



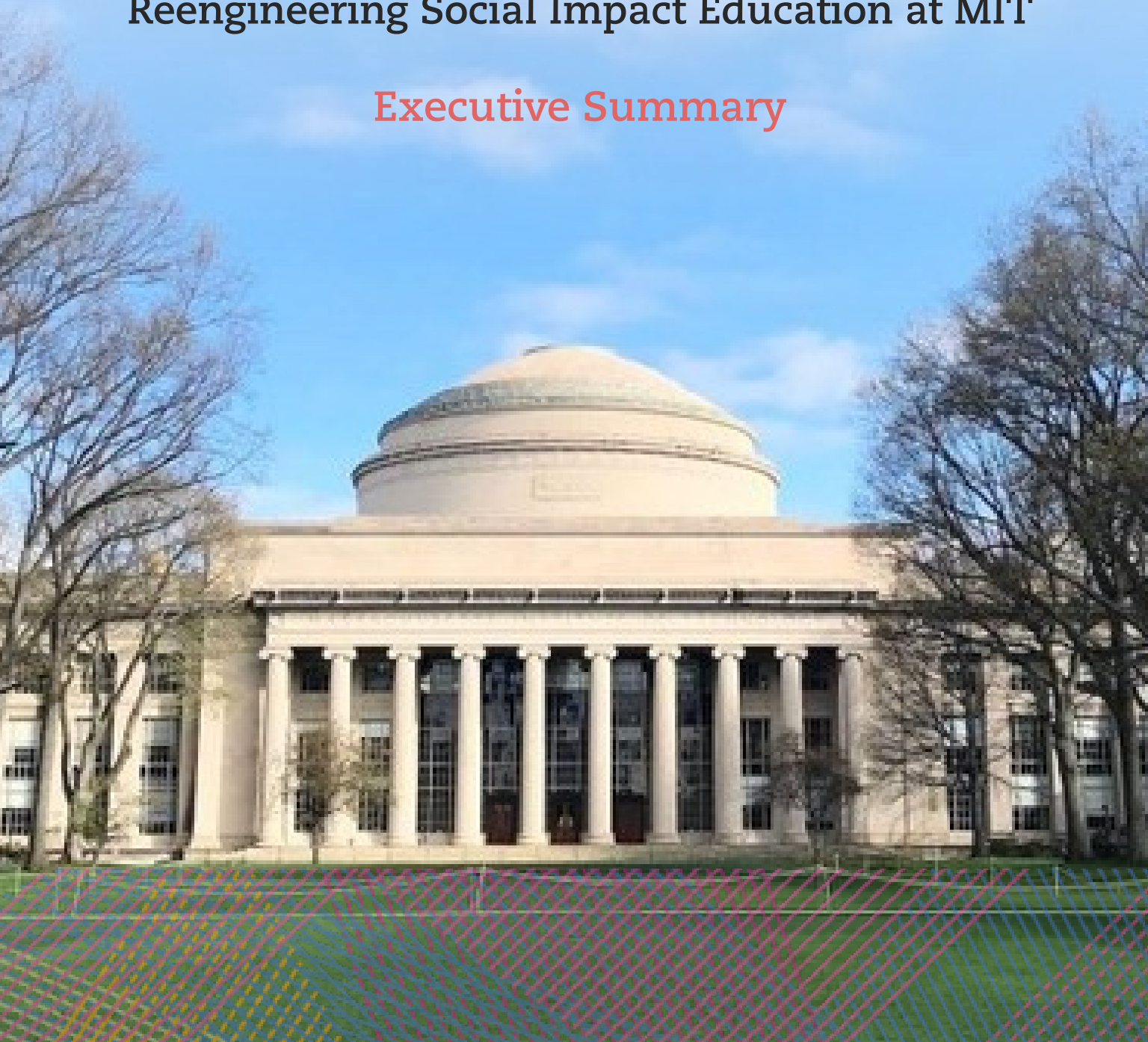
Priscilla King Gray
Center for
Social Impact

Strategic Plan

Fall 2025 - Summer 2028

Reengineering Social Impact Education at MIT

Executive Summary



Introduction

The future of civil society is intertwined with technology. From algorithmic policymaking, to AI's impact on employability, the health of civil society will be shaped profoundly by the passive and intentional decision making of scientists and engineers. Yet few social impact centers in higher education are designed to engage STEM students specifically. This is unfortunate, not only given how technology has and will shape society, but equally so because **the nature of STEM education lends to tackling complex, seemingly intractable challenges.** There are aspects of an engineering education vital to the practice of social impact, but in short supply among aspiring change agents, from a quantitative outcomes orientation to the discipline of iteration through failure, and an ethos of open source. And while there are **limitations to an engineer's optimization mindset when applied to systemic challenges, they can be counterbalanced by a humanist lens** on the historical, cultural, and political causes and consequences of social challenges, and by extension interventions.

As an illustration of this dynamic, MIT Professors Acemoglu and Johnson in *Power and Progress* (2023) find that technical innovation alone doesn't redound to the public benefit absent intentional action. Citing their finding, MIT SHASS Dean Agustin Rayo in a May 2025 interview notes that "successful implementation requires a moral compass and an understanding of societal issues ... it's important to me that MIT be not just at the forefront of AI technology, but also at the forefront of understanding what it takes to make AI a tool for societal good." **What the PKG Center offers is experiential education in the tactics of social impact at the confluence of engineering and humanistic disciplines.**

Through its 2025-2028 strategic plan, the PKG Center will prove-out and scale a model of social impact education specific to STEM students that both leverages and complements an engineering ethos, empowering students—whatever their discipline or professional field—to make a positive social impact, to become agents of change for “the betterment of humankind” in the words of MIT’s mission.



Through discussions over the 2024-2025 academic year with dozens of students, alumni, faculty, staff, and external stakeholders—both familiar and not with PKG—the PKG Center identified four goals to guide its activities over the next three years:

Strategic Goal 1: Codify, evaluate, iterate, and market a model of social impact education that complements an engineering ethos by refining learning goals, mapping them to PKG programming to create a formal scope and sequence, and evaluating near-, mid-, and long-term outcomes to refine and design new programming.

Strategic Goal 2: Prepare students to make a positive social impact in their professional lives through new and enhanced programming related to making a social impact specific to careers in industry, social entrepreneurship, academia, and public service.

Strategic Goal 3: Prepare students to make a positive social impact in their personal lives through new and enhanced programming related to nonprofit board service, philanthropy, and civic engagement that leverages their distinct STEM expertise.

Strategic Goal 4: Position the Center for continued growth through timely, cohesive thematic initiatives that align with and advance MIT's social impact priorities and/or are designed as demonstration programs, while expanding alumni engagement and diversifying funding through foundation and corporate sponsorship.

Our Origins

The PKG Center's founders exemplify the ethos and expertise that has characterized the Center since. **Dean of Student Affairs Shirley McBay**, who first conceived of the Center, was a mathematician committed to supporting the success of all students in STEM and challenged preconceptions about who belonged in the field. McBay recruited **MIT First Lady Priscilla King Gray** (pictured) and **mechanical engineering Professor Robert Mann '50** in 1988 to found a Public Service Center. After working on missile technology in the 1950s, Mann shifted to the application of technology to social challenges, pioneering the development of biomedical prosthetics, and the discipline of design and project-based learning.



Priscilla King Gray, whose husband Paul Gray joined the electrical engineering faculty in 1960, became a familial mentor to countless students over the following fifty years as Paul went on to become dean of engineering and later the Institute's 14th president from 1980-1990, followed by chairing the Corporation. Throughout her time at the Institute, **Priscilla emanated a culture of caring that permeated campus life**. "She welcomed students with open arms then wrapped them around us so we felt at home," recalled Hyun-A Park '83, MCP '85, who is a founding member of the Friends of PKG alumni advisory board, and who has served as a member of the Corporation and president of the Alumni Association. In 2015, the Center was renamed in Priscilla's honor as the PKG Center for Public Service. "**Priscilla's name is synonymous with public service at MIT**," observed president Sally Kornbluth upon her passing in 2023, "a fitting legacy for someone who believed deeply in our students and their capacity to do good in the world." Priscilla put this belief simply: "The world needs people like MIT students." She also understood why MIT needs a Center like PKG:

If [students] can come to MIT and take the course load that they take, and still find time to do the things they do for the PSC [Public Service Center], that experience will be hard-wired into their way of life. They are probably going to do that afterwards; it's a pattern.

She understood the importance of experiential learning, how the Institute's motto *mens et manus*, mind and hand, applies to educating agents of change for "the betterment of humankind," in the words of MIT's mission statement.

Our Evolution

While there had long been students engaged in service at MIT, the Center as its three co-founders envisioned it would serve as a hub for supporting student-led service projects—some of which eventually spun off into long-term student groups, like Amphibious Achievement, an athletic and academic mentorship program for Boston area youth. In 1990, the Center launched its **Fellowship Program** to support student projects in Cambridge K-12 schools. Over time, students came to propose more ambitious projects in a host of disciplines and locations, including internationally—on issues ranging from public health and humanitarian interventions, to climate, housing, and transportation—to further academic and professional goals.

In 2001, the director of the PKG Center and the founding director of D-Lab, who at the time was with the Edgerton Center, partnered to launch the **IDEAS Social Innovation Challenge**. In 2005, IDEAS moved from the Edgerton Center to PKG, where it became a training program for aspiring social entrepreneurs. Over 25 years, IDEAS has funded and incubated hundreds of social impact ventures in over 60 countries, many of which have gone on to become vital NGOs and social enterprises—organizations like [STG International](#), [Innovators in Health](#), [Re+Connect](#), [Moving Health](#), [Emerge Global](#), and [GRIT](#).

In 2019, the PKG Center launched its **Social Impact Internship Program** with an inaugural grant from the Public Interest Technology University Network (PIT-UN), of which MIT is a founding member. Demand for this program has swelled to 7 applications for every internship the Center can fund, with some positions drawing upwards of 50 applications.

A subset of students participate in PKG's **Cohort-based internship programs**, which complement work experience with intensive wraparound education, the first of which was launched in 2017, called IAP Health. This was followed by an internship program with Indigenous Innovators in 2023 with MIT SOLVE, and IAP Climate in 2024 with the MIT Office of Sustainability (MITOS). Also in recent years, the Center began offering social impact **Courses**, and has advised a handful of faculty in community engaged learning.

Most recently, PKG launched a cross-Center initiative in 2025 that draws on the resources of Fellowship, Social Impact Internship, and Cohort programming, called **Code.Tulsa: Igniting Tech Futures**. The initiative enables MIT students to both support and learn from the tech-based socioeconomic development strategies at work in the Tulsa region. Undergraduates intern over the summer for Native Nations and Tulsa nonprofits supporting various tech projects, and at the end of the summer lead a STEM Camp for Native youth developed by an MIT student. Code.Tulsa serves as a model for the type of thematic initiatives **the Center will pursue in the future, initiatives designed to support student engagement in MIT's social impact priorities**, be it access to STEM education or the social application of AI.

SWOT Analysis

Strengths

Strong relationships with community partners - including nonprofits, government agencies, social ventures, corporations, individual leaders and issue experts.

Facilitating student reflection - on how values, background, and expertise shape perception of issues and communities affected by public interest issues.

Supportive staff for students - who meet students where they are, respect, mentor and cheerlead them.

Demand for PKG Programs - Fellowships and Cohort programs are oversubscribed at a ratio of 2:1, IDEAS 3:1, and Social Impact Internships 7:1.

Weaknesses

Model of social impact education unclear - as a result, MIT departments aren't sure how to partner with PKG, and student learning varies by PKG program.

Rigorous evidence of impact - despite resoundingly positive near-term results, PKG does not methodically evaluate mid- and long-term program outcomes.

Limited social impact career programming - the path to careers in industry is clear, less so for the social sector; students would like PKG to offer more career mentoring.

Engaging students bound for industry - which are the majority of MIT students, who need help understanding how to make a social impact through careers in industry.

Opportunities

Acute interest in public interest technology - presents the opportunity to expand engagement of engineering students in social impact education.

Scale reach through internal partnerships - including with faculty, student clubs, and other centers, with complementary social impact education.

Students and alumni want community building - especially among those who share an interest in social impact.

Leveraging MIT's entrepreneurship ecosystem for social impact - building on IDEAS to develop an even more robust ecosystem for social entrepreneurs.

Threats

Political environment for social impact - PKG must continue teaching the tactics of values-aligned systems change without prescribing what that change should be.

Funding - while the Center benefits from an endowment, half of the Center's budget must be raised philanthropically at a time of financial uncertainty.

Student time and competing demands - more students will participate in PKG programming if it's perceived as more prestigious, stakeholders shared.

Staff bandwidth and turnover - resources prevent hiring more staff, and the Center must often rely on early career professionals who move on after gaining experience.

Renaming the Center

From Public Service to Social Impact

Why rename the Center

PKG consistently heard from undergraduates that “public service” evokes a narrow set of activities—specifically, volunteerism and government service—neither of which is PKG’s focus. **“Public service doesn’t signify social innovation or anything techy,”** shared a PKG alum. It also doesn’t signify the self-directed, self-conceived projects the PKG Center has long supported through its Fellowship Program and IDEAS incubator—much less this plan’s new objective of preparing students to make a social impact in the context of a corporate career.

Students passionate about making an impact—be it related to public health, education, or leveraging AI for the public good—use the term “social impact” as a catchall for promoting the public interest and enhancing the wellbeing of communities. It’s a term that has broad currency at MIT among students, staff, and young alumni. As a result, **students engaged with PKG often refer to it as MIT’s “Social Impact Center.”** And when PKG staff introduce the Center, they preemptively explain that despite its name, PKG supports social impact experiential education.

Because “public service” no longer adequately reflects the Center’s activities, and because the term may turn off students who might otherwise engage with PKG, **the Center is changing its name from the PKG Center for Public Service to the PKG Center for Social Impact.** The term social impact allows for the range of issues students choose to work on, their academic disciplines, and the varied personal and professional contexts in which they can make a social impact as MIT graduates.

What do we mean by social impact

Social impact begins with **recognizing how the status quo conflicts with personal values**, such as fairness, respect, or opportunity; as such, it is inherently nonpartisan. By social impact, PKG means **sustainable change**—not just alleviating the symptoms of a challenge. This requires addressing the interrelated root causes and consequences of a challenge at the cultural, institutional, and individual level through aligned strategies to change perception, policy, and practice—commonly known as a **systems change approach**. While systems change requires the same set of tactics whatever the context, their execution can look very different depending on the community. For example, increasing access to health care for US military veterans looks different than improving maternal health in rural India, just as expanding STEM education in Tulsa, Oklahoma looks different than in Cambridge. As a result, even when working on an issue of national or global scale, social impact often **requires community-specific strategies** that take into account distinct assets, challenges, and cultures. The PKG Center not only aims to foster student agency to make a positive social impact, but equally, to help students **build the agency of those affected by social challenges to effect the change they want for themselves.**

Mission and Vision

The PKG Center is revising its mission, vision, and values statements to reflect this plan's emphasis on teaching the tactics of social impact, with an outcomes orientation, while broadening the Center's target audience beyond those predisposed to "public service."

PKG's new mission and *vision* statement reads:

The PKG Center educates MIT students to address complex social and environmental challenges in collaboration with affected communities, *empowering students to become agents of change for the betterment of humankind.*

"Empowering students to become agents of change" reflects the outcome the Center aims to achieve: students who feel agency to effect long-term change, who exercise agency as alumni to make a positive impact on complex, seemingly intractable social challenges. "For the betterment of humankind" is a direct reference to MIT's mission statement; the PKG Center is an important vehicle for realizing this element of MIT's mission, which will be made even clearer by aligning future PKG initiatives with MIT's presidential priorities.



Values Statement

RESPECT AND RECIPROCITY: Communities are not merely one-dimensional repositories of need or homes to problems to be solved. They are complex places full of assets, knowledge, networks, and capacity. We recognize that communities affected by social and environmental challenges have the foremost insight into their causes and consequences. Accordingly, social impact projects should be driven by community-identified priorities. They should be developed collaboratively and with humility, building the agency of both students and communities to effect change sustainably—while also recognizing the limitations inherent to project- or time-bound student interventions in the context of systemic problems.

RIGOR AND REFLECTION: Making a positive social impact begins with recognizing how the status quo conflicts with personal values. It requires reflecting on the systemic root causes of challenges and rigorously refining interventions based on research, experience, and the insights and priorities of affected communities. To that end, reflection on how one's background and expertise shape perception is essential to ethical and effective community engagement, as is aligning values-based outcomes with the process used to achieve them.

PLURALISM: We embrace differences where we find them through respectful curiosity and careful listening. We recognize that people of all backgrounds and expertise bring important insights and assets to the mission of making a social impact, and that deeply held personal values can lead to different priorities and perspectives. The PKG Center is committed to teaching the tactics of values-aligned social change, not prescribing what that change should be.



Learning Goals & Outcomes

The PKG Center is refining its learning goals and outcomes to reflect a systems change model of social impact. Not every PKG program will contribute to all learning outcomes, but will align in a scaffolded way that enables the Center to identify gaps and prioritize new programming or program enhancements to **create an explicit scope and sequence to social impact education**.

Goal 1: Improve students' contextual knowledge and root cause understanding of social challenges

- **Outcome 1.1** Students will develop a deeper understanding of at least one complex social challenge, including its history, underlying root causes, and effects on individuals, communities, and society.
- **Outcome 1.2** Students will understand how and why to consistently reflect on and refine understanding of root causes and consequences.
- **Outcome 1.3** Students will understand how the varied root causes of a challenge interrelate to maintain it.
- **Outcome 1.4** Students will understand how and why to learn about a problem's causes and consequences from those directly affected.

Goal 2: Develop students' social change skills and systemic understanding of social change strategy

- **Outcome 2.1** Students will be able to link root causes to specific social change strategies.
- **Outcome 2.2** Students will gain experience with one or more social change tactic, and understand its strengths and limitations relative to addressing the multifaceted root causes of social challenges.
- **Outcome 2.3** Students will gain confidence in their ability to apply social change skills with communities and other stakeholders.
- **Outcome 2.4** Students will understand how and why to engage those impacted by a challenge in strategy development, implementation, evaluation, and iteration.

Goal 3: Inspire a long-term sense of personal and professional social responsibility and agency

- **Outcome 3.1** Students will feel motivated to engage in additional social impact curricular or co-curricular opportunities while at MIT.
- **Outcome 3.2** Students will know how to use the tools of their academic discipline to make a positive social impact.
- **Outcome 3.3** Students will feel motivated, and know how, to make a positive social impact in their professional career.
- **Outcome 3.4** Students will feel motivated, and know how, to make a positive social impact in their personal lives.

Theory of Change

Put simply, PKG's theory of change is:

Through PKG Center programming, students will feel motivated to pursue additional social impact education and opportunities while at MIT, and gain the knowledge, motivation, and confidence to make a positive impact as alumni in their personal and professional lives.

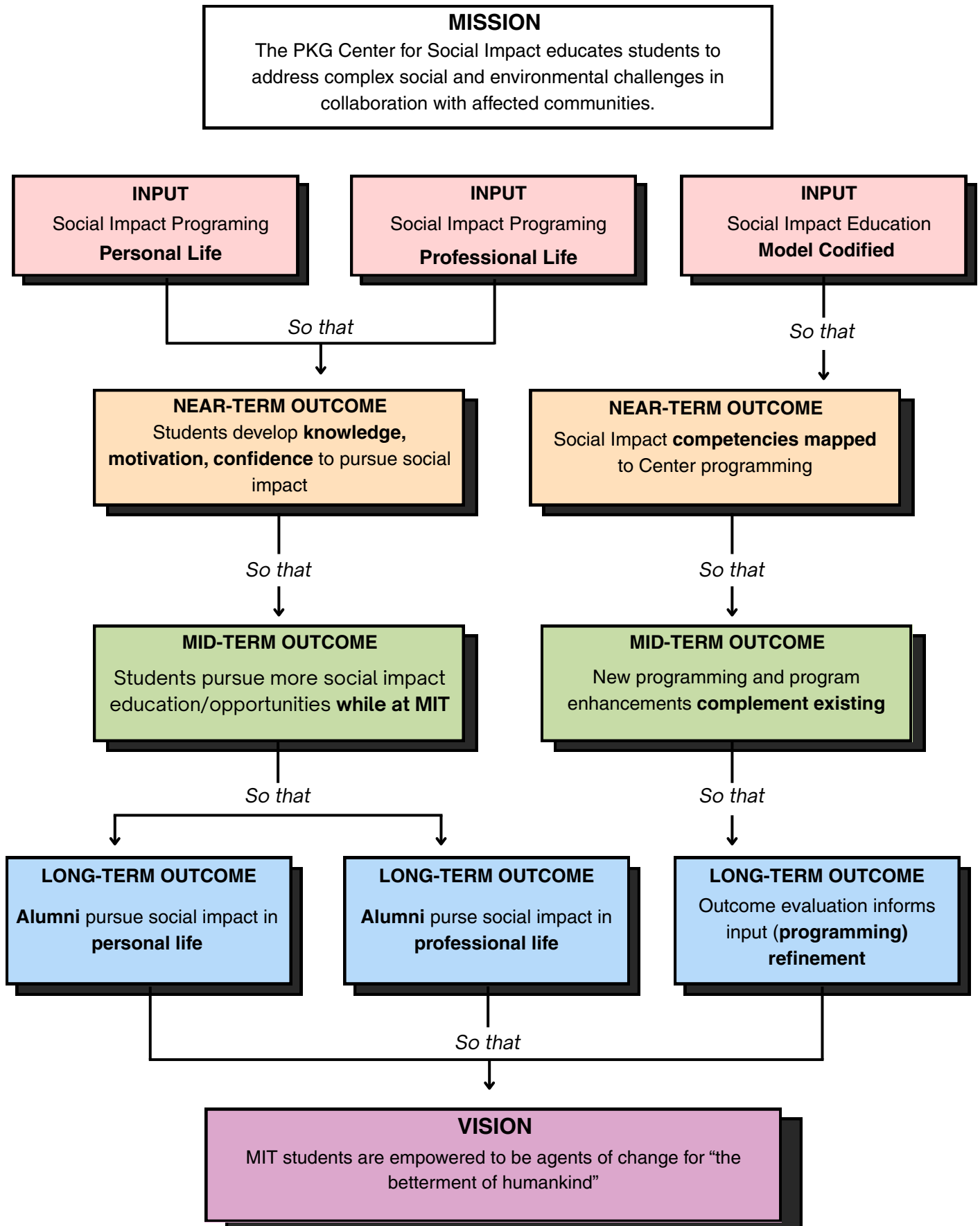
Public service centers in higher education, as with the social impact field writ large, risk being overly input-focused, the work itself presumed positive because of virtuous intent. The Center took an important step in 2022 by formalizing and evaluating learning goals and outcomes related to its theory change. Upon program completion, all students complete a survey to self-report changes in knowledge, confidence, and motivation to make a positive social impact at MIT and as alumni. This post-program Likert-type survey consistently shows that nearly 100% of near-term learning outcomes are achieved, and is supplemented with qualitative feedback.

In order to prove and improve upon impact, the Center is not only refining its learning goals and outcomes but also how they're evaluated. The Center will supplement its post-program survey with mid-term evaluation of whether participants did indeed pursue additional social impact education and opportunities while at MIT, and long-term evaluation of their personal and professional social impact engagement as alumni through a biennial survey.

Depicted in the diagram below is the Center's theory of change, and how outcomes will be evaluated to refine programming inputs. On the right side is the evaluative system PKG will implement, which will enable the Center to assess its impact in the near-, mid-, and long-term relative to preparing students to make a positive social impact in their personal and professional lives as depicted on the left.



PKG THEORY OF CHANGE



Goals, Objectives, Tactics

Through discussions with dozens of students, alumni, faculty, staff, and external stakeholders – both familiar and not with PKG – the Center identified four strategic goals to guide its activities over the next three years:

Strategic Goal 1: Codify, evaluate, iterate, and market a model of social impact education that complements an engineering ethos by refining learning goals, mapping them to PKG programming to create a formal scope and sequence, and evaluating near-, mid-, and long-term outcomes to refine and design new programming. As MIT professors Acemoglu and Johnson argue in *Power and Progress* (2023), leveraging technical innovation for broad benefit requires empowering communities affected by technology to inform its use, shaping the public narrative, and influencing policy. PKG can both teach these tactics and connect students with the many courses and programs across MIT aligned with related competencies.

Strategic Goal 2: Prepare students to make a positive social impact in their professional lives through new and enhanced programming related to making a social impact specific to careers in industry, social entrepreneurship, academia, and public service. PKG aims to promote an expansive conception of civic professionalism—enabling students to embrace civic engagement and social impact as part of their professional identity.

Strategic Goal 3: Prepare students to make a positive social impact in their personal lives through new and enhanced programming related to nonprofit board service, philanthropy, and civic engagement that leverages their distinct STEM expertise. Fundamental to effective board service or philanthropy is understanding systems change strategy—that is, PKG’s newly codified model of social impact education is foundational to preparing students to make a positive impact in their personal lives. The Center will also support students to assume a more prominent civic role in public policy advising

Strategic Goal 4: Position the Center for sustainability and growth through timely, cohesive thematic initiatives that align with and advance MIT’s social impact priorities and/or are designed as demonstration programs, while expanding alumni engagement and diversifying funding through foundation and corporate sponsorship. Given financial constraints, PKG must also scale through cost-neutral means, such as providing wraparound education for other programs.

Strategic Goal 1: Codify, evaluate, iterate, and market model of social impact education that complements a STEM ethos

Objective 1.1. Align and formalize scope and sequence to social impact education

- **Tactic 1.1.1** Map learning goals and outcomes to existing Center programs and courses, refining existing programming to better reflect outcomes (Spring 2026)
- **Tactic 1.1.2** Catalogue existing non-PKG MIT courses and programming aligned with learning goals and outcomes (Summer 2026/Fall 2026)
- **Tactic 1.1.3** Prioritize new PKG programming/enhancements and courses to align with unmet learning goals and outcomes (Spring/Summer 2027)
- **Tactic 1.1.4** Publish scope and sequence, aligned programming and courses at PKG and MIT, formalizing role as “hub” for social impact (Fall 2027/Spring 2028)
- **Tactic 1.1.5** Explore social impact course designation and minor or certificate (Summer 2028)

Objective 1.2 Enhance longitudinal evaluation to prove and improve upon impact

- **Tactic 1.2.1** Implement post-training survey for program orientation and other discrete trainings (IAP 2026)
- **Tactic 1.2.2** Implement mid-term impact survey, 9 months post-program, of social impact education and activity (Spring 2026)
- **Tactic 1.2.3** Refine post-program survey to reflect aligned learning goals and outcomes (Summer 2026)
- **Tactic 1.2.4** Implement biennial alumni survey of social impact engagement (Summer 2026)
- **Tactic 1.2.5** Refine programming inputs based on mid- and long-term outcomes (Fall 2027)

Objective 1.3 Formalize and market social impact education to DLCs and student groups, and as tactical complement to faculty research

- **Tactic 1.3.1** Refine and promote definition of social impact education (Fall 2025)
- **Tactic 1.3.2** Develop demonstration initiative to prove out and showcase PKG as tactical complement to academic research on social impact (Spring 2026)
- **Tactic 1.3.3** Refine training and reflection model available to DLCs with social impact experiential learning programs (Summer 2026)
- **Tactic 1.3.4** Refine and market social impact education workshops for student groups (Summer 2026)
- **Tactic 1.3.5** Collaborate with OEL to explore maximizing impact of Social Impact Experiential Learning Opportunities Grant Program (Summer/Fall 2026)

Strategic Goal 2: Prepare students to make a positive social impact in their professional lives

Objective 2.1 Prepare students to make a positive social impact through careers in industry

- **Tactic 2.1.1** Stand up additional AI for Social Impact internships (Summer 2026)
- **Tactic 2.1.2** Develop wraparound education in institutional influence that can complement PKG internships, as well as externally sourced and funded private sector internships (Summer/Fall 2026)
- **Tactic 2.1.3** Host alumni and other speaker series on social impact in industry (Fall 2027)

Objective 2.2 Elevate social impact within MIT's entrepreneurship ecosystem.

- **Tactic 2.2.1** Complete IDEAS impact study of grantee ventures over 25 years to inform new/enhanced programming (Fall 2025/Spring 2026)
- **Tactic 2.2.2** Explore opportunities to expand reach through co-branded programming with MIT centers and social impact initiatives (Fall 2025/Spring 2026)
- **Tactic 2.2.3** Cultivate ecosystem of social enterprise funders through sponsorship of IDEAS Awards Showcase and other events (Spring 2026 - Spring 2027)

Objective: 2.3 Prepare students for careers in public service

- **Tactic 2.3.1** Organize and promote social impact career panels in collaboration with CAPD, relevant faculty, and student groups (Fall 2025/Spring 2026)
- **Tactic 2.3.2** Promote social impact career fairs of other Boston area universities, and collaborate to enhance Public Interest Technology career offerings (Fall 2026)
- **Tactic 2.3.3** Develop annual social impact career exploration workshop and panel series in collaboration with CAPD, integrating and elevating student-led career events where possible (Fall 2027)

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Objective 2.4: Prepare students to make a positive social impact in academia

- **Tactic 2.4.1** Formalize and market PKG's community-engaged learning workshops, including through Living Climate Futures Lab. (Fall 2025/Spring 2026)
- **Tactic 2.4.2** Collaborate with the Office of Experiential Learning to explore leveraging the Social Impact Experiential Learning Opportunities Fund for faculty collaboration. (Summer 2026)
- **Tactic 2.4.3** Solicit input from student department advisory committees on opportunities for co-curricular collaboration. (Fall 2026)

Strategic Goal 3: Prepare students to make a positive social impact in their personal lives

Objective 3.1 Enhance philanthropic programming

- **Tactic 3.1.1** Explore impact investor and philanthropy webinar series (Spring 2026)/Fall 2026)
- **Tactic 3.1.2** Pilot systems change workshop for philanthropy student group (Fall 2025)
- **Tactic 3.1.3** Offer course on \$1M+ giving for systems change, in collaboration with academic department (IAP 2028)

Objective 3.2 Offer education on nonprofit board service

- **Tactic 3.2.1** Explore potential for credit-bearing internship/course combination (Fall 2026/Spring 2027)
- **Tactic 3.2.2** Offer workshop on the nonprofit sector, how and why to join nonprofits boards, and values-aligned governance, incorporating alumni speakers (IAP 2027)
- **Tactic 3.2.3** Offer strategic planning for systems change course (Summer 2027/IAP 2028)

Objective 3.3 Enhance civic engagement education

- **Tactic 3.3.1** Support civic engagement/policy workshops led by student groups (Fall 2025/Spring 2026)
- **Tactic 3.3.2** Host alumni panels on civic engagement/public policy influence (Fall 2026/Spring 2027)
- **Tactic 3.3.3** Incorporate and promote civic engagement opportunities aligned with codified social impact competencies (Fall 2027/Spring 2028)

Objective 3.4 Facilitate expertise-aligned volunteerism

- **Tactic 3.4.1** Pilot MIT regional alumni club/student hackathon (Fall 2025)
- **Tactic 3.4.2** Pilot PE/Wellness course with volunteerism (Fall 2026)
- **Tactic 3.4.3** Hire undergraduate coordinators to scale alumni-student hackathons depending on pilot performance (Fall 2027)

Strategic Goal 4: Position the center for continued growth

Objective 4.1 Reposition the Center for larger gifts through cohesive Centerwide initiatives

- **Tactic 4.1.1** Design demonstration program in Public Interest Technology, incorporating Social Impact Internships, and aligned with MIT's AI and MITHIC initiatives (Fall 2025/Spring 2026)
- **Tactic 4.1.2** Aggregate climate projects across PKG programs into single thematic climate initiative aligned with the Institute's Climate Project. (Fall 2025/Spring 2026)
- **Tactic 4.1.3** Explore formalizing and integrating Fellowships for student-initiated K-12 projects into educational initiative that serves the Institute's K-12 engagement and admissions priorities (Summer 2026/Fall 2027)

Objective 4.2 Expand the Center's alumni engagement

- **Tactic 4.2.1** Overhaul PKG website with new brand identity. (Fall 2025)
- **Tactic 4.2.2** Present strategic plan priorities and thematic initiatives aligned with Institute priorities to regional MIT alumni (Spring 2026/Fall 2027)
- **Tactic 4.2.3** Consistently expand the Friends of PKG, adding at least 10 new members annually (Fall 2025/Spring 2026)

Objective 4.3: Build PKG allegiance through brand recognition and community building

- **Tactic 4.3.2** Invite graduating seniors to join the Friends of PKG (Fall 2025)
- **Tactic 4.3.1** Pilot PKG events with prominent speakers (Spring 2026/Fall 2026)
- **Tactic 4.3.3** Develop and implement consistent PKG branding across all Center programs (Spring 2026)

Objective 4.4 Diversify funding through local foundations and corporate sponsorship

- **Tactic 4.4.1** Implement sponsorship solicitation strategy for IDEAS Showcase and programming (Fall 2025/Spring 2026)
- **Tactic 4.4.2** Develop local foundation funding plan for community engaged programs (Fall 2025/Spring 2026)
- **Tactic 4.4.3** Seek corporate sponsorship of programming initiatives, e.g. related to AI or public health (Fall 2026/Spring 2027)

Appendix: Participation Data

In 2024-2025, **320 students participated** in PKG programs and courses. 85% of these students received funding. 30% were graduate students and 60% undergraduates, with an even distribution by undergraduate year.

PKG engages students in nearly all courses of study, with the greatest overrepresentation represented in green and underrepresentation in red. PKG engages an especially disproportionate number of DUSP students due in part to the social impact nature of urban planning, and a jointly-funded DUSP-PKG Fellowship program. Though PKG is unlikely to grow the number of students receiving funding from PKG in the next three years given budget constraints, **the Center aims to grow engagement by at least 50 students annually** over the next three years through cost-neutral workshops, courses, and wraparound education offered in collaboration with other departments.

PKG Participation by Course of Study Undergraduate and Graduate, 2024-2025					
Course Number	Course of Study	% PKG Students	% MIT Students	Basic Ratio PKG/MIT	Z-score Ratio
Course 1	Civil & Enviro Eng	2.67	1.27	2.104	2.026
Course 2	Mech Eng	8.02	7.52	1.066	0.304
Course 3	Materials Sci Eng	0.76	2.2	0.347	-1.585
Course 4	Architecture	3.44	1.92	1.789	1.787
Course 5	Chemistry	0.76	2.96	0.258	-2.098
Course 6	Elec Eng & Comp Sci	24.81	23.2	1.069	0.617
Course 7	Bio	3.05	2.73	1.118	0.321
Course 8	Physics	0.38	3.85	0.099	-2.918
Course 9	Brain and Cognitive Sciences	3.82	1.21	3.154	3.859
Course 10	Chem Eng	2.29	3.23	0.709	-0.861

Course 11	DUSP	15.65	1.69	9.26	17.529
Course 12	Earth, Atmospheric, Planetary Sciences	0.76	1.71	0.446	-1.182
Course 14	Economics	1.53	1.21	1.262	0.469
Course 15	Management	16.79	14.67	1.145	0.972
Course 16	Aeronautics and Astronautics	0	3.5	0	-3.083
Course 17	Political Science	0.38	0.64	0.596	-0.524
Course 18	Mathematics	1.53	3.95	0.387	-2.014
Course 20	Biological Engineering	3.82	2.15	1.775	1.86
Course 21A	Anthropology	0	0.01	0	-0.162
Course 21E/21S	Humanities + Engineering/ Science	0.76	0.07	10.905	4.243
Course 21H	History	0	0.01	0	-0.162
Course 21L	Literature	0	0.01	0	-0.162
Course 21M / 21T	Music and Theater Arts	0	0.03	0	-0.28
Course 21- CMS	Comparative Media Studies	0.76	0.03	25.445	6.854
Course 21- W	Writing and Humanistic Studies	0	0.08	0	-0.458
Course 22	Nuclear Science and Engineering	0	1.33	0	-1.879
Course 24	Linguistics and Philosophy	0.38	0.65	0.587	-0.54
IDS	Data, Systems, and Society	0	0.78	0	-1.435
STS	Science, Technology, and Society	0.76	0.23	3.319	1.802
MAS	Media Arts and Science	1.53	1.3	1.174	0.324
Undeclared	Undeclared	4.96	9.32	0.532	-2.427
Other	Other Major	0.38	6.55	0.058	-4.036