office of the First Year**

617-253-6772

## **Ombuds Office**

617-253-5921

## **Student Disability Services (SDS)**

617-253-1674

## **Student Mental Health & Counseling Services** ❖

617-253-2916

## **Student Support Services (S<sup>3</sup>)**

617-253-4861

## **Title IX & Bias Response Office (T9BR)**

617-715-4080

## **Violence Prevention & Response (VPR)** ❖

617-253-2300

❖ **These services have staff available by phone 24 hours a day. To reach the Dean on Call, call the MIT Police.**



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(617) 253-1000

[studentlife.mit.edu](http://studentlife.mit.edu)