

# DIVERSITY, INCLUSION & ACCESS

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## Overview of Mines DI&A 2020-2025



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# Table of Contents

## Executive summary: Mines DI&A 2020-2025

3

Town hall feedback

Follow-up survey data

Key recommendations

---

## Overview of Mines DI&A 2020-2025: A shared services, consultancy model

5

DI&A-led initiatives

Collaborative programming

Support services

DI&A Council purpose and structure

---

## Town hall data collection and analysis

6

---

## Results

7

Town hall event polling and short answer data

Follow-up survey data

---

## Conclusion

11



# Executive summary: Mines DI&A 2020-2025

With the release of Mines Strategic Plan for DI&A in February 2019, Mines needed to evaluate different models for sustaining and monitoring our progress toward the goals set forth in the Strategic Plan. Two Diversity, Inclusion & Access (DI&A) Council working groups in 2018 made up of students, faculty and staff crafted several options for sustaining Mines DI&A efforts and programming. After review and iterations with executive leadership and the DI&A Council, we identified the best approach forward as a shared-services, consultancy model. This model fosters DI&A champions to undertake, collectively, the responsibility of promoting Mines DI&A. This approach was catalyzed by the Strategic Planning process where it was determined that Mines does not want to use a “centralized office” for all DI&A efforts, but rather distribute the opportunity to be DI&A allies, advocates and champions among all Mines community members. This shared-services, consultancy model encourages and nurtures learning, offers support services and leads specific DI&A initiatives central to our Strategic Plan goals.

The shared-services, consultancy model was presented to the Mines campus community via the DI&A Council and a series of town halls in February of 2020 with the aim of gathering feedback about Mines DI&A strategy for implementing a shared-services, consultancy model, which is broken into three areas:

1. DI&A-led initiatives
2. Collaborative programming
3. Support Services

Each of these three areas drive Mines DI&A priorities and align with the Strategic Plan. We hosted three town halls to gather feedback from the Mines community on the proposed Mines DI&A 2020-2025 model and to learn about successes and opportunities for growth for Mines DI&A. Through the town hall discussions and data collection efforts, *we confirmed that the shared services, consultancy model was supported by the Mines community.*

## Town hall feedback

Three types of information were collected from the 2020 town hall events:

1. Open-ended question and feedback forum: at the end of the town halls
2. Polling data: collected during the town halls
3. Follow-up survey data: collected after the town halls took place

Throughout each of the three town halls, all open-ended questions and feedback were positive and supportive of the shared services, consultancy model. Attendees and Mines community members gave suggestions for improving upon and evaluating Mines DI&A services.

One polling question was asked during the town hall presentation: What learning opportunities, trainings or workshops would you like? Participants had the option to either “upvote” or “downvote” an answer choice. The “net votes” indicates the number of “upvotes” minus “downvotes” to get an accurate recording of what services are desired. The “net votes” are used in analyses. A total of 791 aggregate “net votes” were counted from the three town halls.

The most common desired learning opportunity cited in the polls was for various forms of bias trainings. This included unconscious bias training, active bystander interrupting bias training and interrupting unconscious bias during graduate student recruitment. The other top learning opportunities requested include cross cultural awareness, promoting DI&A in unsupportive environments, hosting inclusive meetings and cultivating inclusive classrooms (*Figure 1*). In another poll, the top six desired services from Mines DI&A ranged from trainings and professional development opportunities in DI&A topics (22%) to support from HR in recruitment, marketing and employee rights/benefits (8%). Other items included access to additional literature and examples of successful DI&A models at other institutions, and a call from participants to Mines DI&A staff urging more consistency with efforts and messaging across campus.



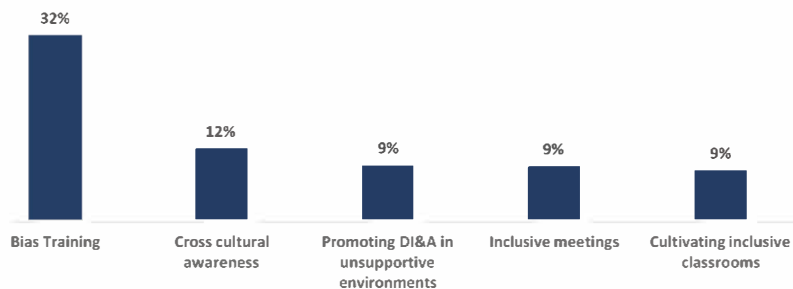


Figure 1: From the Polls – town hall participants' desired DI&A learning, training, or workshop professional development opportunities. Total number of net votes: n=791.

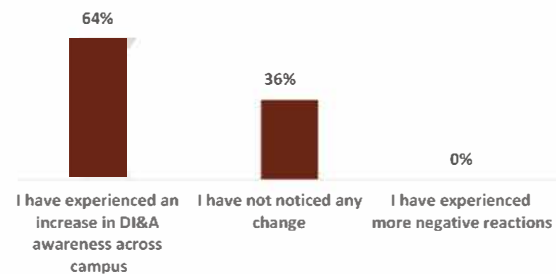


Figure 2: Town hall participants' experiences with peers and colleagues regarding DI&A awareness on campus in the past year. n=69

## Follow-up survey data

A follow-up survey was administered to town hall participants to understand their experiences engaging in DI&A activities and observing DI&A-motivated changes at Mines in the past year. A total of 72 people participated in the survey, though some individuals did not answer all of the questions. The survey contained five questions.

When asked about their experiences regarding DI&A issues in the past year, respondents indicated that they experienced an increase in DI&A awareness among their peers and colleagues. Additionally, there were no responses indicating an increase in negative reactions to DI&A topics (*Figure 2*).

## Key recommendations

Currently, the services town hall participants desired most to be made available to campus are (1) professional development opportunities (trainings or workshops) that teach about bias, (2) promoting awareness and inclusion in different Mines environments and (3) supporting a diverse student body. Additionally, there has been an increase in DI&A awareness on campus in the past year due to Mines DI&A efforts.

Through the town hall discussions and data collection efforts, DI&A staff confirmed that the shared consultancy model to move DI&A forward toward the Strategic Plan's goals was generally supported by participants.





# Overview of Mines DI&A 2020-2025: A shared services, consultancy model

Diversity, Inclusion & Access (Mines DI&A) at Mines will take up a shared services/consultancy model broken into three areas: DI&A-led initiatives, collaborative programming and support services. Each area helps drive DI&A priorities and aligns with the Mines DI&A strategic plan. Mines has committed to investing the following resources to support Mines DI&A: one rotating 50 percent administrative leadership position called the Presidential Fellow; one rotating 25 percent DI&A Fellow; 1.5 FTE staff support; DI&A Council; DI&A ambassadors; and annual operating budget to support learning opportunities, community DI&A grants, DI&A symposia and town halls, among other programming. Ambassadors are faculty, staff and students who, through an application, training and certification process, can be scheduled to deliver DI&A workshops and learning opportunities.

## DI&A-led initiatives

- **Campus reporting on DI&A strategic plan:** Coordinates implementation plans and campus-wide reporting on progress toward Mines DI&A goals, while facilitating campus deep-dive into climate change.
- **Promoting a sense of shared responsibility:** Cultivate allies, certify champions, institutionalize shared responsibility (activities include performance planning, advocates and allies, promotion and tenure, DI&A ambassadors).
- **Fostering dialogue & Learning:** Support learning and cultivate allies (activities include DI&A Council, symposia, food trucks, speakers, inclusion icebreakers, book clubs and more).
- **Representing Mines:** Promote on national, regional and local levels and in professional organizations.
- **Securing external funding:** Drive proposals that enhance institutional DI&A, support faculty-led proposals and work with the Mines Foundation.
- **Facilitating the Council:** Monthly meetings with department and unit representatives. Elevate campus diversity programming and initiatives.

## Collaborative programming

DI&A will collaborate with departments and units across campus to support the following:

- Hiring
- Campus climate
- Inclusive classrooms
- Accessibility
- Mines Community Alliances
- Mines-wide Mentoring Program
- Professional societies
- DI&A Communities of Scholars
- DI&A in performance plans and evaluations
- K-14 recruitment

## Support services

- **Facilitate data requests:** Support the campus climate survey, analysis and action plan; supporting department, unit and faculty requests for data.
- **Expert consultation:** Provide expertise and guidance to the community on DI&A (e.g. Communications, Foundation, departments, units, PIs, exit interviews with Human Resources).
- **Support for individuals:** Provide support and services for diverse community members (e.g. Mines Community Alliances, Communities of Scholars).
- **Support for implementation plans:** Assist departments and units with resources, trainings and workshops to help meet individual implementation plan goals.
- **Assistance with programming, grants and awards:** Financially support diversity initiatives and recognize individuals and groups who actively promotes inclusive excellence and contributes to and enhances the campus climate through a sustained commitment to improve opportunities for the diverse communities we serve.



## DI&A Council purpose and structure

The DI&A Council's purpose is to promote a sense of shared responsibility, foster dialogue, facilitate collaboration (while minimizing duplication), reduce siloed efforts, support unit implementation (while sharing best practices), provide feedback to leadership, review and evaluate progress toward the Mines DI&A strategic plan and to support and amplify campus-wide DI&A programming.

The Council holds monthly meetings where one representative from each department, unit and major student leadership entity (e.g., Graduate Student Government, Undergraduate Student Government, Greek Life) attends to discuss DI&A activities, topics and collaborative opportunities. Units with parallel missions and programming objectives such as Human Resources or Disability Support Services also attend a monthly meeting to collaborate on shared DI&A-related goals. Key partners, who are executive leadership DI&A champions also meet to provide their insights and feedback. Finally, alumni and corporate partners attend External Advisory Board meetings with Mines DI&A staff to provide their insights and feedback on Mines DI&A activities.

## Town hall data collection and analysis

We hosted three town halls to gather feedback from the Mines community on the proposed Mines DI&A 2020-2025 model and to learn about successes and opportunities for growth for Mines DI&A. Through the town hall discussions and data collection efforts, *we confirmed that the shared services, consultancy model was supported by the Mines community.* Mines DI&A hosts town halls annually as part of Mines' commitment to fostering dialogue and promoting a shared responsibility for DI&A efforts. These events open communication between Mines DI&A, campus leadership and town hall participants to learn about successes and opportunities for growth in the DI&A space within the larger Mines community.

The three town halls in February of 2020 specifically gathered information about participants' views on Mines DI&A plans of implementing a shared-services, consultancy model where we foster DI&A champions to undertake, collectively, the responsibility of promoting Mines DI&A. This was catalyzed by the Strategic Planning process where it was determined that Mines does not want to use a "centralized office" for all DI&A efforts, but rather distribute the opportunity to be DI&A allies, advocates and champions among all Mines community members. This shared-services, consultancy model encourages and nurtures learning, offers support services and leads specific DI&A initiatives central to our Strategic Plan goals.

The 2020 town halls all took place in February on the 11th, 13th and 20th, which were convened for one hour each. There was a total of 105 attendees at the town halls. Mines DI&A staff outlined three goals for the events, which included:

1. Give an overview of Mines DI&A services, resources and staffing for the next 5 years.
2. Present updates on progress toward the Strategic Plan goals.
3. Receive feedback from the Mines community about their perspectives on the direction Mines DI&A is taking.

Receiving community feedback came in three forms: open-ended question and feedback forum at the end of the town halls, active polling data collected during the town halls and a follow-up survey after the events took place.

## Polling and short answer data

Several live questions were asked during the town hall presentation to collect feedback on specific points in the discussion. They included:

1. What learning opportunities, trainings or workshops would you like? (text entry and upvotes)
2. What services would you like to see from Mines DI&A? (short answer)
3. What else would you like to see out of Mines DI&A? (short answer)

The first question identified the top learning or training opportunities requested by Mines community members to meet Strategic Plan goals. One polling option was pre-filled to start the process. There was an option to contribute additional items to add to the existing list. Thus, with each subsequent town hall event, the pre-filled list expanded. Participants had the option to either “upvote” or “downvote” an answer choice. The majority of responses were “upvotes” indicating their request for a specific learning or training opportunity. The few downvotes recorded were from participants switching answers from one option to another. The “net votes” indicates the number of “upvotes” minus “downvotes” to get an accurate recording of what services are desired. The “net votes” are used in analyses. Participants were allowed to submit one vote for each item of their choosing on the list. There was no limit to how many items participants upvoted. A total of 791 aggregate “net votes” were counted from the three town halls.

Short answer responses were analyzed using Open Coding – assigning meaning to the data by grouping parcels of information into themes. In some cases, an answer given could be coded into two or more themes. Thus, the number of codes exceeds the number of respondents.

## Follow-up survey data

A follow-up survey was administered to town hall participants to understand their experiences engaging in DI&A activities and observing DI&A-motivated changes at Mines in the past year or two. A total of 72 people participated in the survey, though some individuals did not answer all of the questions. The survey contained five questions:

1. What is your position at Mines?
2. What is your experience with DI&A in recruitment efforts of students in the past 2 years?
3. What is your experience with DI&A in recruitment efforts of employees in the past 2 years?
4. What is your experience with Mines DI&A in the past year?
5. What is your experience with your peers and colleagues in the past year?

## Results

Results are organized into two sections: Town Hall Event Polling and Short Answer Data and Follow-up Survey data. The 105 attendees were allowed to vote for more than one option in the polls, yielding a total number of votes  $n=791$ . There were 72 individuals who participated in the follow-up survey. However, not all respondents answered all the questions.

## Town hall event polling and short answer data

The first question during the presentation asked for short-answer responses focused on Mines DI&A services from the proposed shared-services, consultancy model: “What services would you like to see from Mines DI&A?” There were 89 open codes generated from 84 individual responses. Percentages are out of the 89 total codes.



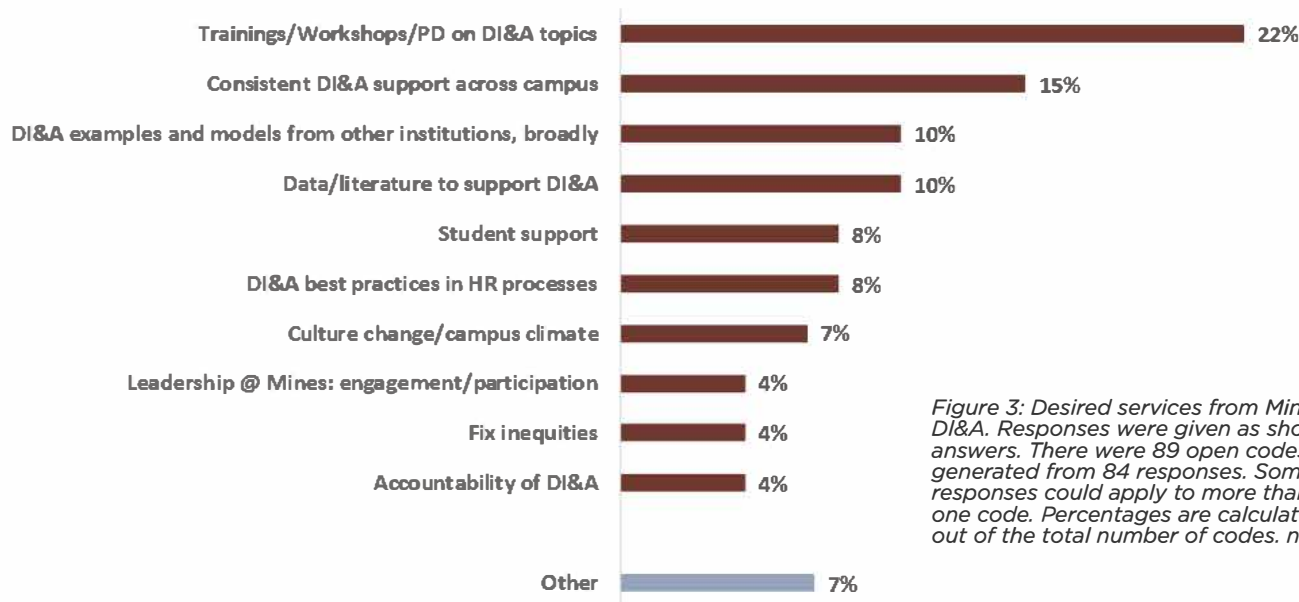


Figure 3: Desired services from Mines DI&A. Responses were given as short answers. There were 89 open codes generated from 84 responses. Some responses could apply to more than one code. Percentages are calculated out of the total number of codes. n=89

The majority of responses indicated a need for additional education on DI&A topics, including traditional trainings, workshops and other forms of professional development. This includes, but is not limited to, bias training, SAFEzone training, professional development for inclusive teaching practices and information about inclusive communication. There is great need for consistent programming and support across campus so that the Mines community sees follow-through with activities, maintains similar standards across units and has opportunities to participate and collaborate with one another. By extension, participants' desire to learn more about other strategies and models being employed nationally and at other institutions, as well as have access to more peer-reviewed literature and best practices on these topics. Additional services desired from Mines DI&A include working on campus culture and leadership involvement. The category, "Other" in the graph contains aggregated responses to themes such as (1) teaching and learning using DI&A best practices and (2) computer resources for DI&A.

At the town hall events, after presenting on the specific services, collaborative programming and initiatives that would be supported by Mines DI&A 2020-2025, participants were asked, "What learning opportunities, trainings or workshops would you like?" The top two topics desired were unconscious bias training (100 votes) and cross-cultural awareness (98). However, there were other forms of bias cited in which participants desire additional professional development, which include interrupting bias and looking at unconscious bias specifically in graduate student recruitment processes (Figure 4). With a total of 105 participants and 100 votes for unconscious bias training specifically, nearly everyone present at the town halls desired to participate in that kind of professional development. The "Other" answer includes aggregated responses to items such as (1) outreach for high school recruitment, (2) accessibility in the field, (3) conflict management workshops and (4) ally training for those in positions of power.

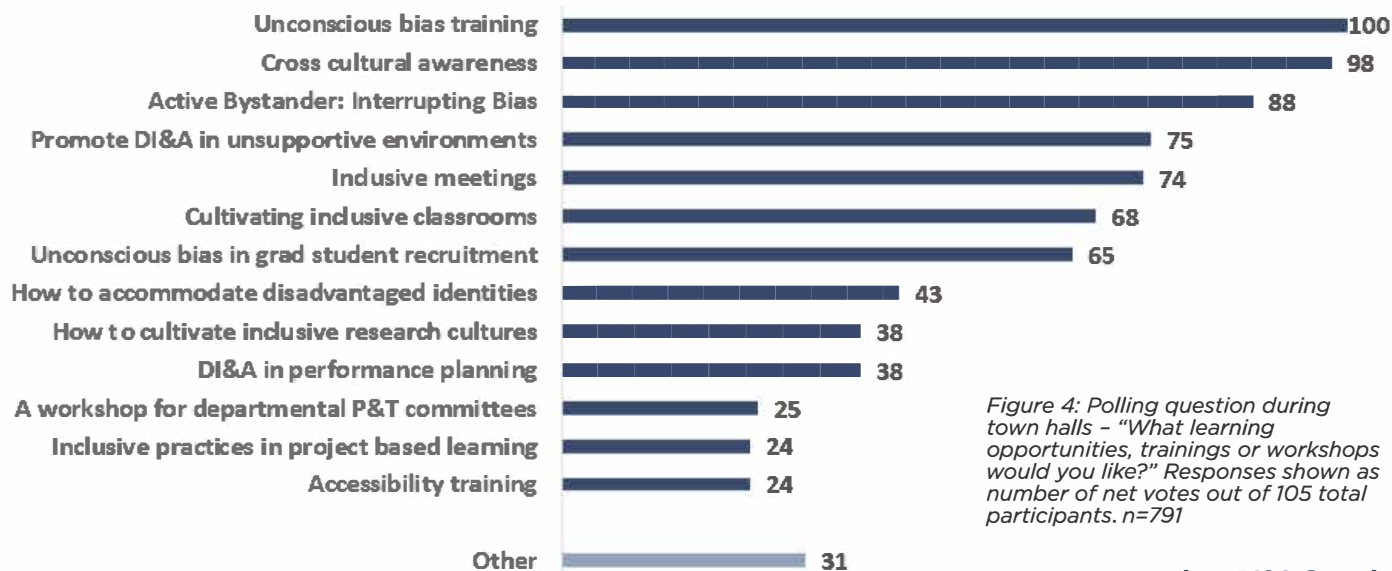
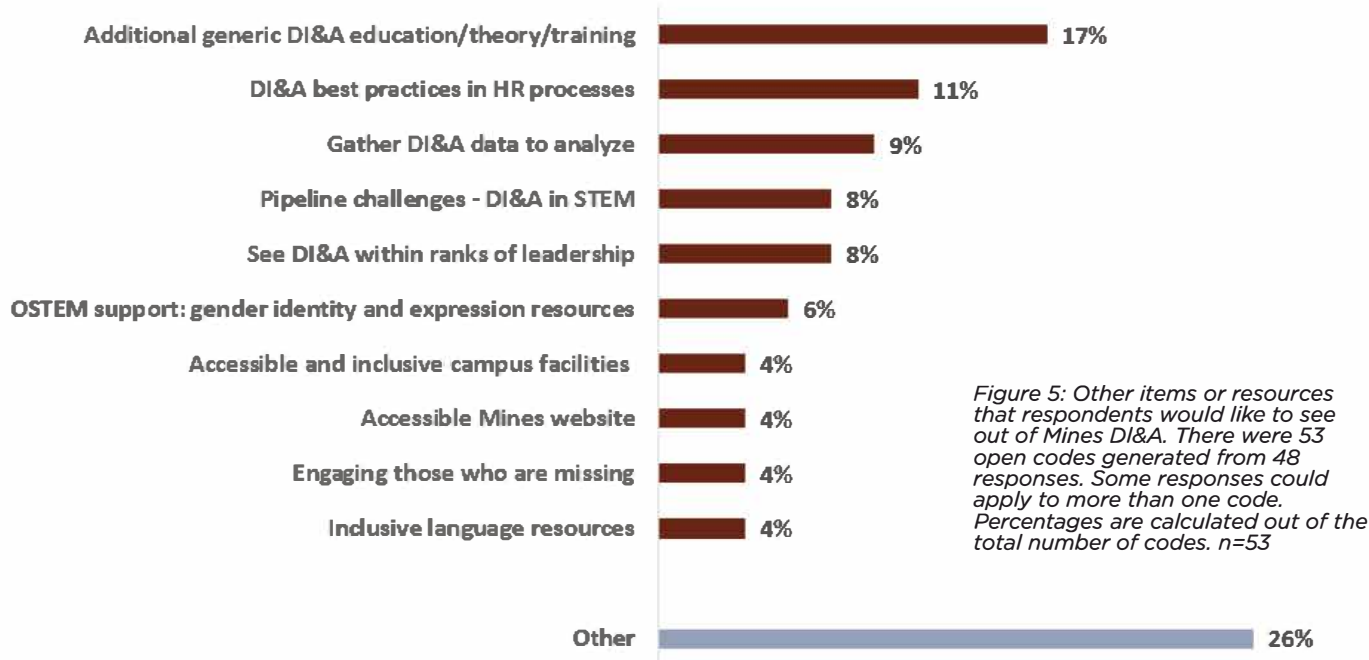


Figure 4: Polling question during town halls - "What learning opportunities, trainings or workshops would you like?" Responses shown as number of net votes out of 105 total participants. n=791

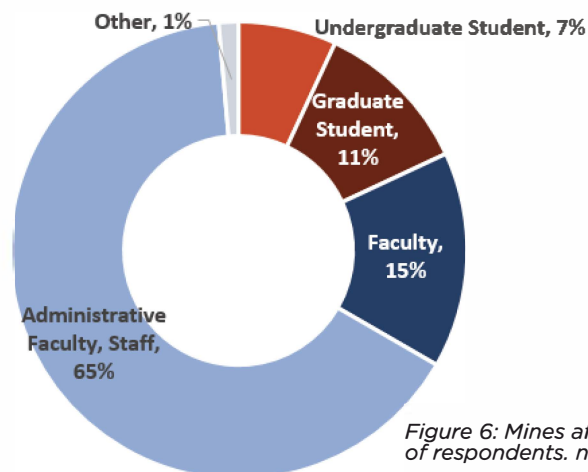
Finally, the town hall closed with an open-ended poll question aimed at providing a digital platform for participants to ask questions (in addition to the open forum discussion) and make suggestions. Mines DI&A offers a wide variety of services and support to the Mines community, including promoting a shared responsibility, fostering dialogue and learning, collaborative programming with other Mines units and support services, such as expert consultation or assistance with grants and awards. This last short-answer question asked what else respondents would like to see out of Mines DI&A in addition to these outlined in the presentation (Figure 3). This question was more open-ended and thus generated more diverse themes that were difficult to group together in the same code. For example, three items called out physical accessibility concerns on campus, including exiting buildings in an emergency for those with disabilities and having a fully accessible Mines website. Support for differences in gender identity, expression and sexual orientation was also cited. However, despite the specificity of many of these new items, the majority of responses indicated a general need for trainings, education, additional resources and data/evaluation to support Mines DI&A. Thinking about administration at Mines, there was a particular emphasis on HR practices including interview selection, recruiting, hiring and addressing STEM DI&A pipeline challenges for potential incoming students. Another administrative item requested included seeing more diversity within the ranks of Mines leadership. There is a nuanced difference between the “Leadership @ Mines” item found in Figure 3 and “See DI&A within ranks of leadership” in Figure 5: “Leadership @ Mines” wants more leadership engagement in activities, whereas “See DI&A within ranks of leadership” wants more individuals from marginalized or underserved populations in leadership positions.

Overall, there is a strong desire for more in-depth, consistent and accessible educational opportunities to increase DI&A efforts across campus. Perhaps once these professional development opportunities reach a critical mass, the lessons learned and skills developed will influence campus culture, teaching and learning and HR-related practices.



## Follow-up survey data

At the close of the town halls, participants were asked to complete a five-question survey. These were multiple choice responses about participants' experiences at Mines with regard to DI&A across campus. The first asks respondents about their affiliation with Mines so we could get a snapshot of those present (Figure 6). The majority of respondents were Administrative Faculty or Staff. Only 15% were Tenured/Tenure Track Faculty.



The second and third questions inquired about town hall participants’ experiences in the past two years with recruitment efforts at Mines of both students and employees, since this has been a major effort for Mines since 2018 (Figure 7).The majority of respondents indicated that Mines “somewhat” supports DI&A in recruitment efforts. This finding aligns with the call for more DI&A in formal HR processes as cited in the short-answer responses( Figure 4 and Figure 5).

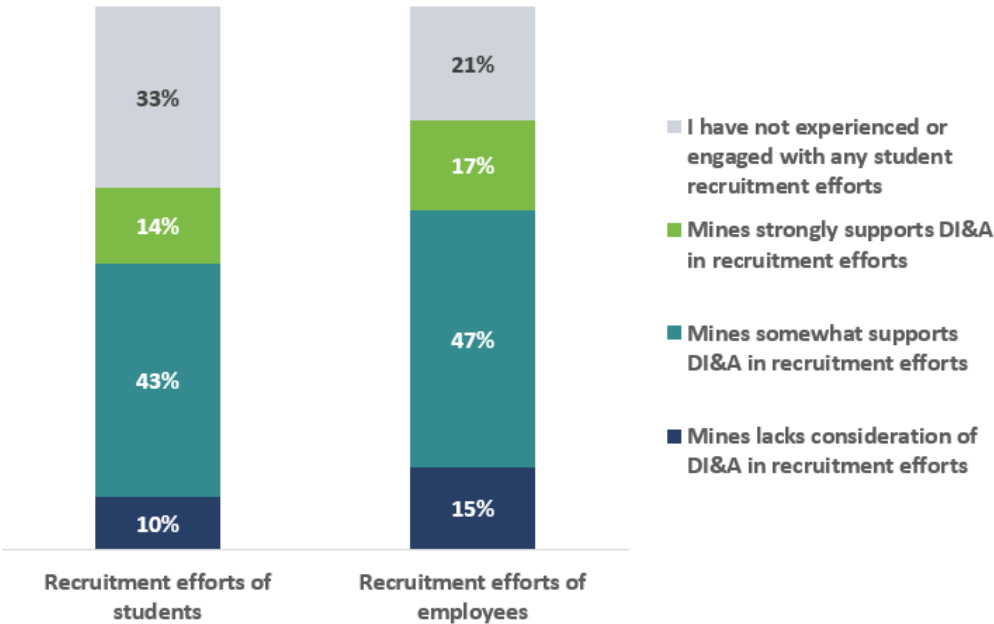


Figure 7: Town hall participants with DI&A recruitment efforts at Mines of students and employees in the pas year. n=72

The last two questions asked about participants’ experiences with Mines DI&A (Figure 8) and their experiences with colleagues (Figure 9). These were asked to understand Mines DI&A reach and participants’ exposure to Mines DI&A and to see if there have been any cultural changes within the community because of the new DI&A efforts taking place across campus.

The vast majority (94%) of participants indicated that they had participated in at least one, if not more, DI&A-related activities in the past year. These data could be skewed because individuals self-selected to attend the town hall events, and so it’s likely they are already involved with Mines DI&A. Finally, what may be one of the most telling findings out of this survey is that 64% of respondents indicated that they have experienced an increase in DI&A awareness across campus. Furthermore, 0% said they had experienced “more negative reactions.”

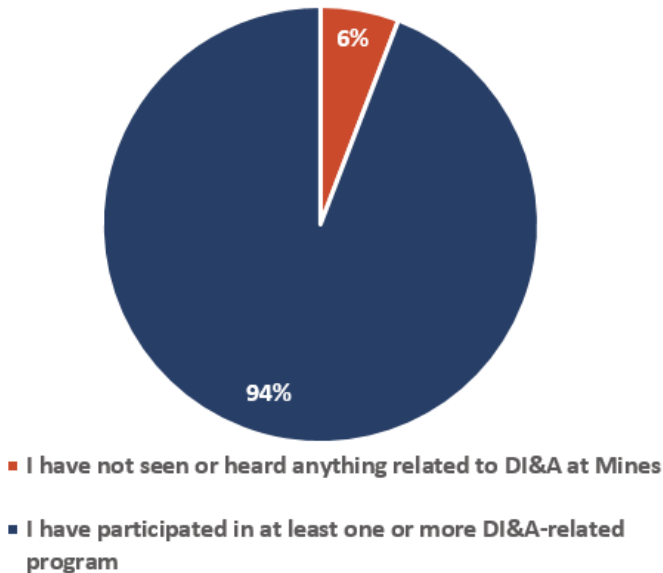


Figure 8: Town hall participants’ experiences with getting involved with DI&A efforts at Mines. n=69

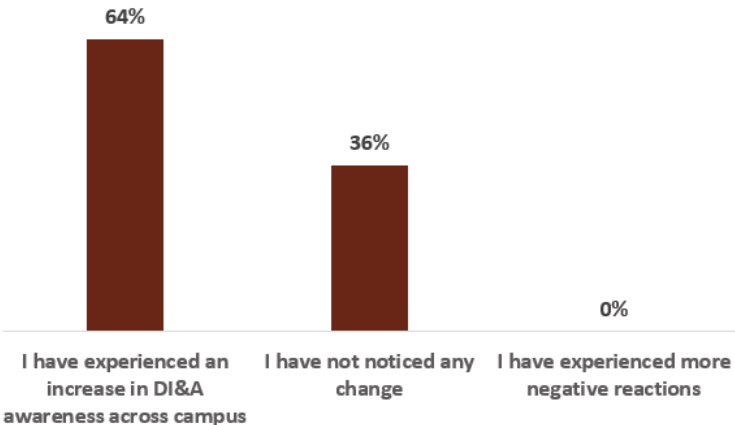


Figure 9: Town hall participants’ experiences with their peers and colleagues with regard to DI&A across campus. n=69



# Conclusion

The town halls gathered information about participants' views on Mines DI&A plans of implementing a shared-services, consultancy model where we foster DI&A champions to undertake the responsibility of promoting Mines DI&A. There were 105 attendees at the town hall events. Participants were supportive of the shared consultancy model presented, which we have now adopted. To be leaders, advocates and active participants in this collective effort, town hall participants indicated they want additional resources including (1) bias training, (2) help in cultivating cross cultural awareness and (3) consistency in support and messaging from Mines DI&A across campus. Furthermore, Mines DI&A activities seem to be making an impact on campus, as the majority of respondents from the follow-up survey indicated they have experienced an increase of DI&A awareness across campus. These data provide valuable insights for Mines DI&A staff to move forward in reaching the Strategic Plan goals. The shared-services, consultancy model for Mines DI&A has been adopted for 2020-2025 and will be reviewed annually in conjunction with the DI&A Council, Mines leadership and the Mines community.

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