

2024-2025 Annual Report



Olin College of Engineering



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Letter From the Board Chair

This past June we said thank you to Dr. Gilda A. Barabino, who stepped down after five years as Olin president at the end of the 2024-2025 academic year.

I would like to extend my gratitude to Gilda, a trailblazer who has charted new paths with determination, vision and an unshakeable commitment to equity and justice both within higher education and beyond.

As we welcome our new president, R. May Lee, we carry the lessons and values instilled by Gilda and embrace Olin's future with renewed purpose. We take immense pride in the fact that Olin College continues to be a place that shapes young adults who challenge their own assumptions and push boundaries, who will contribute not only to their fields but to the answers to larger questions of our society with integrity, empathy and openness.

Jeannie Diefenderfer

Chair, Olin Board of Trustees



Letter From the Presidential Search Chair

Earlier this spring, on behalf of the Presidential Search Committee, I was incredibly pleased to recommend R. May Lee to the board as our unanimous choice for Olin's third president.

President Lee is a visionary leader with a career spanning innovation, education, entrepreneurship and global institutional development. She comes to Olin, the country's youngest engineering college, from Rensselaer Polytechnic Institute (RPI), the oldest engineering institution in the U.S. As the vice president and chief strategy officer for institutional impact, she played a pivotal role in shaping and executing strategic priorities through the development and implementation of RPI's long-term strategic plan, RPI Forward.

A lifelong learner who is passionate about community and co-creation, President Lee offers a unique background and perspective that complements our community's culture of constant change and improvement. We were excited to welcome her to Olin in August to officially begin her tenure, and I encourage you to read more about President Lee's background in Olin's official announcement.

The Presidential Search Committee was guided by the core values of inclusion, collaboration, transparency and respect. Through a thoughtful process that included both in-person and virtual meetings, along with robust survey engagement, we ensured that every member of the Olin community had the opportunity to voice their perspectives on the qualities and vision needed in the College's next leader.

I would like to express my appreciation to our executive search colleagues at Spencer Stuart, as well as to the Olin search committee members: student Carter Harris '26, faculty Joanne Pratt and Emily Tow, trustees Al Bunshaft and Nate Smith '07, and staff Donna Golemme and Guilene Prepetit.

Bruce Herring

**Vice Chair and Search Committee Chair,
Olin Board of Trustees**





Letter From the President

As a lifelong learner and someone who wants to know something about everything, it turns out that Olin is the perfect place to be. Every day at Olin I learn something and meet someone new.

My first weeks on campus have been a delightful blend of nonstop Olin immersion. From visiting classes, to learning new acronyms, hosting faculty dinners, greeting prospective students at Fall Open House, meeting with all areas of the college and having lunch in the dining hall, it has been a busy and exciting time.

In addition to spending my days and nights getting into the rhythm of on campus life, I have also spent time traveling to NYC, San Francisco and Seattle to get to know and meet some of our parents, alumni and friends. All of these interactions are helping me to develop a deeper understanding of the College's unique culture and position in the marketplace.

I am inspired by what this small, yet mighty, community has accomplished in 25 years. It proves to me that we have what it takes to meet the moment that we find ourselves in, one where we need to honor our legacy while also shifting our focus to the future. I believe the Olin community is ready to embrace the work we need to do to co-create our next chapter and if we work together, anything is possible.

May Lee

President, Olin College





Governance

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Lee Edwards '07
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Luke Morris '17
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Michael Sutton
Chris Wallace '17

Board of Trustees 2025-2026

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Trustees Emeriti 2024-2025

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Former Young Alumni Trustees

Maia Bittner '11
Tom Cecil '06
Lee Edwards '07
Susan Fredholm Murphy '06
Greg Marra '10
Polina Segalova '06
Tiana Veldwisch '08

(^) Deceased



Campus Highlights





2025 Princeton Review

Best Value College

- Best 390 Colleges of 2025
- 2025 Green College
- Best Student Support and Counseling Services #3
- Great Financial Aid #4
- Professors Get High Marks #6
- Best Classroom Experience #8

#1

Among colleges where students study the most.



#2

U.S. News & World Report named Olin the #2 undergraduate engineering program (non-doctorate) in the nation.

#6

Olin is a **Top 10** college for ROI on a bachelor's degree

Center on Education and the Workforce at Georgetown University



Brooke Owens Fellowship “Brookie”

Pauline Peterson '26 was one of 44 undergrads awarded the Brooke Owens Fellowship as a Class of 2025 “Brookie.” The Brooke Owens Fellowship is a nationally acclaimed nonprofit program recognizing exceptional undergraduate women and gender minorities with space and aviation internships, senior mentorship, and a lifelong professional network.


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AAAS Honorable Mention

In February, Dongim Lee '27 presented “Linguistic Bias in Automatic Speech Recognition for People Who Stutter” at the 2025 American Association for the Advancement of Science (AAAS) Annual Meeting in Boston. Lee and Olin PlnT received the Undergraduate Honorable Mention in the Social Sciences category and were recognized in the April edition of Science.


[READ MORE](#)

Team Terraflex

A team of four Olin College students and one Stanford University undergraduate won the first-place prize for Terraflex, their AI-powered prosthetic foot attachment, at the Entrepreneurship & AI Buildathon co-hosted by Babson College's interdisciplinary AI Lab and the Cambridge, MA arm of Microsoft Research. The students also took home the Nature-Inspired Design Prize. Congratulations to Darian Jimenez '27, Gabe Zak '25, Rhea Rastogi '28 (Stanford), Maya Adelman '27, Jeffrey Woodyard '27.


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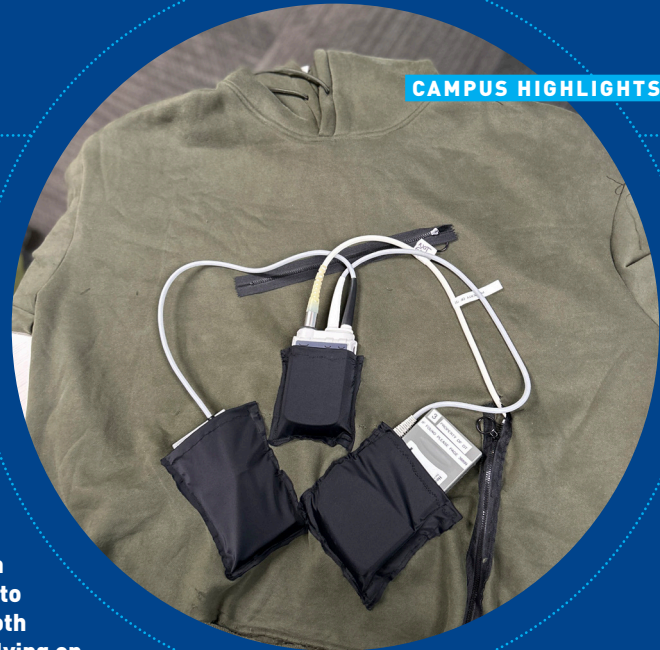



Co-Designing Assistive Tech

At this year's Intercollegiate Assistive-Technology Hackathon (IATH)—a weeklong collaborative event pairing individuals with disabilities with Boston-area college students to work as co-designers.

Navya Tiwari '28 and Anika Mahesh '28 worked with community co-designer Phil, a Left Ventricular Assist Device (LVAD) user, to design a wearable system that enhances both comfort and accessibility for individuals relying on an LVAD. Navya and Anika won the Most Functional Award for their final design.

The whole IATH experience, say the Oliners, felt like genuine validation of what thoughtful, human-centered design can accomplish.



We relied greatly on what we had learned from Olin about teamwork, iteration and listening carefully to real user needs. In the end, knowing that our work would actually help someone made the experience really worth it," said Navya.



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“PhoenixBot” Wins Grand Prize

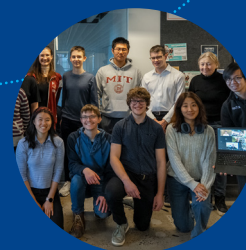
A team of Olin students and their autonomous weeding robot, the “PhoenixBot,” won the \$10,000 grand prize in the second annual Farm Robotics Challenge. The award was announced Oct. 24 at the FIRA USA robotics conference in Woodland, Calif.

During the yearlong contest, student teams developed creative farming solutions to advance innovation in agriculture using the farm-ng Amiga robot platform and leveraging AI, machine learning, automation, coding and fabrication. The Olin team collaborated with farmers at The Trustees’ Powisset Farm, a working community-supported agriculture (CSA) farm with over 300 years of agricultural history in Dover, Mass.



Hacking for a Safer Ukraine

Timur Gray ’28 participated in the MIT-Ukraine / Mission Innovation X hackathon, a group of students and tech professionals who came together to attend lectures for one week, then formed teams and worked for a three-week sprint to address key challenges faced by Ukraine.



Organizers stretched the hackathon out over four weeks with the goal of “creating real, meaningful outcomes,” says Hosea Siu, Ph.D., the hackathon director and a seasoned hackathon organizer and AI researcher.

When it came time to form teams around the obstacles explored in the lectures, Timur chose an area where he believed he could make the most difference: humanitarian de-mining—the process of clearing land of mines and explosive remnants of war (ERW) to protect civilians and facilitate their return to normal life.



Being born in Ukraine and still having connections to the country, I had always wanted to support its recovery in any way I could. That opportunity started to become real when I came to Olin and began to learn how I could apply my engineering education toward helping them to rebuild,” said Timur.



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Engineering a Wildfire “Helping Hub”

Cassandre Roos '25 used her systems engineering skills over winter break to help her friend lead LA Wildfire recovery and coordination efforts in a local “Helping Hub” in her hometown. The Venice Helping Hub saw evacuees come in and shop in-person for a variety of supplies such as food, snacks, paper towels, clothing, water, child car seats and even stuffed animals for kids. The hub also had the option for evacuees to fill out a form for supplies they needed and to have volunteers pack their orders and schedule volunteer drivers to get the supplies directly out to the evacuees. By the time Cassandre traveled back to Olin after winter break, the project had grown to over 1,000 volunteers



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Student Researchers Invited to Design Harvard Workshop

As a result of their presentation at last October’s Frontiers in Education (FIE) conference, five students on Professor Yevgeniya V. Zastavker’s Learning Journeys research team were invited to design and implement a new workshop at Harvard University that aims to make a difference by “Hacking Injustice.” Each year, Zastavker, professor of physics and education, brings students from her Education Research group to FIE—a major international conference focusing on educational innovations and research in engineering and computing education.



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Race Ready

For the first time in eight years and four car generations, the Olin Electric Motorsports (OEM) student project team built a fully functional race car in a single academic year for the annual Formula SAE Student competition at the Michigan International Speedway.



We very intentionally chose to scope the amount of work based on the one-year cycle. In everything we designed, we thought about Design for Manufacturing (DFM), reliability, and how we could decrease timeline risk as much as possible,” said project manager Meagan Lipsman '26.

The team discovered a battery leak during the SAE competition's rain test (which involves spraying the car with water for 2 minutes and ensuring nothing fails) but ultimately turned that setback into an opportunity for on-the-ground problem solving and teamwork.

“The whole team came together to support and help the effort of debugging, disassembling and then attempting to fix the car after the leak was found. We had people as runners to get tools, we had the electrical members diagnosing circuit board issues, accumulator members drying and repairing the battery, and we even had members who weren't at the comp on the phone to help us. It was truly an inspiring moment of camaraderie and perseverance,” said Jake Hamilton '28.



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Alumni Highlights



Eamon O'Brien '21

Eamon O'Brien '21 was one of 15 chosen for the 2025 Business Program of the Fellowships at Auschwitz for the Study of Professional Ethics (FASPE). He joins classmates Alison Palmer '21 and Emma Pan '21 who also completed FASPE Fellowships in 2024 and 2023, respectively.



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alumni
stories



Tolulope Oshinowo '23

Tolulope Oshinowo '23 (pictured at left) completed his Fulbright research focused on financed emissions at the University of Toronto as part of the Fulbright Canada program. He worked with city leadership to encourage major financial institutions to be more transparent and accountable for their climate impact. That research culminated in a report, *Bay Street's Carbon Footprint Rivals Nations*, calling for increased transparency in the financial sector's emissions.

Ananya Agarwal '12

Ananya Agarwal '12 is founder and CEO of Nyumi, an India-based vitamin company that produces high-quality, clinically proven gummies for women. "The vision and mission behind Nyumi is fundamentally rooted in Olin's approach—how do I make the world better in some way?" says Agarwal. "I am committed to the notion of leveraging science to make the best product I can for people."





Nate Smith '07

Trustee Nate Smith '07 and his co-founders raised \$30M in seed funding to bring AI to life sciences R&D. Their startup, Collate, is a cutting-edge AI-native enterprise platform that accelerates life-saving innovations by creating accurate documentation for the life sciences industry.



Ilana Walder-Biesanz '13

Ilana Walder-Biesanz '13 founded National Math Stars, a program that supports and inspires exceptional elementary students' love of mathematics. The program provides advanced math courses, mentoring from mathematicians, dedicated family advising, community gatherings and a budget for summer experiences and STEM extracurriculars, such as chess lessons or FIRST Robotics. National Math Stars is supported through the end of 2027 by philanthropic commitments of \$16.5 million, made by early funders who recognize the long-term value to society that this kind of intensive student support will have.



James Nee '15

James Nee '15 created and launched American-made Vivant Cycleworks, an electric cargo bike with a mission to reduce the environmental impact of personal transportation. The founder and CEO believes cargo e-bikes are the key to a greener, more connected future. Nee spent about a year-and-a-half designing and building up Vivant, launching late last year with Juno, their first cargo bike.





Celebrating a Milestone: Olin's 20th Commencement

In May, the Class of 2025 joined the alumni community as Olin's 20th graduating class.



Class of 2025

- **Six months** after graduation, **85%** are employed, in graduate school, or interning.
- **100%** reported doing an internship during their time at Olin.
- **75%** reported participating in research with faculty during their time at Olin.
- **100%** reported participating in two or more High-Impact Practices.*

Notable Class of 2025 Employers

MathWorks
Tesla
SpaceX
Microsoft
Raytheon
Klaviyo
Google
Blue Origin

Apple
Palantir
SanDisk
Cognex
Zoox
Form Labs
Kawasaki Robotics
AT&T

Notable Class of 2025 Grad Schools

Babson College
Columbia University
Stanford
MIT

Stockholm University
Maastricht University
Texas A&M Engineering Medicine

*National Survey of Student Engagement



Real-World Collaboration

Creating impact for our
partners and exceptional
learning experiences for
students.



Olin partners with Town of Wellesley and Green Mountain Technologies to pilot new sustainability-focused course

This spring, Olin launched an exciting new curricular offering, Sustainability Initiatives Research Collaboration (SIRC). The pilot course was sponsored by two partners, the Town of Wellesley's Department of Public Works, as well as Bainbridge Island, Washington-based Green Mountain Technologies.

SIRC aims to connect Olin's hands-on, creative approach with sponsoring partners that need thoughtful, innovative solutions for sustainability-related projects.

Inspired by Olin's yearlong senior capstone, SCOPE, this pilot SIRC project ran for one semester and gave Oliners an opportunity to tackle meaningful, real-world engineering challenges. Over the course of the spring semester, Olin students partnered with the external organizations for analysis and design for their sustainability challenges.

"SIRC creates a great opportunity for sponsors to meet talented engineers who are passionate about sustainability," says Lauren Palmer '09, Olin's associate director of partnership development.

"Building connections between the sponsor and students early in their engineering studies helps companies recruit the best-fit students for internships and full-time positions and gives sponsors solutions to their sustainability challenges." ●





An alum's journey from student to SCOPE sponsor

Laura Christakis '11, principal R&D engineer at Boston Scientific, has a more multifaceted relationship with Olin's SCOPE (Senior Capstone Program in Engineering) than many—as a former student and as a current corporate partner.

Originally from Littleton, MA, Christakis followed in her older sister's footsteps and attended Olin as an undergraduate to pursue a hands-on, project-based education. She concentrated in Bioengineering (BioE), focusing on tissue and cell engineering while working with mentors such as Alisha Sarang-Sieminski and Joanne Pratt and taking additional biology classes through Wellesley College.



Christakis own SCOPE project focused on designing solutions to keep endoscopic stents in place within the gastrointestinal (GI) tract. "The human body is very dynamic, and the GI tract is very slippery because it's meant to keep food moving down," says Christakis. "Stents are sometimes used to keep the GI tract open if perhaps scar tissue or cancerous masses are causing constriction, but it's tricky to get them to stay in place in that environment."

Beyond the technical challenge, a big part of the project that stuck with Christakis was seeing how the Olin and Boston Scientific mentors guided students to approach the problem through their own lens.

SCOPE helped Christakis realize how much she enjoyed working on an interdisciplinary team—something that made her reconsider attending graduate school in favor of taking a job at Boston Scientific after graduation to bring her team's SCOPE project in-house. For the first few years she continued that endoscopic stent work as well as other side projects, until 2015 when she was brought onto SCOPE again, this time as one of the company's liaisons. 🌐

2024–2025 SCOPE Sponsors

Accelerate Wind
Amazon Robotics
Blue Origin
Boston Scientific
Boston University (WISE)
LineVision
MA Dept of Early Education and Care
Microsoft NERD
Moderna
New Balance
Pfizer
Santos Family Foundation / Volpe Center



“As bioengineering partnerships with Olin expanded and there was a greater variety of projects for students to choose from, that year was a turning point in the type of projects that our endoscopy team supplied to SCOPE,” says Christakis. “Stents that go in the GI tract are braided wire meshes, which were mechanically intensive and expensive to prototype and design at the time. But rather than a bioengineering challenge, we proposed a project to improve an existing mathematical model on stent behavior, which opened the perception of what kind of student we were looking for.”

By looking for more data- and math-oriented students, Christakis and Boston Scientific leveraged the opportunity to enhance the interdisciplinary nature of their SCOPE team. “Especially because of the design thinking curriculum, Olin students have a much broader view of what engineering is, which allows them to think more holistically about projects,” says Christakis. ●



It’s also a tremendous opportunity for companies to open up a talent pipeline—you get to see how people work individually and as part of a team, how they represent themselves, and their level of critical and creative thinking.”

Laura Christakis ’11

Principal R&D Engineer, Boston Scientific

**Learn more
about partnering with
Olin as an academic, industry
or community partner.**

**Contact the Office of External
Programs & Partnerships at
oepp@olin.edu.**





Have you heard? ADE is now DJS.

**Affordable Design and Entrepreneurship
has a new name: Design Justice Studio.**

Fifteen years after its inception, the Olin capstone has a new name that better represents the work students, faculty and their community partners undertake together.

“In the beginning, *affordable* was the word we chose to signal equitable design and entrepreneurship with respect to each community’s social, political, economic and environmental context. We minimized the moral threshold created by the name

so that a wide range of students could access the experience,” explained Benjamin Linder, professor of design and mechanical engineering and director of DJS.

However, as the capstone evolved, its intentions no longer matched its name. “Students attracted to design and entrepreneurship didn’t expect our focus on justice. Students who cared about justice were asking how our practices were just.

Potential collaborators questioned our

values because they sounded economic, even capitalistic, which some saw as part of the problem,” said Linder.

“With Design Justice Studio, we wanted a name that clearly signaled a space for working in the public interest, a space for having responsibility for societal outcomes, a space for practicing courage to do the right thing,” said Linder. “We sought truth in advertising, so people would feel the experience they had with the program matched what we said it was about.”

The faculty solicited input from students to identify what they found exciting, important, and meaningful about the capstone experience, what they most needed or wanted to convey about their work to others, and which values they would want to express to others through a name. Then, the DJS team reached out to their partners and collaborators to ask for their feedback and sought input from Olin leadership. ➡



Our original name served us well for many years, and it was of a time; we changed, and the world changed around us.”

Benjamin Linder

Professor of design and mechanical engineering and director of DJS



DJS students met with community members in Galena Park, TX, on a trip to work with their partner, Environmental Community Advocates of Galena Park (ECAGP).



DJS is one of three capstone opportunities for Olin students.

Every year, teams of Olin, Babson and Wellesley students work on projects focused on making a positive difference in society and the environment, guided by an experienced faculty advisor. These projects span multiple years and cover five areas: Air Quality, Community Development, Food Processing, Global Health, Just Energy.

2024-2025 DJS Teaching Team

Amon Millner, Benjamin Linder, Chhavi Goenka, Craig Bida (Babson, at large), Elizabeth Johansen, Francesca Majluf, Kofi Taha, Scott Hersey.



“The program has grown to encompass a broad range of community-engagement and change-making practices in the pursuit of more just outcomes,” explained Linder. “The new name reflects distributive and representational justice, aligns with the emerging design justice framework, and signals to students and collaborators that the course is committed to meaningful, equitable social and environmental impact.”

To learn more about becoming a DJS collaborator or funder, contact Benjamin Linder, professor of design and mechanical engineering and director of DJS, at blinder@olin.edu.

“Our transition from ADE to DJS aligns with the way students are thinking and feeling their way through their career path in general and engineering specifically in an extremely uncertain, deeply inequitable, interconnected yet polarized world,” said Kofi Taha, senior lecturer in design & community engaged learning. “It is such an honor for me to be part of a team that offers a space where working through the relationship between ethics, power, values and personal responsibility is welcomed and expected and to then hear consistently from our alums that their time engaging with us on these issues profoundly shaped their professional trajectories.”

“Students are better prepared for professional and civic life because of DJS,” said Linder. “Over and over again, we see how practicing public work at Olin results in civic-mindedness and participation after Olin.

“This change sees us continuously evolving, taking risks and striving to set a unique example in higher education, which is what we know our community hopes for and expects of Olin.” ●

DJS students participated in a stand-out to act in solidarity with communities who call Plymouth, MA, home, including the Herring Pond Wampanoag.





Partnering with Kyiv School of Economics to transform engineering education in Ukraine



Olin College of Engineering announces a multiyear intensive partnership with Kyiv School of Economics (KSE) to support the launch of a new undergraduate engineering program in Ukraine.

KSE and the government of Ukraine see a need for engineers to help rebuild the country, especially engineers who are flexible and comfortable with uncertainty. As KSE expands its offerings to undergraduate engineering, it will build on Olin's model of engineering education to teach engineers to think creatively and adapt to challenges and prepare engineers who are entrepreneurial, interdisciplinary and user focused.

Olin faculty co-leads, Yevgeniya Zastavker, professor of physics and education, and Lynn Andrea Stein, professor of computer and cognitive science, are facilitators for this partnership that will eventually engage members from across the Olin community. 



For Zastavker, who was born and raised in Kyiv, Ukraine, this collaboration is deeply personal. “This feels like a beacon of hope for Ukraine and for us as an institution to do some good in the world,” she says. “No amount of support or volunteering will be enough to mend what has happened to Ukraine. This feels like a real contribution for me, personally, and for Olin, this feels like a significant institutional effort that really matters.”

“We are really looking for ways to help KSE set themselves up for success and be as ambitious as they want to be,” says Stein. “I’ve been excited by the response of our colleagues who have been involved in these early stages. There has been much learning, creating and bridging opportunities. I look forward to continuing that in the coming months.”

KSE was founded in 1996 with a mission to build the intellectual foundation for a strong and innovative economy of Ukraine. The university has expanded to offer multiple bachelor’s and graduate degrees, including two recent engineering master’s programs in electronics and unmanned aerial vehicles.

KSE will begin by emulating Olin’s Partner Year, a time where a small group of students spends a year assisting in the development of the college’s programs prior to being matriculated as full-time students. They will also conduct their version of Candidates’ Weekends, faculty searches and other aspects of Olin’s ethos. KSE intends for this experience to be central for both the customization of educational programming necessary for KSE’s unique circumstances, and transformation of faculty approaches that KSE seeks, as it was for Olin.

“Today, Ukraine stands as a resilient, visionary nation helping to shape the future at the center of global conversations,” says Zastavker. “Together, we aim to shift engineering education to a model that is collaborative, adaptive, inclusive and responsive to a changing world. This collaboration between Olin and KSE is not about bringing the margins to the center, but about reshaping the center itself—together.” ●



Ukraine has incredibly talented young people. KSE is a young and agile university that promises students who stay in the country—or return for their college degree—that they will get a world-class education that prepares them to make a difference. Our partnership with Olin College will allow us to bring the most innovative and research-based pedagogy to our new bachelor’s degree in engineering,” explained Tymofiy Mylovanov, President of the Kyiv School of Economics. “We believe our future is defined by our actions, not fate. So we act.”



Students leverage campus operations data to make sustainability impact at Olin

In the fall, Olin piloted a new course focused on sustainability: Building Energy & Operations Optimization. This impact-driven learning experience gave students the opportunity to use campus data and apply principles from multiple engineering fields—such as data visualization, machine learning, thermodynamics and software design—to projects advancing sustainability at Olin.

During the semester, students had access to data from Olin's building automation system—including heating, cooling and ventilation equipment—for their projects. They also took trips into different mechanical spaces around campus to see the equipment in person and take measurements of factors like temperature and CO2 concentration.

For their final projects, they worked in four groups on themes that align with Olin's larger Climate Action Plan. Topics included sizing and selecting new boilers as part of decarbonizing the campus by 2029, creating fault detection software that informs the Facilities team about malfunctioning equipment and identifies equipment that could be running more efficiently, optimizing building-wide air handler units for added efficiency, and analyzing the thermal comfort and occupancy schedules of individual offices. 🌍

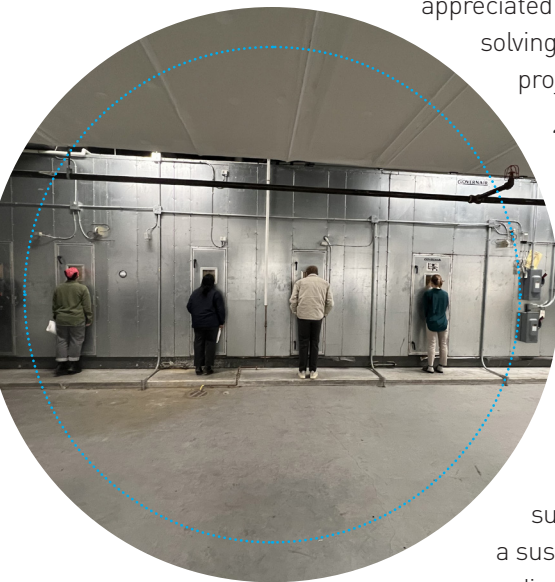




"This class is a way to integrate Olin's curriculum and operations, and at the center of those two things we have learning outcomes for our students," said David Shuman, professor of data science and applied mathematics.

The real-world learning element of Building Energy & Operations Optimization is important to both faculty and students.

"It was really impactful to have so many faculty in the course who all brought different expertise and worked with us as co-learners," said Ike Walker '26, a mechanical engineering major with a focus on sustainability who worked on the fault detection software team last semester. "I also really appreciated how the process of problem-solving felt like the next step in project-based learning."



"All of the projects are working towards advancing various goals within the Climate Action Plan, such as reducing electricity use, reducing our dependence on fossil fuels, and making sure existing equipment functions properly so it uses as little energy as possible," said Claire Rodgers, associate director of sustainability and campus engineering. "We've heard some students say that whatever kind of engineering they enjoy—such as software design or machine learning—'isn't a sustainability job.' We're hoping to show them that every discipline can play an important and interconnected role in creating a more sustainable and just world." ●



This kind of course gives students an opportunity to learn a subject within a context directly relevant to them and with seamless boundaries between other disciplinary approaches," said Alessandra Ferzoco, assistant professor of measurement science. "They have an opportunity to take responsibility for a system they are a part of, and those moments of accountability can be so powerful for identity development."



Biomimicry course helps engineers draw inspiration from nature

The Biomimicry course, co-taught by Jean Huang, associate professor of biology, and Benjamin Linder, professor of design and mechanical engineering, teaches students how drawing insights from nature can help them become better and more sustainable designers and engineers.

This course fills a unique interdisciplinary niche in the Olin curriculum by integrating biology with design and engineering in a way that blends sustainability, application of knowledge, ethics and systems thinking. Biomimicry also supports creative, divergent thinking that enables students to gain tools and mindsets for addressing societal challenges. Students examine diverse problems such as addressing inequalities in food access, increasing flood resistance along shorelines and reducing fragmentation of ecosystems due to infrastructure.

“In a lot of my other courses, we had been thinking about structure in a very macro way,” said Jeffrey Woodyard ’27, a mechanical engineering major. “In Biomimicry, we learned about a lot of microstructures in animals that achieve certain functions in unusual ways. It’s pretty inspiring to see what the natural world can accomplish at a scale that is almost invisible to the human eye.”

“I’ve had a love for nature and wildlife since I was a kid, so it was exciting for me to put all that knowledge into the discipline of engineering,” said Caterina Cirone ’27, who has an interest in human-centered design. “Throughout our projects, we found animals that had cool mechanisms—such as a python’s expandable mouth or a jewel beetle that produces colors not through pigment, but through microscopic, cone-like structures—and thought about how we could implement them into some kind of sustainable design.” ●

Biomimicry involves examining and emulating nature’s patterns and strategies to solve human challenges. Many Olin courses incorporate learning from nature into their curriculum, including the first-year Design Nature course and upper-level courses like Think Like a Biologist.





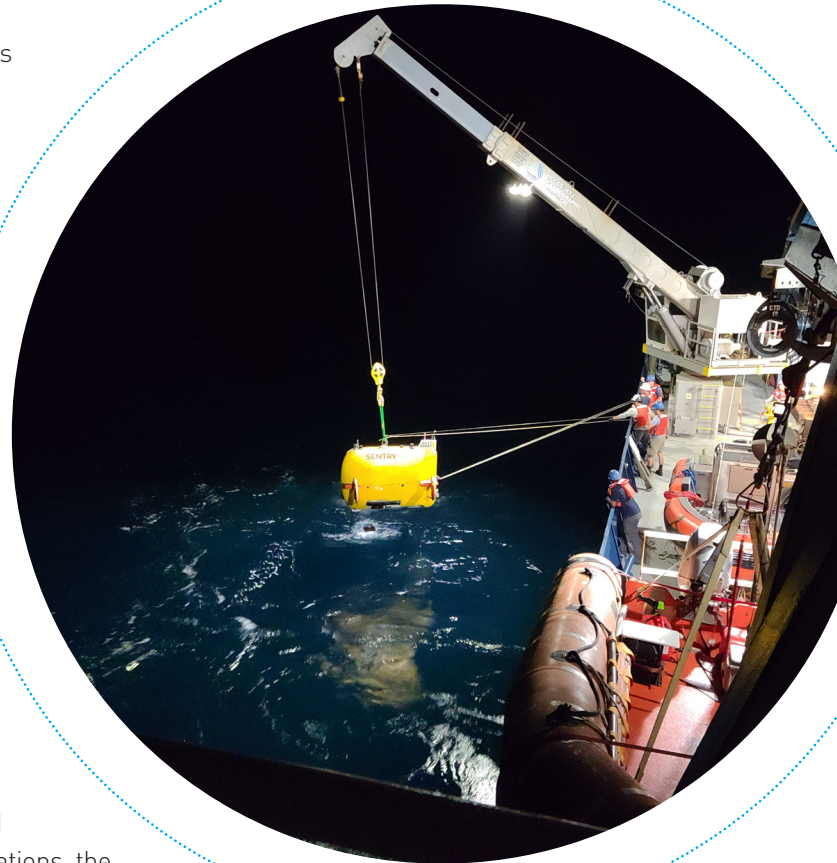
Diving into ocean engineering

In January, Victoria Preston '16, assistant professor of engineering, headed out to sea to study deep-sea hydrothermal vents and volcanoes using autonomous underwater vehicles (AUVs). Olin student Solomiia Kachur '25 had the rare opportunity to join the expedition.

Prior to departure, when Preston was informed that there was an extra spot available on the ship, the idea of inviting a student came to mind. She reached out to Kachur, a member of Preston's Climate Robotics and Expeditionary Science Technology (CREST) lab at Olin, and Kachur enthusiastically accepted.

Preston and Kachur boarded the R/V Atlantis in San Diego, California, and traveled south roughly 1,800 miles to a segment of the East Pacific Rise. The 60-person team of researchers and crew members was led by Jill McDermott of Lehigh University and Daniel Fornari of the Woods Hole Oceanographic Institution (WHOI), funded by the National Science Foundation (NSF). Preston and Kachur joined scientists and engineers from UCSD, Lehigh University, WHOI, Geo-Oceans, CNRS, and others, to study deep-sea hydrothermal vents and volcanoes using autonomous underwater vehicles (AUVs).

Leading up to the expedition, Kachur spent a considerable amount of time preparing for the monthlong voyage. She reviewed the materials from the previous expeditions and spent time familiarizing herself with the locations, the environment and the variables of the hydrothermal vents.





On board, Kachur became an asset to the team with skills she learned in the Olin course, “Image Processing, Reconstruction and Analysis,” taught by Chhavi Goenka, assistant professor of engineering. The first batch of photos obtained from the AUV Sentry were too dark, and the elements within the image were not visible. To address this, Kachur ran the images through an algorithm she created. With some adjustments, the images became clearer, allowing the researchers to see key details in the photos. Additionally, Kachur developed algorithms that would locate photo and video data.

“Olin gives you the hands-on experience that you can go and actually apply and the confidence that you can actually solve real problems,” said Kachur. “You could easily try to stick to your task and fix it, but I feel like Olin students love to take initiative on different things, and this environment nurtured the kind of urge to do that.”

“They’re not just working with me, they are working with professionals in their field and with these scientists who are not in their field in an incredible collaborative environment. That is genuine and authentic,” said Preston. “Having a student make a tangible difference as a member of a team in the real world is awesome.” ●



I am super excited about training engineers in my field at the intersection of environmental sciences and robotics,” said Preston. “I think we just need so much talent in ocean engineering, and we need people who are interdisciplinary thinkers, conscientious and motivated. I think that a great place to do that type of training is in the undergraduate world.”



Pl(ai)ful innovations

Students in Olin's Pl(ai) Lab, run by Andrea Cuadra '13, assistant professor of computer science, collaborated with The Center at the Heights, a senior citizen center in Needham, Mass., on pioneering Artificial Intelligence (AI) technological innovations.



AI Sidekick

One project that students and residents worked on is called AI Sidekick, which employs AI and augmented reality (AR) to help users overcome frustrations with cumbersome digital user interfaces.

"We created AI Sidekick by combining OpenAI's natural language processing to interpret spoken questions with a smartphone user manual, transforming it into an interactive guide that provides real-time voice and visual screen overlays," said Esther Aduamah '27. "The goal is that when the user gets stuck with a smartphone task they're trying to complete—such as making a doctor's appointment or downloading a game app—they would put on a pair of AR glasses that can 'see' the screen, which understands where the process stalled and gently guides them through the steps to complete their task." ➡





Pl(ai)ful Movement Interface

Another project from Cuadra's lab is the Pl(ai)ful Movement Interface, which guides patients who are recovering from cancer treatment through a series of therapeutic exercises. This project is part of a collaboration with Memorial Sloan Kettering Cancer Center with support from a Healthy Longevity Catalyst Award from the National Academy of Medicine.



"The main strength of switching to the AR glasses is that users can talk directly to the interface if they need to adapt exercises or skip them for any reason," said Elías López Dalla Nora '27. "We also hope to create software that can change the user's visual experience in the moment using voice commands—instead of Pac-Man eating strawberries, maybe they want to use the visual of pushing away rocks or picking flowers, for example." ●



It's critical for engineers to look at the emerging technologies with potential to become mainstream and see who they are serving and who they are not," said Cuadra. "Older adults are often not at the table when designing these technologies, yet they stand to highly benefit or be harmed by them. A big part of my research and something I try to share with my students is investigating ways in which we may be able to integrate the needs and preferences of more people into the design of the technologies that are being built."



Financial Highlights



Navigating Transition and
Building Resilience

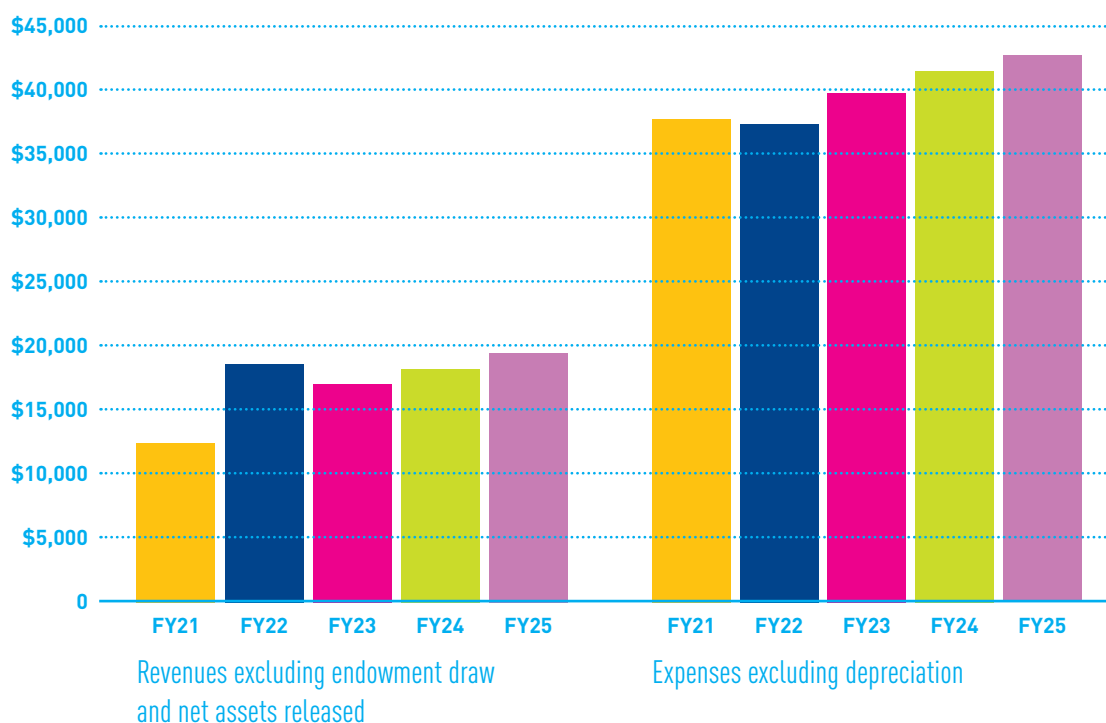


Overview

FY25 was a year of steady progress and resilience at Olin. The College continues to navigate the familiar challenges of a high endowment draw and tuition scholarship commitments, while taking important steps to strengthen our financial position and invest in the future. Through careful cost management, new partnerships and forward-looking initiatives such as the launch of our new enterprise resource planning (ERP) system, we maintained stability and laid strong groundwork for long-term sustainability.

This year's results reflect the tension of maintaining affordability for students, delivering excellence in engineering education and adapting to a changing higher education landscape. We finished the fiscal year with a slightly lower deficit than budgeted by making meaningful progress in diversifying revenues, improving operational efficiency and aligning our financial model with Olin's strategic mission of "Engineering for Everyone."

Revenue Growth vs. Expense Growth (\$000)

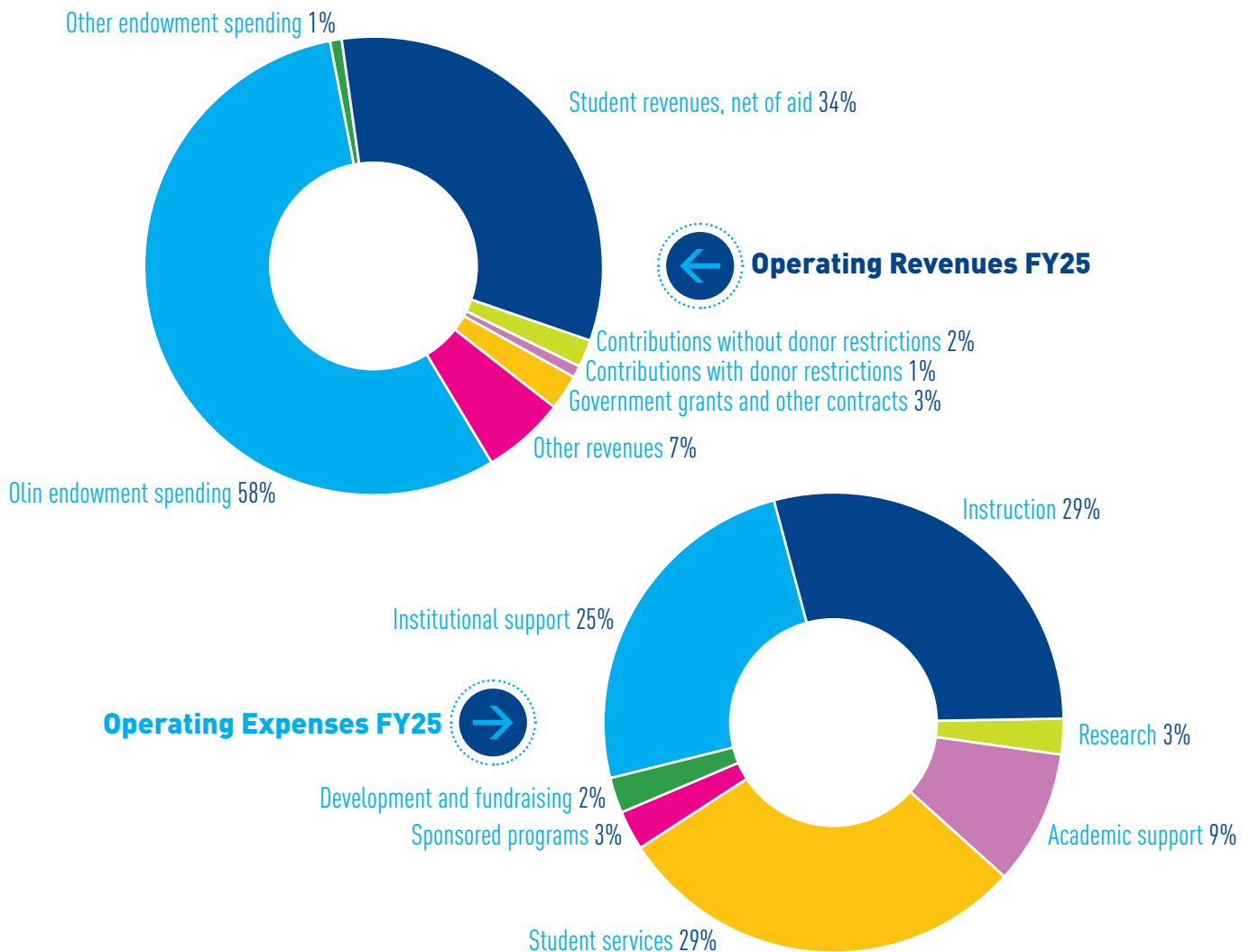




Financial Highlights

Olin's FY25 operating revenues reached \$43.2 million, compared to \$41.1 million in FY24. Net student revenues increased by 9% to \$14.1 million, supported by adjustments to food and housing rates designed to better align with corresponding costs, as well as more balanced study-away participation between the fall and spring semesters. FY25 also marked the final year under the 50% merit scholarship program, which will transition to a \$10,000 annual scholarship beginning with the Class of 2030.

Contributions without donor restrictions totaled \$0.9 million, a modest improvement over the prior year but still below original budgeted targets. Unrestricted giving remains an area of opportunity for Olin, as alumni engagement and philanthropic capacity are still developing given the relative youth of our alumni community. While temporarily restricted giving also fell short of budget, these shortfalls were offset by external partnership income—including contract revenue from our collaboration with the Kyiv School of Economics (KSE)—and faculty-led sponsored revenue, which continued to grow although, because most awards were non-federal, they yielded limited overhead recovery. ➡





Financial Highlights (CONTINUED)

Operating expenses totaled \$47.1 million, a 3% increase over FY24, reflecting inflationary pressures in areas such as healthcare, compensation and student support services. Unanticipated costs included professional services related to leadership transitions and significant repairs to underground infrastructure, which also required temporary systems and accommodations that added to overall spending.

Savings in depreciation and disciplined departmental management helped offset these pressures. In addition, Olin was able to capitalize certain internal ERP implementation costs, consistent with GAAP, reducing the reported expense base while advancing a transformational system upgrade.

The College closed the year with a \$3.9 million GAAP operating deficit, which is a \$3 million improvement vs budget and \$.8 million improvement from FY24's \$4.7 million shortfall.

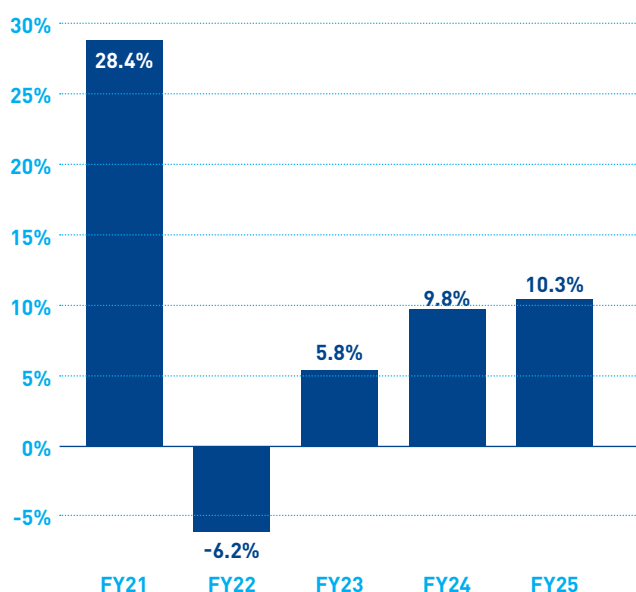




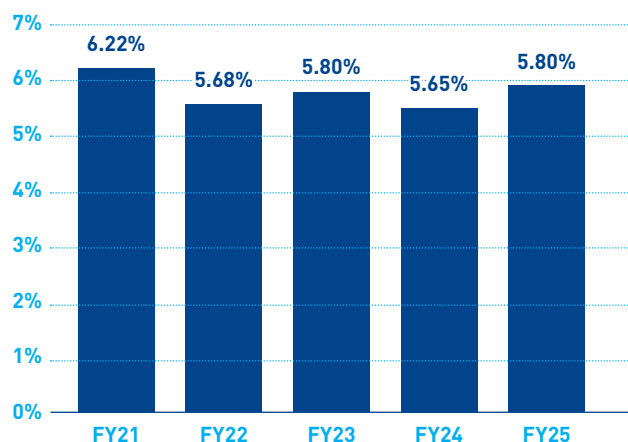
Endowment

The endowment closed FY25 at approximately \$438 million, reflecting both market performance and draw activity. Olin drew \$23.9 million, equating to 5.8% of the trailing average, consistent with policy but still above industry norms. Because FY25 incorporated the last year of elevated trailing averages from 2021's extraordinary returns, operating revenue from the FY26 calculated draw at 5.8% will decline by approximately \$500,000, adding near-term pressure on FY26 operating results.

Endowment Earnings



Endowment Spending Rate

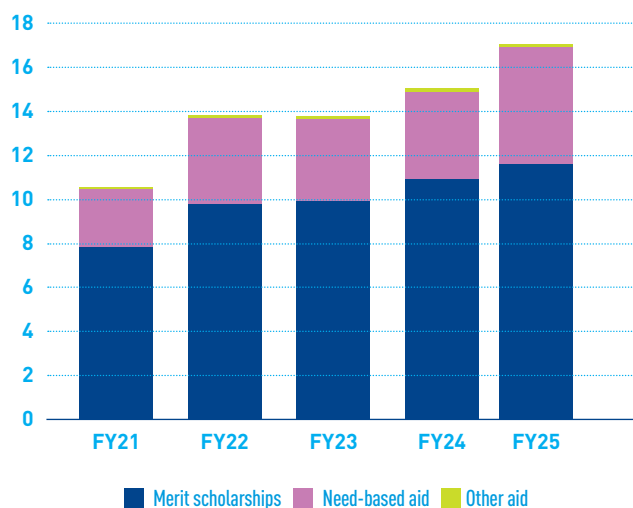




Student Aid and Accessibility

Olin's commitment to affordability and access remained a hallmark of FY25. The College continued to meet full demonstrated financial need (less a modest student contribution) for all eligible students while providing the 50% merit scholarship to every enrolled student. Roughly 35% of students also received need-based aid in addition to the merit award.

The transition to a \$10,000 annual merit scholarship for incoming students beginning with the Class of 2030 was reaffirmed this year. This change, while difficult, is essential to aligning financial sustainability with Olin's mission. Importantly, need-based aid remains central to ensuring access and equity within our educational model, even as we embrace a need-aware approach that provides greater flexibility in shaping a balanced and diverse class.





Looking Ahead

FY26 will bring both challenge and opportunity. While the operating deficit is projected to widen due to the lower endowment draw, Olin is poised for recovery beginning in FY27, as new merit scholarship policies take hold, leadership transitions elevate opportunities for revenue diversification and external partnerships grow. The ERP conversion will position us to streamline operations and harness data in new ways, providing insights and efficiencies that were not previously possible, while international collaborations such as the KSE program demonstrate the scalability of Olin's model beyond our Needham campus.

Olin continues to balance tradition and innovation—holding fast to its mission while taking necessary steps to ensure financial sustainability. By coupling disciplined financial management with bold educational vision, we remain committed to educating the next generation of engineers who will shape a better world.



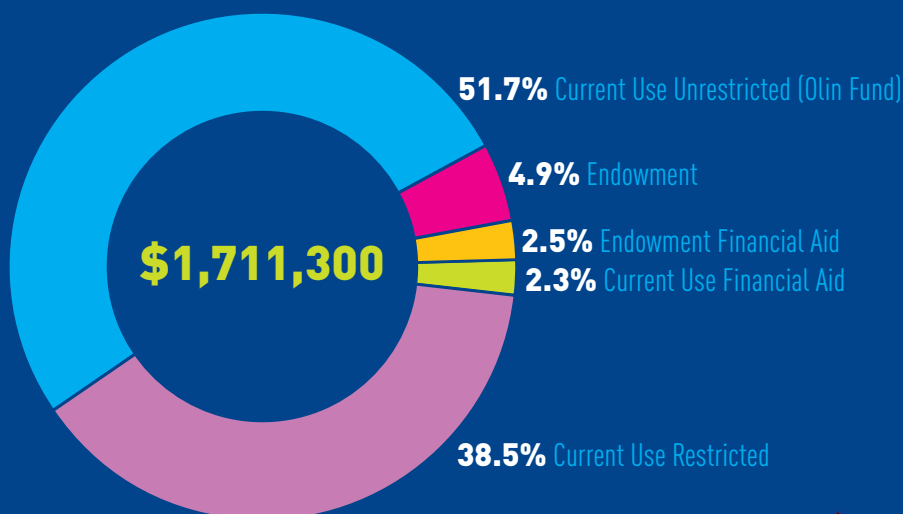


Statements of Activities (all funds \$000)

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
Operating revenues										
Student revenues, net of merit scholarships and need-based aid	9,891	10,219	10,617	10,530	9,707	7,741	12,575	12,166	12,902	14,076
Contributions without donor restrictions	718	785	744	970	920	995	1,007	795	808	894
Contributions with donor restrictions	958	937	725	739	820	301	647	791	492	264
Government grants and other contracts	859	1,320	1,760	1,948	2,618	2,586	3,224	1,832	1,377	1,162
Other revenues	2,923	2,434	1,923	1,783	1,563	844	1,199	1,515	2,395	2,546
Olin endowment spending	20,550	18,400	20,000	20,300	22,700	22,500	20,000	22,800	22,800	23,900
Other endowment spending	-	-	-	-	-	-	-	-	288	332
Net assets released for depreciation	3,612	3,591	3,312	-	-	-	-	-	-	-
Total operating revenues	39,511	37,686	39,081	36,270	38,328	34,967	38,652	39,899	41,062	43,174
Operating expenses										
Instruction	10,918	11,486	11,233	11,854	11,554	11,995	12,672	13,461	13,482	13,720
Student services	11,018	11,415	11,373	11,393	11,462	11,561	12,703	13,103	13,294	13,808
Research and sponsored programs	2,328	3,101	3,411	3,665	3,497	3,414	3,282	2,855	2,409	2,473
Academic support	3,476	3,664	3,454	3,246	3,504	3,562	3,851	4,256	4,445	4,388
Development and fundraising	1,281	1,400	1,415	1,392	1,554	1,377	809	994	1,161	1,134
Institutional support	8,323	8,589	8,783	8,521	9,416	10,215	8,349	9,495	10,929	11,595
Total operating expenses	37,344	39,655	39,669	40,071	40,987	42,124	41,666	44,164	45,720	47,118
Operating surplus/(deficit)	2,167	(1,969)	(588)	(3,801)	(2,659)	(7,157)	(3,014)	(4,265)	(4,658)	(3,944)
Nonoperating activities										
Contributions with donor restrictions	147	236	1,168	165	735	395	181	309	157	344
Investment income, net of endowment spending	(27,152)	23,636	7,560	62	(14,551)	85,982	(36,416)	(5,912)	16,379	13,958
Net assets released for depreciation	(3,612)	(3,591)	(3,312)	-	-	-	-	-	-	-
Other	(4,861)	4,799	4,125	(1,735)	(5,787)	6,334	3,405	4,030	5,986	(5)
Total nonoperating activities	(35,478)	25,080	9,541	(1,508)	(19,603)	92,711	(32,830)	(1,573)	22,522	14,297
Total change in net assets	(33,311)	23,111	8,953	(5,309)	(22,262)	85,554	(35,844)	(5,838)	17,864	10,353



Giving Highlights



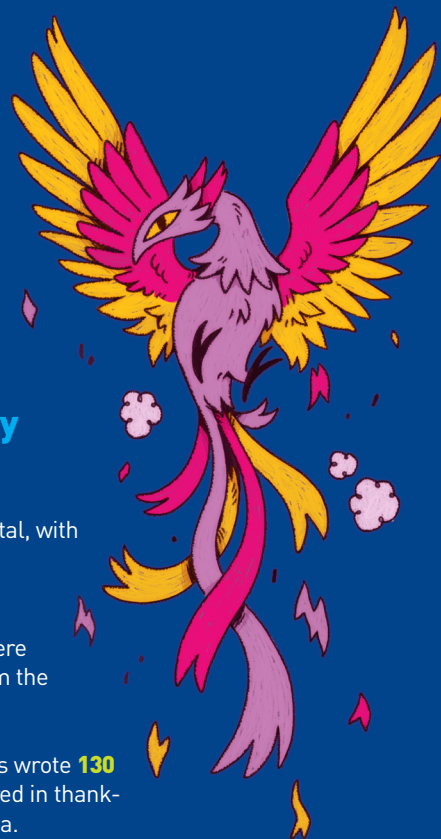
- **322** alumni donors made **776** gifts
- **557** parent donors made **591** gifts
- **\$885,534** raised for the Olin Fund
- **\$1.71** million total raised

Olin continues to grow community participation on Giving Tuesday

On December 3, 2024, **195** donors raised **\$124,796** total, with **\$109,758** for the Olin Fund.

During our phone-a-thon, **23** faculty and staff and a record-setting **20** students made phone calls. They were joined remotely by **13** current and alumni parents from the Parent Leadership Council.

On campus, we held a thank-a-thon, where **15** Oliners wrote **130** thank-you notes for our donors and **13** students starred in thank-you videos that we shared with donors on social media.





Donors honor Scott Harris with gift for “supercharged” engineering design studio

The gift supports the creation of the Harris Studio, an innovative engineering design space in Olin’s Miller Academic Center (MAC).

Together, Jon and Randy Hirschtick and John and Clara McEleney have given generously to honor Scott Harris, distinguished partner for engineering & entrepreneurship and Olin trustee. Jon Hirschtick, John McEleney and Harris share deep professional ties as co-founders of SolidWorks and Onshape.

“Scott is a CAD industry legend,” says Hirschtick. “He was a founder of both SolidWorks and Onshape. He made major contributions to both products, particularly ensuring they were both powerful and pleasant for users to use. Scott also instilled a culture of customer focus that lives on to this day in both organizations.”



He also has been an inspiring teacher to Olin students, says Hirschtick. “Honoring Scott with this classroom is a way to recognize his incredible impact on both the CAD industry and on years of Olin students and to inspire others with his approach to engineering, innovation, people and life.”

The Harris Studio integrates design space, tools, physical fabrication space and classrooms, and courses such as Principles of Integrated Engineering (PIE), Mechanical Prototyping (Mech Proto) and Design for Manufacturing (DfM) will benefit from the immersive space. Up until now, students enrolled in these courses have needed to spread throughout the MAC and its various Shop spaces to access the classroom and fabrication resources students need to prototype and collaborate. 🌀



"The Harris Studio is about empowering students and faculty to go further, faster. It's a space where ideas move from sketch to prototype without losing momentum," says Harris. "I'm honored to be associated with a space that reflects the spirit of innovation I've seen at Olin. I am so grateful to Jon and John and the other generous donors for making this space possible.

"Olin students are fearless problem solvers," Harris adds. "They design, build, test and iterate. That mindset is exactly what today's engineers need. My hope is that this studio helps Olin students discover the joy of creating things that matter. Engineering should always be hands-on, people-centered and fun."

This summer, Daniela Faas, associate professor of the practice & director of fabrication and laboratory, led a team of students and faculty in bringing the vision for this new space to life for the Olin community.

"Think of this as a 'supercharged' engineering classroom," says Faas. "Lots of courses use a range of fabrication and prototyping tools. These gifts allow us to combine the best of the Olin Shop and the best of the curriculum. It will be exciting to see how the Harris Studio enhances the Olin student experience."

Only two weeks into the summer period, the Shop staff, four summer fellows and several faculty conducted user need assessments and examined how to maximize the flow throughout the Harris Studio, which combines and repurposes two classrooms and three fabrication spaces.

The new space opened for community use at the start of the Fall 2025 semester and was celebrated with a ribbon-cutting at Alumni and Family Weekend. ●





Generous gift enables expansion of Olin's wood shop



Olin's wood shop has expanded significantly thanks to a generous gift from the Cernosia family in honor of Tom Cernosia, a lifelong woodworker with a passion for clockmaking.

The Cernosia Family Wood Shop features a larger space in the Miller Academic Center and a broad upgrade in resources and equipment for students and the community.

When Prescille Cernosia first joined the Olin community in 2024 as director of major gifts, she brought her husband, Charlie, on a tour of campus. His father, Tom Cernosia, has spent his life working with wood and making clocks. Charlie, thrilled to see Olin students in the shop and, along with his family, was inspired to support the expansion of Olin's wood shop in Tom's honor.

"A gift to Olin's woodworking shop is an investment in craftsmanship, creativity and hands-on learning that shapes not just projects but futures," said Christine Cernosia on behalf of her family. "This gift is a way for the Cernosia family to show their support to Olin's vision of developing the next generation of engineering innovators." 🌟





Highlights of the new shop include a 271% increase in usable space (an addition of 889 square feet) and five times as many workbenches—providing more room for students to work and collaborate. It features professional-grade equipment, including a joiner, planer, thickness sander, second table saw, bigger lathe, additional ShopBot CNC router and improved dust collection for cleaner and safer operations. These upgrades allow students to tackle larger and more complex projects, including the ability to work with rough-cut lumber at Olin for the first time.

With its new home in MAC 113, the Cernosia Family Wood Shop joins a more integrated suite of fabrication spaces. This move also brings expanded hours, closer proximity to staff and a cross-trained team of shop assistants, ensuring students have access to skilled support during evenings and weekends.

A saying that Dyllan Nguyen, senior fabrication specialist & instructor, holds close in his role is “in making things we make ourselves.” He explains, “Making and using tools are species-defining activities for humans. The shops at Olin are spaces where our community can embrace this idea while building and exercising their technical and creative skills. One of the features I appreciate about Olin is the intentional value placed on arts and humanities in the curriculum, teaching our students to be whole people who can apply an engineering mindset in many ways as well as to think about the implications of the work they do.”

While working to build out the new space, Olin’s Summer 2025 Shop fellows dug into the nuances of shop design. The fellows and Shop staff visited several local wood shops to gather information about tool stations, storage strategies and how each space meets the unique needs of their users. They also had the opportunity to practice welding, metalworking and machining to create custom parts and furniture for the space, and they learned to use a range of other tools to get the space ready.

Looking ahead, updated trainings will reflect the shop’s expanded capabilities, and the Shop staff is developing new opportunities for curricular integration.

The Cernosia Family Wood Shop opened to the community in September and was celebrated with a ribbon-cutting during Alumni and Family Weekend in October.●





Chris Wallace '17: “Olin showed me what was possible”

Olin friend networks run very deep. For alumni trustee Chris Wallace '17, those connections began to form even before he enrolled.

Already knowing he wanted to be an engineer, an admission mailer touting Olin's project-based learning and hands-on curriculum caught Wallace's attention during his junior year of high school. But what truly hooked Wallace was his campus visit.



“I remember that it was just me, one other prospective student and [former dean of admission] Charlie Nolan,” he recalls. “It was a very cool experience, very casual. Charlie spent a lot of time talking with me.”

The only students on campus at the time were the R2s, one of whom was Alex Kessler '15. “I think I talked to Alex for about two hours that day,” says Wallace. “He took me to see the machine shop, the dorms—a whole unofficial tour. It felt like a special community, not just good marketing.”

That feeling of connection cemented his decision to attend Olin and was reinforced once Wallace arrived on campus, as his peers helped him adapt to a more rigorous curriculum.

“I was the first in my family to go to college,” says Wallace. “I joined Olin feeling like I was behind on things. What quickly changed was how willing my future friends were to help me understand things and work through them and get better.” In no time, Wallace was up to speed and diving deep into his projects.

“Not only were my Olin peers professionally and academically motivating, but they also became my best friends,” explains Wallace. “Four of the groomsmen in my wedding were friends I made at Olin, through hanging out in the dorms or staying up late rushing to finish a project we should have started much earlier than we did.”

During his undergraduate years, he found ways to pay forward those early moments of support. Wallace became a course assistant for a robotics class and helped younger students in computer science courses. He also worked with students on app development and mobile prototyping in a student-taught class. “It was rewarding to teach others and ensure they were doing well,” he says. 🌍



“Growing up, ‘peer pressure’ always had a negative connotation, but after Olin, I viewed it positively,” says Wallace. “My friends were not only amazing friends, but they made me a better person in every way through their influence. Being surrounded by motivated and curious peers resulted in the growth of my own ambition and curiosity.”

That ambition brought him to Google, where he spent a fulfilling three years in the company’s product manager program. Eventually, Wallace decided to seek out a smaller company where he could have a larger impact on overall success.

Now, Wallace is a product lead at a smaller fintech company called Upstart. Upstart is a consumer lending platform that applies AI and machine learning to many parts of the lending process, making credit cheaper and more accessible for those who are creditworthy but missing from the system.

The mission feels important to Wallace. “I want to be working on something that I see as net positive in the world,” he says. “My family did not have access to credit. I know what it felt like not to be able to cover the gap in my student loans.”

At Upstart, Wallace says he has developed new professional strengths. “Getting things done is my superpower!” he says. “I’ve learned how to manage complex stakeholder relationships and bring people across many different business functions together to work as a team toward one goal.” His soft skills and sense of agency are something he most associates with his Olin education.

“By far the decision that had the most positive impact on my personal and professional life was deciding to attend Olin College.

“When I graduated high school, getting a job at a company like Google seemed like something that I could never do. At Olin, seeing people I knew get internships at top tech companies taught me it was something I could do. Going to Olin showed me what was possible and gave me the tools to actually reach for it,” says Wallace.”

Wallace now gives back to the college as a trustee and as a donor. His deep appreciation for his time at Olin and desire to remain connected to his alma mater is what motivates him to continue to lend his time and resources in support of Olin’s mission.

“I want to ensure that in 50 years, Olin continues to offer the type of experience I had,” says Wallace. “I always love being back on campus, talking to students and hearing about some crazy project they’re doing. It’s always interesting to hear about what they’re doing.

“When I think about the experiences in my life that have been transformative, it always comes down to Olin. I want to give back to the school. A huge number of my current best friends, my education and my career—these things are all due to the people I met at Olin. I’m sure it will be true for the next 30 years.” ●



Julia Ying P'28: “A responsibility and a joy”

When Jonathan Sun '28 and his father, William, returned home to Washington from their first Olin visit, Julia Ying P'28 knew something about the college was different. “I have never seen you guys so excited!” Julia recalls telling them.

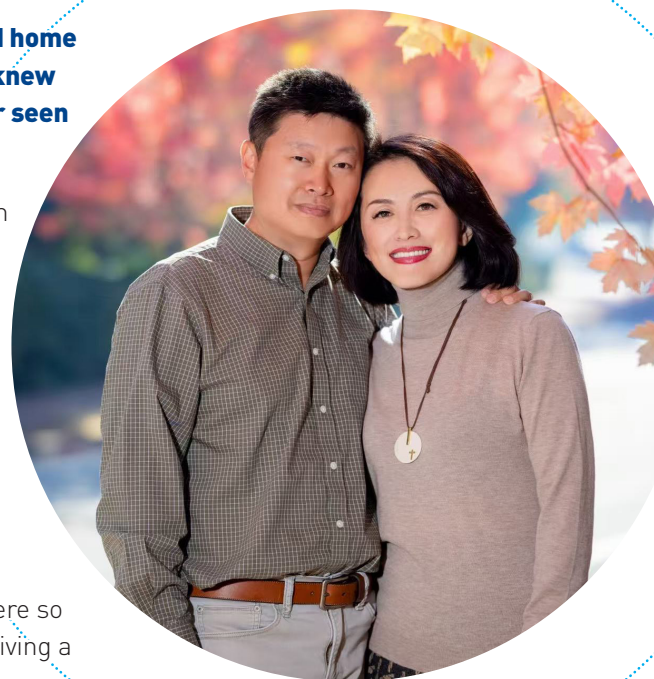
The family's excitement about Olin only grew once Jonathan enrolled. Julia recalls receiving a “welcome to Olin” phone call from a current parent, and she caught the Olin bug. Now a sophomore, Julia says he has embraced Olin fully—exercising daily, working late into the night on personal projects, competing in maker competitions and designing a car for Formula. “He works diligently, and he's grown in many positive ways,” Julia says.

For Julia, Olin's approach to engineering education was emphasized during Family Weekend, when she had the opportunity to attend several Olin courses herself. “They were so vivid, so inspiring,” she remembers. “Not just a professor giving a lecture—these classes make people think and do.”

Julia and William see supporting Olin as both a responsibility and a joy. “Olin is very generous, and I just want to pay it back,” she explains. “Everything the school is doing inspires us to do more.”

That commitment now extends to SCOPE, with Julia and William's company-supported NGO, Robot Kits, becoming a sponsor for the 2025-2026 academic year.

For more than 25 years, Julia has worked in the Alaskan fish processing industry, focusing on sustainability and delivering high-quality fish to U.S. consumers. The industry faces longstanding challenges around efficiency, accuracy and labor when considering moving processing operations to the U.S. ➡





Julia sees artificial intelligence as a possible path forward to finding solutions. “Nobody can stop [AI]. We need to learn more about it and manage human cooperation with AI,” Julia says. “It inspires me to think about the future of my industry.”

Through this SCOPE project, Julia hopes Olin students can explore solutions to these challenges while gaining meaningful industry experience.

“For me, Olin is a very unique school that inspires students to explore technology and the world on their own,” she reflects. “The students are so passionate. If our SCOPE project is successful, it will be an amazing achievement. But even if it isn’t, it will still be a meaningful experience for everyone.

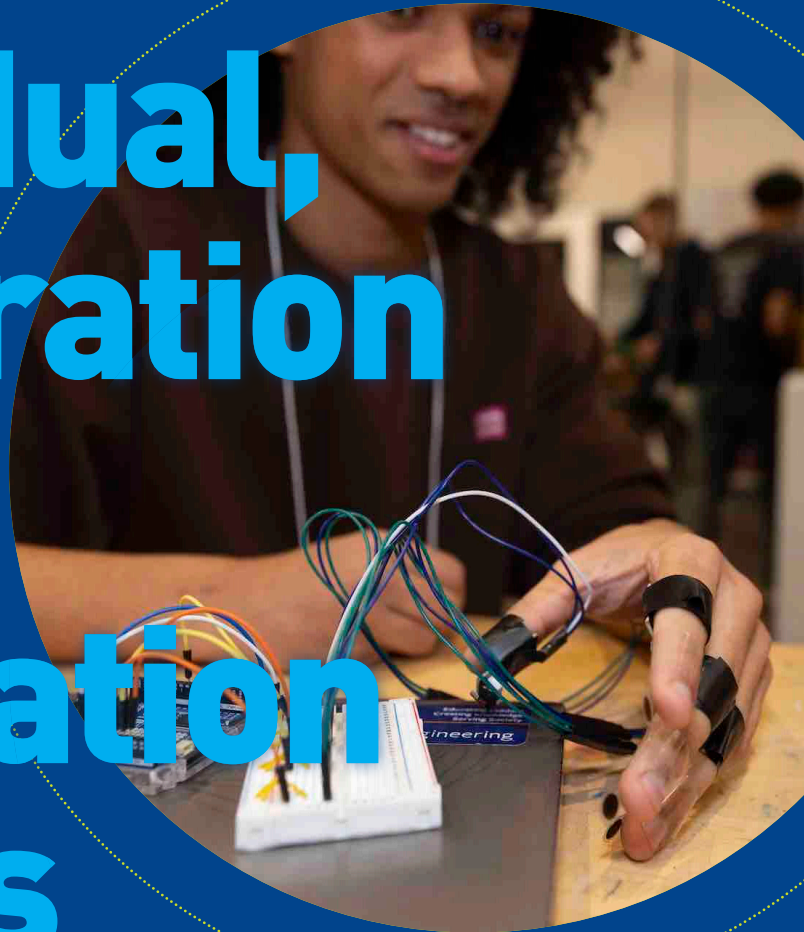
“We are doing something right—supporting our son’s school, creating an experience for students and contributing to solving problems that have existed in our industry for years.” ●



Julia Ying (left) volunteers at Alumni and Family Weekend 2024.



2024-2025 Individual, Corporation and Foundation Donors



Olin is grateful for the generosity of the alumni, parents, community members and organizations whose philanthropy supports the vitality of Olin's mission. The following lists reflect gifts and pledge payments received from July 1, 2024, to June 30, 2025.



LEGACY CIRCLE

The Legacy Circle recognizes donors who have generously included Olin College in their estate planning.

Ann Marie '06 and Jamie Getchius
 Scott^Δ and Pamela Gibson
 Stephen and Kathryn Hannabury⁺
 Lawrence W. Milas^{Δ+}
 Founding Member, Founding Trustee and Founding Chair
 Roy and Sarah Schutzengel P'13

LIFETIME PRESIDENT'S CIRCLE

The Lifetime President's Circle recognizes visionary donors who have given \$1 million or more since Olin was founded.

John Abele⁺
 Sunlin^{†Δ} and Priscilla Chou⁺
 Kenneth R. Stokes^Δ and Dana Simpson-Stokes P'12⁺

KEY



Board Member



Trustee Emeritus



Continuum Club members—donors who have given for three or more consecutive years



First Decade Phoenix Society members—alumni donors who have graduated within the past 10 years



Olin faculty and staff



Deceased

Individuals who extend their generosity through employer matching gift programs are recognized at the highest level.

PRESIDENT'S CIRCLE

The President's Circle recognizes donors who have contributed at the highest annual giving levels.

Visionary (\$100,000+)

Thomas and Elizabeth Cernosia
 Kenneth R. Stokes^Δ and Dana Simpson-Stokes P'12⁺

Innovator (\$50,000-\$99,999)

Bruce Herring ^{Δ+}
 Jon and Randy Hirschtick
 John and Clara McEleney
 James and Stacy Rehtin P'28

Entrepreneur (\$25,000-\$49,999)

John Abele⁺
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 Founding Member
 Daniel Rosner and Diane Reineman P'20
 Nate Smith '07^Δ and Chris Cheng
 William Sun and Julia Ying P'28

Investor (\$10,000-\$24,999)

Anonymous (3)
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 Jon Chambers '06⁺
 Miguel Chaves⁺
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 Wayne and Suzanne Crawford P'09⁺
 Eric Erzinger '10 and Shelly Anand⁺
 Scott^Δ and Jody Harris⁺
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Olin Volunteers

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The Parent Leadership Council (PLC) serves as the organizing body for the parents and families of all current and former students at Olin College. The PLC is supportive in nature and oversees special initiatives in the best interests of Olin students on behalf of all parents and families. The following names served on the PLC during the 2024-2025 academic year.

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 David Liu P'27
 Kunle Ogunbunmi P'23
 Stacy Rechtin P'28
 Jen Smilg P'24
 Erik Strahm P'28
 John Walkup P'28
 Julia Ying P'28

ADMISSION

The following volunteers assisted the Office of Admission and Financial Aid with a variety of events and initiatives during the 2024-2025 academic year. This included greeting prospective students and their families at off-campus admission interviews and assisting with Open Houses and Candidates Weekends.

Esme Abbott '24
 Sparsh Bansal '22
 Ron Behling and
 Fina Raccuia-Behling P'14
 Mala Bhatnagar P'25
 Pranavi Boyalakuntla '22
 Jordyn Burger '14
 Kristina Cary '08
 Shivali Chandra '17
 Kyle Combes '20
 Anusha Datar '21
 Olivia Dawes '24
 Neel Dhulipala '24
 Elliot Donlon '14
 Kaitlyn Fleming '24
 Diego Garcia '20
 Mark Goldwater '21
 Tim Goodall P'24
 Anna Griffin '21
 Christopher and Clare Harris P'26
 Kim Keenan P'26
 Joe Kendall '09
 Junwon Lee '21

Emily Lepert '20
 Varun Mani '12
 Robert E. McMullen '13
 Luke Morris '17
 Charlie Owen '20
 Yi Pan P'28
 Paige Pffenginer '19
 Nadee Rajasinghe P'27
 Shreya Ranjargan '18
 Ben Salinas '10
 Leopoldo Sanchez '23
 Bonnie Saunders P'13
 Eric Schneider '15
 Manik Sethi '18
 Shane Skikne '16
 Hau and Jenny Thai-Tang P'21
 Chris Wallace '17
 Sara Wheeland '07
 Brooks Willis '15
 Kimberly Winter '19
 Louis Yi '15
 Trevor Zou '24



ALUMNI & FAMILY WEEKEND

The following alumni, parents and family members volunteered as panelists, workshop leaders and event support during the 2024 Alumni and Family Weekend.

Sara Ballantyne '19	Matt Ritter '09
Donna Belanger P'26	Tiana Veldwisch '08
Remeise Chandler P'28	Jennifer Weiss P'27
Jeanne Cirone P'27	Alison Wu '14
Eamon '09 and Meghan '12 Doyle	Nathaniel Yee '19
Elizabeth Doyle '16	Shilan Yeung P25
Abraham (Abe) Feldman '12	Julia Ying P'28
Amos Meeks '14	
Eric Miller '19	
Hyun Moon P'27	

BANTER MENTORS

Banter is an alumni-run mentorship program that pairs current Olin students and recent graduates with alumni mentors. Mentors aim to provide professional and personal support to mentees. The following alumni volunteered their time as Banter mentors in 2024-2025.

Evan Cusato '20	Shreya Rangarajan '18
Jazmin Elkan-Gonzalez '15	Arpan Rau '19
Sean Foley '19	Nick Sherman '20
Diego Garcia '20	Tehya Stockman '19
Yiyang Li '11	Kevin Tostado '06
Alexander Li '20	Lillian Tseng '13
Jessie Oehrlein '16	Jingyi Xu '19

CANDIDATES WEEKEND

The following parents and family members volunteered at the 2025 Candidates' Weekends to meet prospective families and answer questions about Olin.

Sarah Abbott P'25	Mariquit Ku P'22
Amy Ballin P'18	Patty Lee P'27
Catherine Chen P'21 P'27	Carol Lintz P'11 P'15
William Chen and Shilan Yeung P'25	Aiwu Mao P'22
Jane Chen P'27	Regina Mosley P'27
Jeanne Cirone P'27	Jonathan Raphael '10
Michelle Codrington P'25	



FUNDRAISING

Each year, members of the Parent Leadership Council assist the Office of Development and Constituent Relations by making fundraising phone calls during Giving Day and for fiscal year-end donations. Thank you to the following 2024-2025 parent volunteers.

Dan Adelman P'27	Patty Lee P'27
Robyn Ames-Woodyard P'27	David Liu P'27
Christine Chew P'26	Stacy Rechtin P'28
Tim Commers P'23	Jen Smilg P'24
Soojung Kim P'26	Erik Strahm P'28
Hemant Kothavade P'26	John Walkup P'28
Sandy Kwon P'28	

MOVE-IN DAY

The following parents volunteered to welcome new families to Olin at the fall 2024 first year Move-in Day. We thank them for their help in greeting incoming parents and contributing to the atmosphere of welcome on campus.

Jane Chen P'27 P'29
Anne Marie Edenhofner P'20 P'24
Suresh Jatti P'26
David Liu P'27
Jamie Vidaurrezaga and Patty Lee P'27
Anita Wolf P'19

PARENT CALLER PROGRAM

Each August, current parents volunteer to reach out and welcome incoming first year families to Olin before Move-in Day. The following parents volunteered in 2024-2025.

Susan Anderson P'26	Winnie Lai-Fong P'27
Lori Armstrong P'25	Patty Lee P'27
Helen Bae P'25	Monica Listokin P'27
Gail Block P'26	Hillary MacDonald P'26
Catherine Chen P'21 P'27	Victoria Mancuso P'24
Christine Chew P'26	Regina Mosley P'27
Jean Cirone P'27	Lisa Porad P'24
Ashini Fernando P'27	Arshima Rieara P'27
Tammy Goldberg P'24	Jen Smilg P'24
Tim Goodall P'24	Jennifer Weiss P'27
Robert Hashizume P'24	Amy Witten P'25
Estela Kennen P'27	Shilan Yeung P'25
Jean Kwo P'25	



SUMMER PARTY HOSTS

Thank you to the hosts of the 2024 Summer Parties. A cherished annual Olin tradition, these parties welcome alumni, current students, and alumni and current families to come together at various locations across the country. Summer Parties also provide a warm welcome for incoming students and their families.

Jennifer Anderson '16
Ally Bell '24
David Boy '07 and Jules Bernalostos-Boy '07
Ali Brown '07
Glen Coakley and Jennifer Weiss P'27
Anne Marie Edenhofner P'20 P'24
Jonathan Epstein and Susan Schatten P'28
Tim and Heather Goodall P'24
Michael and Kimberly McSherry P'27
Eric Schneider '16
Brian Shih '07 and Lindsay Gordon '07
Jen and Larry Smilg P'24
Antoinette Tan '24
Nathaniel Tan '20
Jigish Trivedi P'27
Johannah van der Plas '07
Scot Woodyard P'27 and Robyn Ames-Woodyard P'27



Oliners gather at the 2024 Summer Party in Lexington, Mass.



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Founded in 1997 and located in Needham, Massachusetts, Olin College is a leader in engineering education. In just 25 years, Olin has changed the way engineers are educated around the world with its focus on project-based, human-centered and design-focused curriculum. Olin's intentionally small size encourages continued experimentation and evolution.

