

DI&A Implementation Plan- 2019

Introduction

Provide a brief overview of the importance of DI&A to your unit. Think about your employees and who you serve. Where are opportunities to engage with DI&A?

Provide relevant information about your unit: e.g. your scope and/or mission, the number and demographics of employees, clients (e.g. students) and/or stakeholders. Your unit will receive a report from DI&A with basic stats; feel free to use them here.

We recommend the following steps for the planning & reporting process¹:

0. Review Mines Strategic Plan for DI&A and form a working group with representatives from all members of unit. Ensure diversity of the group; clearly establish expectations for roles and communication.
 - a. Check www.mines.edu/diversity to download the plan as well as find resources, ideas, and programs that you can use in your implementation plan.
1. Collect and analyze data; identify areas where you can have significant impact to support DI&A at Mines. Collect ideas from all members of the unit.
 - a. Identify where you need more data to make informed decisions, and include the data collection and analysis as part of your year 1 implementation plan.
2. Set goals, identify strategies, deliverables and metrics
 - a. Conduct a self-assessment and collect ideas from all members of the unit. We recommend that you include this as one activity in your year 1 implementation plan: request a survey for your unit from (www.mines.edu/diversity).
 - b. Identify strategies, programs, and activities that align with the areas where your biggest impact can be made (see the resources we have compiled online for ideas).
 - c. Complete the implementation plan template
3. Have your Plan reviewed by the DI&A team
4. Integrate feedback from DI&A, submit plan to your Dean or VP for review. Submit final plans to President Johnson. (See due dates below)
5. Implement the plan and track progress using your proposed metrics.
 - a. Be sure to publicly share your plan, your progress, and your successes!
6. Complete an annual report on progress. Revisit and update the implementation plan. (See due dates below)

¹ Adapted from [UC Berkeley](#)

Our process

Describe the process that you used to develop this plan. Include the names of the leads as well as the %s of your unit members (e.g. employees, students) who were engaged in the process. Be sure that your DI&A leadership team is representative of your unit's membership (e.g. if you are a department, include faculty, staff, undergrad students, grad students and researchers).

Describe how data and information drove and informed your process and summarize the relevant data. For example, if your department has a low retention or graduation rate for women or underrepresented students, you should summarize that data here and briefly describe how it led you to a specific program or activity. If your unit has a high staff turnover or the demographics of your student workers are not diverse, you should summarize that data and describe how it led you to a specific program or activity. Please note, in 2019 you may not have the data that you need to identify these specific sorts of interventions. In the first year (2019), your implementation plan may be entirely focused on conducting a needs assessment.

In addition, please include the following information in your plan: each year you will compare progress to the baseline data reported here. Contact us if you'd like a web-based survey that you can disseminate to your employees.

Academic Depts:

- Service load
- Serve as mentors/have mentors
- % of faculty/staff participation in DI&A programming (Advocates & Allies, safe zone training, Trefny inclusive classroom workshops, leadership institute, other DI&A professional development that you deem relevant)

Non-Academic Units:

- Serve as mentors/have mentors
- Participate in professional development programming
- % of staff participation in DI&A programming (Advocates & Allies, safe zone training, leadership institute, other DI&A professional development that you deem relevant)

Important dates:

- 2019 -

- May 22 Draft Implementation Plan to DI&A Council for review (submit via email to diversity@mines.edu)
- June 4 Review and comments returned to you
- June 19 Plans due to supervisors/VPs
- June 28 Final Implementation Plan Due to President

- 2020 & subsequent years-

- May 31 Draft Annual Report & updates to your implementation plan due to DI&A Council
- June 14 Review and comments returned to you
- June 30 Final Annual Report & Implementation Plan Due to President & Provost
- September Mines annual report on DI&A published

Our plan

Each of your programs should map to a recommendation in the Mines DI&A Strategic Plan. View the appendix for more specifics on the recommendations. At the end of the year, you will report on your progress toward these outcomes, and you will need to provide data based on the metrics that you identify in the table below. Be sure to collect that data now so that you have a baseline to compare your progress to. And take pictures of your programs! The President’s office will highlight and reward exceptional activities and implementation plans.

As you identify actions & programs, please note that you don’t have to do everything under the sun. You should identify high impact activities (see the DI&A website for examples & guidance). For example, if your department has a low retention or graduation rate for women or underrepresented students, you should design programs based in best practice to address that issue. If your unit has a high staff turnover or the demographics of your student workers are not diverse, you should design programs to address those issues. The table below is pre-populated with examples; please feel free to keep, modify, and delete and actions/programs.

Strategic Plan Alignment	Action/Program	Short term outcomes (1-2 years)	Long term outcomes (by Mines@150- 5 years)	Responsible	Metrics & baseline data
Culture #3	Conduct a self-assessment of our unit’s culture & needs wrt DI&A	Helps us identify what best practices we are already doing, and prioritize areas for improvement. We will do both the online survey & focus groups.	Compare to the Mines contracted survey (starting in 2020) and evaluate improvements to climate for all implementation plan programs.	Give names	Data reported in the survey
Culture #4	Encourage faculty/staff to take Skillsoft implicit bias training	Faculty/staff learn about implicit bias, how it can impact our students & colleagues, & how we manage it.	Learn how we can adopt more sophisticated implicit bias training to minimize implicit bias.		% of faculty/staff with training
Rewards #2	Nominate someone or a group for DI&A awards	Raise awareness of our DI&A efforts, nominate at least 1 person/group per year.	Raise awareness of our DI&A efforts. Have received one DI&A award.		# nominations, # awards
Rewards #3	Pursue external funding for DI&A programs (e.g. Sloan Foundation, HHMI, venturewell, NSF RED, S-STEM, IUSE, INCLUDES, AGEP)	Submit 1 proposal (and identify the DI&A goal of the proposal). Pilot the program to generate preliminary results.	Proposal funded (and identify the long-term goals of the proposal)		# proposals submitted, funded. Others depend on proposal
Shared Resp #3	Encourage faculty/staff to participate in advocates & allies training. Have at least one trained advocate in the unit	Our male faculty/staff become comfortable with topics of DI&A and the challenges facing our students/colleagues	Our male faculty/staff become active allies & advocates to support DI&A across campus and in our unit.		% employees with training/ participating

Strategic Plan Alignment	Action/Program	Short term outcomes (1-2 years)	Long term outcomes (by Mines@150- 5 years)	Responsible	Metrics & baseline data
Culture #1	Have all instructors and TAs complete inclusive classroom checklist	Unit has a better sense of what best practices we are employing in class. Instructors and TAs are introduced to inclusive classroom best practices	More instructors are implementing inclusive classroom best practices.		% instructors completing checklist, % of best practices used in class
Data #1	Evaluate faculty service load	Identify any inequities in service loads.	Have a fair and equitable allocation of service.		Service hours, # of services per faculty
Shared Resp #3	Evaluate faculty/staff efforts to learn about and support DI&A	Our faculty/staff become comfortable with topics of DI&A and the challenges facing our students/colleagues	Our faculty/staff become active in supporting DI&A across campus and in our unit.		% employees participating, evaluate climate survey
Recruitment #3	Employ HEx practices in all employee hiring (e.g. student employees, grad students, post docs, research associates)	Quality of our accepted/hired students/employees improves and their demographics better reflect Mines community goals (see Strategic Plan Appendix)	Broadening the applicant pool efforts start to pay off and we see more diverse applicants in our application pool.		% demographics of applicant pool and hired
Foster Dialogue #1	Publish this plan and our commitment to DI&A on our website & on social media	Our stakeholders and students know and see our commitment to DI&A	Our stakeholders, students, alumni, and peers see us as leaders in DI&A		Plan published, websites updated, #clicks, likes
Shared Resp #1	Pilot putting DI&A into performance plans	Our employees learn more about DI&A and become more comfortable fostering dialogue	Our employees are active advocates and allies for DI&A at Mines		# and type of goals in performance plans
Retention #1/#3	Evaluate our students/staff ability to take advantage of mentoring and/or professional development	Identify if we have any inequities in those who have access to mentoring or professional development. Implement strategies to remedy.	Employee turnover goes down, satisfaction increases. Employees develop and improve professional skills.		% using prof dev, mentoring; turnover, climate survey results
	Add your ideas here!				

Notes on terms for your plan:

- Use the term underrepresented student, group, or people.
- The strategic plan refers to all divisions, departments, and units as ‘units’
- Use the acronym DI&A for Diversity, Inclusion & Access.
- Mines style guidelines use Gotham or Calibri fonts and do not use the oxford comma

- Please be sure to delete all of these tips and notes before submission!

Need help?

- With questions regarding this template, submission guidelines and review process, contact DI&A (diversity@mines.edu).
- Guidance on the implementation planning process as well as resources and ideas for your implementation plan are on the Mines DI&A website (www.mines.edu/diversity).
- You should have received a report summarizing DI&A data for your unit by the end of March; contact DI&A (diversity@mines.edu) for assistance.