Benchmark	Yes/No	Notes
Does your institution track *retention rates of veterans*? If so, please share with the Leading for Change Consortium how you gather this information.	No	
Does your institution track *graduation rates of veterans*? If so, please share with the Leading for Change Consortium how you gather this information.	No	
Does your institution track *retention rates of lesbian, gay, bisexual and transgender students (LGBT)*? If so, please share with the Leading for Change Consortium how you gather this information.	No	
Does your institution track *graduation rates of lesbian, gay, bisexual and transgender students (LGBT)?* If so, please share with the Leading for Change Consortium how you gather this information.	No	
Does your institution track *retention rates of students with disabilities*? If so please share with the Leading for Change Consortium how you gather this information.	No	
Does your institution track *graduation rates of students with disabilities*? If so please share with the Leading for Change Consortium how you gather this information.	No	

Aspects of Campus' Culturally Inclusive Pedagogical and Curricular Development	Notes
Are students required to take diversity course(s)? If so, describe the curricular requirement.	No, however all undergraduates are required to complete 8 semesters of humanities, arts, and social sciences, among which are included courses related to diversity and inclusion.
Describe the faculty development that occurs at your institution around culturally inclusive and engaged pedagogies.	Our Teaching and Learning Lab offers a faculty cohort a multi-session workshop on Creating an Inclusive Classroom. During 4 meetings, they discuss readings on diversity and inclusion in the classroom, as well as instructional practices and strategies to support inclusive teaching.
Is attention to diversity part of the academic/departmental program assessment process? If so, please describe.	The biennial departmental visiting committee process always invites feedback from students and faculty in the department. Increasingly, these committees meet separately with women and underrepresented minorities.
In addition to the above, please describe any additional efforts your institution is engaged in to enhance culturally inclusive pedagogical and curricular development.	

Employee Group	Notes
Does your institution track the percentage of employees that define themselves as disabled? If so, please share with the Leading for Change Consortium how you gather this information.	Yes, through voluntary entry in our information system.
Does your institution track the percentage of employees that define themselves as members of the LGBT community? If so, please share with the Leading for Change Consortium how you gather this information.	No. Employees are invited to designate LGBT status in our quadrennial Quality of Life survey, however this information is not associated with any employment record, and many employees do not complete the survey or provide this information.
Please share with the Leading for Change Consortium any other programs or practices you utilize to support the success of employees from traditionally under-represented groups.	MIT has 6 Employee Resource Groups on its main campus and several at Lincoln Laboratory, as well as a Women's League and other affinity groups. In addition, social events and other campus activities are offered to employees from under-represented groups.

Name of Institution: Massachusetts Institute of Technology
Year Data Was Collected: 2017. Note: numbers may not total 100% due to rounding.

Question	Agree/Strongly Agree	Neither Agree, Nor Disagree	Disagree/Strongly Disagree
I feel I have the opportunity to succeed at (name of institution). "MIT provides the support I need to succeed academically."	77%	15%	8%
I feel respected by my peers. "Students at MIT treat one another with respect."	88%	8%	4%
I am treated fairly by campus employees. "Faculty members treat me fairly."	87%	8%	5%
When I have a concern or problem, I feel that there is a faculty or staff member at (insert name of institution) that I can talk to. I know someone at MIT outside my group of friends (e.g., faculty, administrators) with whom I can talk if something is bothering me.	70%	7%	24%
My institution create a welcoming and supportive environment. "My department creates a collegial and supportive environment."	76%	13%	10%
	Satisfied/Very Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied/Very Dissatisfied
Overall, how satisfied are you at (fill in name of institution).	91%	4%	5%

Note: for the purpose of the consortium website, report out student campus climate in aggregate. Institutions are strongly encouraged to use disaggregated data in campus discussions.   See the consortium website for the categories to use in analysis (http://www.bridgew.edu/the-university/diversity-consortium/diversity-benchmarks).

Name of Institution: Massachusetts Institute of Technology
Year Data Was Collected: 2016

Question	Agree/Strongly Agree	Neither Agree, Nor Disagree	Disagree/Strongly Disagree
I feel I have the opportunity to succeed at (name of institution). "At work I have the opportunity to do what I do best every day."	75%	11%	15%
I feel respected by my peers. "In my workplace everyone is treated with respect."	77%	9%	16%
I am treated fairly by campus employees. "Employees in my [organizational unit] are treated fairly."	67%	16%	18%
When I have a concern or problem, I feel that there is someone at (insert name of institution) that I can talk to. Not currently collected at MIT.			
My institution creates a welcoming and supportive environment. "My [supervisor/chair/director/dean] creates a collegial and supportive environment."	77%	10%	12%
	Satisfied/Very Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied/Very Dissatisfied
Overall, how satisfied are you at (fill in name of institution). "Overall, how satisfied are you being [role at MIT]?"	90%	4%	6%

Note: for the purpose of the consortium website, report out employee campus climate in aggregate. Institutions are strongly encouraged to use disaggregated data in campus discussions. See the consortium website for the categories to use in analysis (http://www.bridgew.edu/the-university/diversity-consortium/diversity-benchmarks).