



CULTURE OF INCLUSION

Building, fostering and supporting a strong culture of inclusion is one of the most important pillars of DI&A-related work. Without it, increasing diversity through recruitment, retention and equity efforts becomes a moot point. We can't retain and sustain diversity without inclusion.

Mines continues to spearhead ways to build cultural inclusion among all groups on campus. From WISEM's

professional development series and "Wednesdays with WISEM" events, Trefny Innovative Instruction Center's inclusive classroom work, the library and museum's efforts to make their building and resources more accessible, MEP's professional societies' activities to Mines DI&A's inclusion icebreakers, the community is actively making Mines a more culturally inclusive institution.

Perceptions and experiences

The Trefny Innovative Instruction Center administers a survey to undergraduate students about their experiences at Mines. Overall, students "moderately agreed" (a score of 5 out of 7, where 7 is strongly agree) that they belong in their departments, feel comfortable, fit in well, know how to get along with people and do well. There were no substantial differences in responses between genders,

first-generation students, race/ethnicity or LGBTQ+ identifying students. Responses about "belonging at Mines" indicated students "moderately agreed" that they felt a sense of belonging, that they were a member of the community and they see themselves as part of the Mines community.

When asked about differences in opportunities between students who identify with different social identities, three discrepancies appeared: between genders, first-generation students and those who identify as

LGBTQ+. There were similar trends across other social identities, though perhaps not as pronounced (figure 10).

Undergraduate students’ reported perspectives on climate and opportunities at Mines, by demographics, Spring 2019

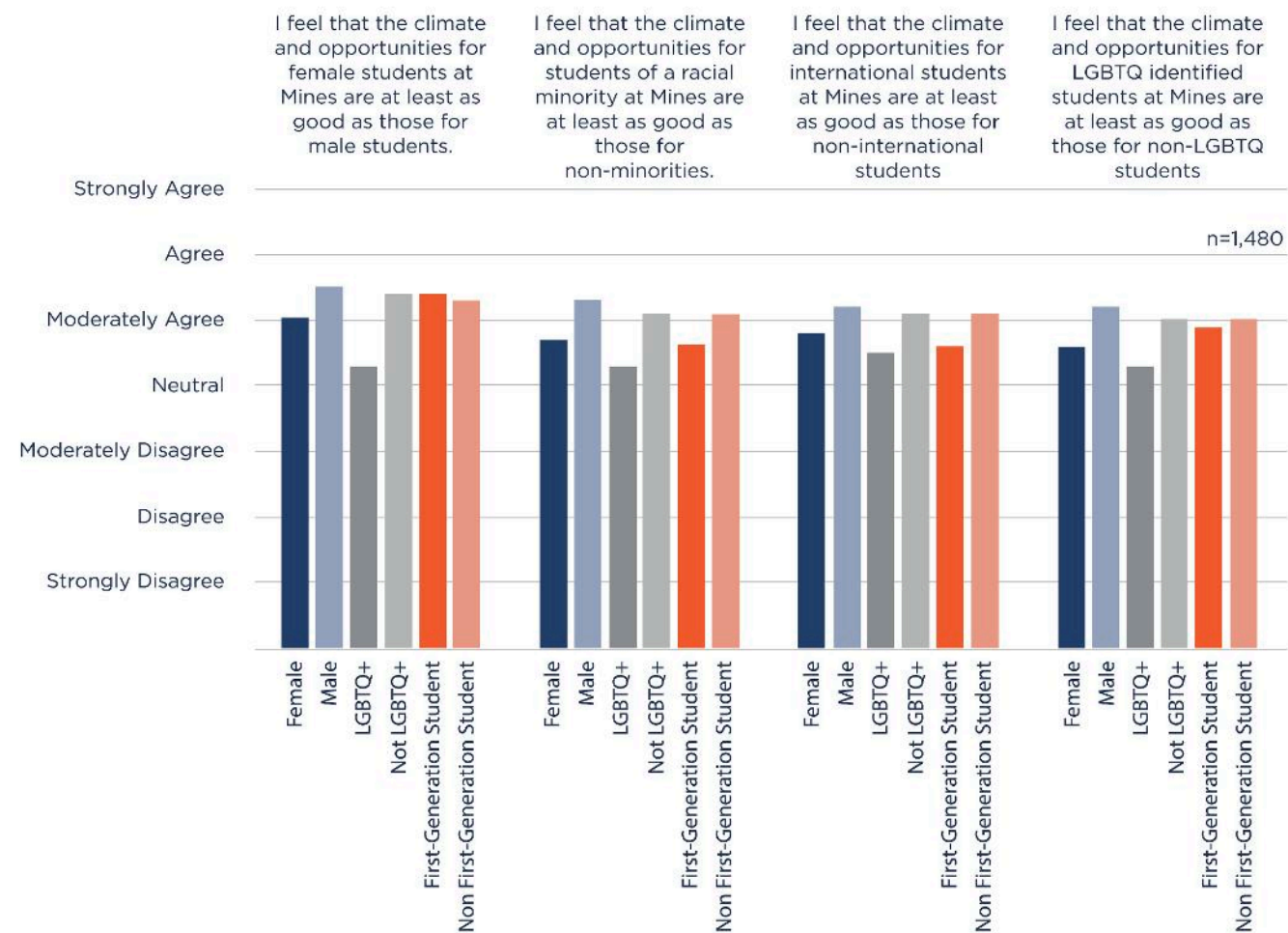


Figure 10: Trefny Innovative Instruction Center’s annual student survey responses about climate and opportunities for Mines students, based on different demographics. Most groups of students “moderately agree” with each of the statements. Shown are which social identities had the greatest differences when compared to the university averages.

Mines DI&A’s Academic Self-Assessment Survey (2019) asked participants about their experiences with departmental culture and with department leaders. There were eight participating academic departments (n=224 respondents): Applied Mathematics and Statistics (AMS), Metallurgical and Materials Engineering (MME), Geophysics, Engineering, Design and Society (EDS),

Economics and Business (EB), Mining, Humanities, Arts and Social Science (HASS) and Petroleum Engineering (PE). Most indicated their department is actively committed to DI&A (figure 11) and that they can be their full selves within the department: “Yes” = 39 percent, “Somewhat” = 15 percent, “No” = 12 percent.

When surveyed, “department leaders help set the tone for creating an engaging and inclusive environment for all groups,” there were differences between male and female perspectives (figure 12). There was 62 percent of male

respondents who indicated “yes,” their department leaders set the tone for an inclusive environment, whereas only 45 percent of female respondents had the same perspective.

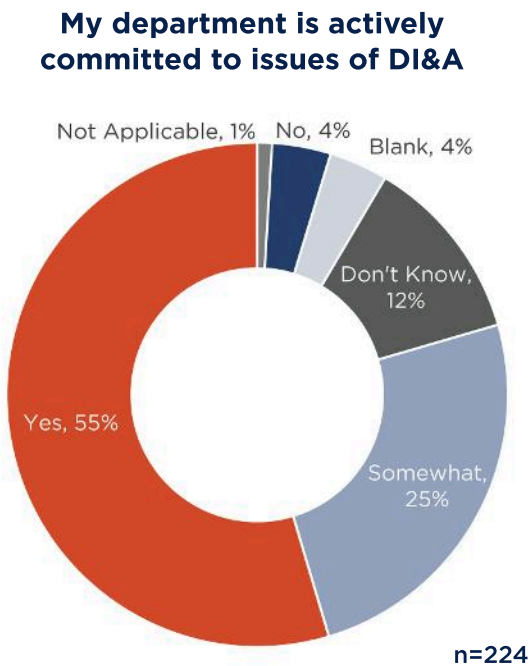


Figure 11: Academic Department Self-Assessment Survey – Q: Our department is actively committed to issues of diversity, equity and inclusion (DI&A); n=224. Departments who participated include: AMS, MME, Geophysics, EDS, EB, Mining, HASS and PE.

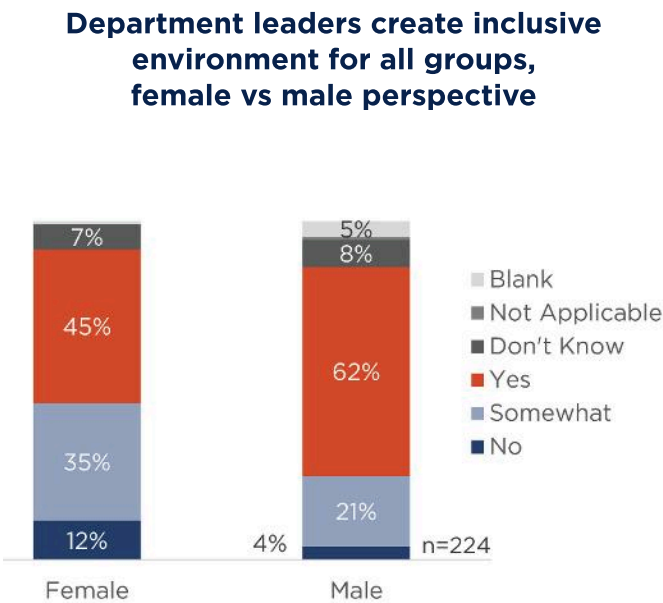


Figure 12: Academic Department Self-Assessment Survey – Q: Department/division leaders – including the Department Head, Dean, and others – help set the tone for creating an engaging and inclusive environment for all groups; n =224. Departments who participated include: AMS, MME, Geophysics, EDS, EB, Mining, HASS and PE.

Mines promotes and supports an inclusive campus culture that aligns with Mines’ values for all employees and students. Mines also recognizes the importance of providing clear avenues for reporting bias, discrimination and harassment.

SpeakUp@Mines is a secure and anonymous reporting tool and can be used by any Mines student or employee to submit a report on sexual violence or harassment, fraud, non-compliance with policies, research misconduct or other questionable activities at Mines. From 2017 to 2020, there were 24 cases that could be related to a DI&A transgression reported through SpeakUp@Mines. Due to the structure of the reporting system, there are no set definitions or descriptions for any DI&A-related category—the reporter can choose any they believe are appropriate based on their understanding of the incident. Categories may not always be accurately selected and these 24 cases may not be the full population of DI&A-related issues since there are other reporting mechanisms available.

To expand on these avenues for reporting, Mines created the new Office of Institutional Equity & Title IX. The office handles reports of campus climate concerns and incidents of bias, discrimination, harassment, violence and retaliation based on a protected class and will continue to manage complaints of sexual harassment and other forms of sexual misconduct, for students, employees and third parties. The office will work closely with Human Resources, Student Life, Academic Affairs and other campus offices to provide support and/or resolve issues.



The Office of Institutional Equity & Title IX focuses on prevention, including supervising a team of student peer educators whose mission is to, “create an inclusive support system on campus for all students promoting safe, healthy relationships and behaviors through innovative, student-centered outreach, programs and workshops.” Their work is done in partnership with Student Life. The 2019 Title IX and Clery Educational Programming and Awareness Campaigns Report

showcases the office’s prevention efforts through programming, education and awareness campaigns.

Complaints of bias, discrimination, harassment, violence and campus climate concerns can be submitted through the website²⁸. Complaints of sexual harassment, sexual assault, dating/domestic violence, stalking and other forms of sexual misconduct can continue to be submitted at the Title IX website²⁹.

**DI&A
Strategic Plan
Recommendation**

Establish standards for effective teamwork and inclusion in the classroom

The Trefny Innovative Instruction Center has established guidelines for effective teaching³⁰ and inclusive classrooms, both online and face-to-face. The inclusive classroom checklist³¹ includes best practices that are incorporated into workshops and professional development opportunities for instructors. Trefny and Mines DI&A recently secured a grant from NSF to expand these resources. Trefny offered ten distinct workshops to support inclusive teaching practices during the 2019-2020 academic year. There were 121 faculty, staff and graduate students who participated in one or more of the events.

- Inclusive Teaching Practices Checklist (Campus Conference workshop; Trefny and DI&A co-facilitated)
- Creating an inclusive environment
- Maintaining an inclusive environment
- Student Panel: Experiences with Positive Learning Environments at Mines
- Patterns and Trends in the Mines Undergraduate Survey
- Spring into the Semester with a Student-Centered Syllabus
- Embracing Challenges: Helping Students Persist in the Face of Obstacles
- Student Panel: First year student experiences at Mines
- Bouquet of Blooms: Picking Active Learning Strategies
- Pedagogy Practice: Using Relevant Examples

²⁸ cm.maxient.com/reportingform.php?COSchoolofMines&layout_id=31

²⁹ cm.maxient.com/reportingform.php?COSchoolofMines&layout_id=30

³⁰ trefnycenter.mines.edu/effective_teaching/

³¹ 3a2vzv37nkuw3esf6a3u2t7s-wpengine.netdna-ssl.com/diversity/wp-content/uploads/sites/278/2019/08/Inclusive-Class-checklist-8-9-19v2.pdf

The Academic Department Self-Assessment Survey (2019) asked if course offerings include explicit attention to issues of DI&A in their respective fields of study. We see a few

differences in perspectives when data are broken down by race, LGBTQ+ affiliation and faculty vs. student populations (Figure 13).

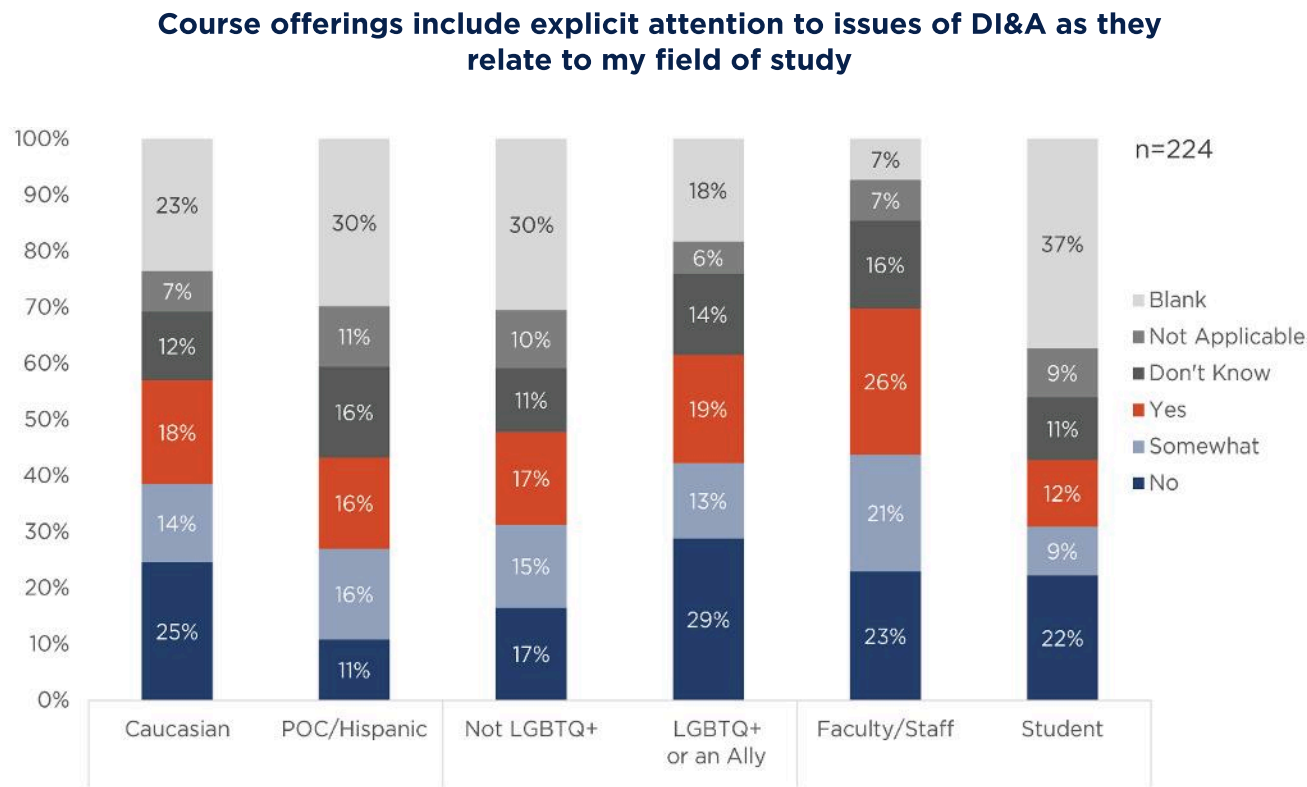


Figure 13: Academic Department Self-Assessment Survey: Q - Course offerings include explicit attention to issues of diversity, equity, and inclusion as they relate to our field(s) of study; n = 224. Departments who participated include: AMS, MME, Geophysics, EDS, EB, Mining, HASS and PE.

DI&A Strategic Plan Recommendation

Ensure campus practices and policies support work-life balance, health, wellness and family

Undergraduate students indicate health and wellness challenges in regard to the Mines academic environments in the Trefny Center’s student survey. Results from 2019 showed students “moderately agree” that the academic environment negatively impacts themselves or someone they know and that students also take pride in how stressed out they are. There are not significant differences in these feelings between students of different races/ethnicities, yet females tended to agree with these statements more than males. We saw similar differences as the gender breakdown with those who identify as LGBTQ+ versus those who don’t, with an exception of the last question about taking pride in being stressed, which both populations moderately agreed (figure 14).

Every Oredigger is a comprehensive campus-wide initiative aimed at promoting mental health, championing resiliency

and preventing suicide at Mines. Through culture change, direct services, campus support and workshops, policy and procedure, communications and more, we pledge to be a community that encourages and supports the well-being of all. Every Oredigger is supported by efforts of seven working groups comprised of administrators, faculty, staff and students.

Undergraduate students' reported mental and emotional well-being at Mines, Spring 2019

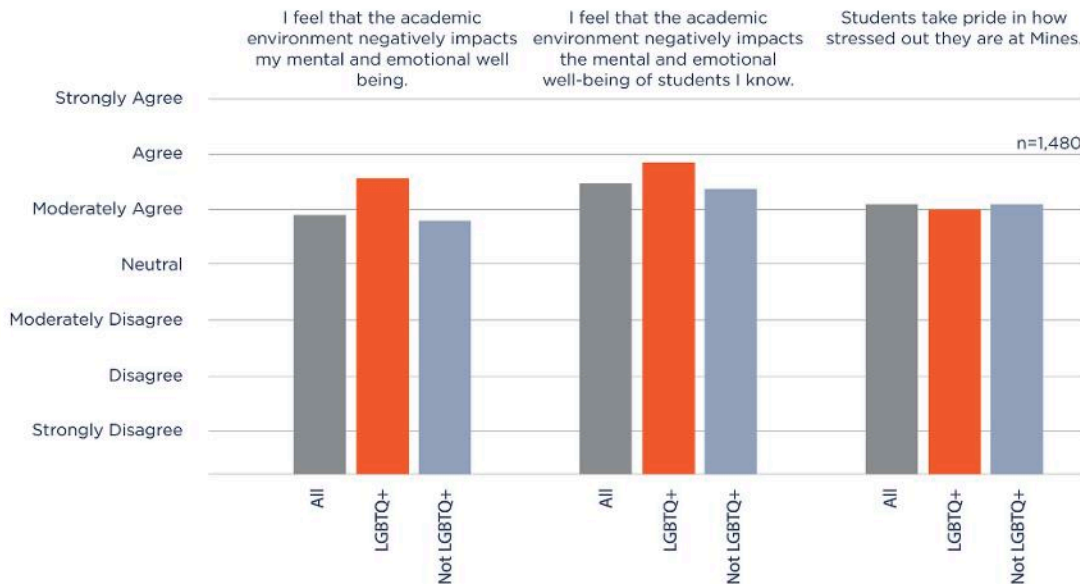


Figure 14: Trefny Innovative Instruction Center's annual Student Survey in spring 2019 asked three questions relating to undergraduate students' mental and emotional well-being. The biggest differences reported in comparison to the university average were from the LGBTQ+ community.

Mines supports work-life balance, health, wellness and family through many different endeavors, such as Mines' partnership with Colorado State Employee Assistance Program (CSEAP). CSEAP provides access to an on-campus counselor, tele-therapy, financial wellness and stress-managing workshops, wellness, resiliency and talking about equity, diversity, and inclusion in the workplace. Through campus communications, like Human Resources' Campus Leaders Notes, Mines provides leaders management tools while keeping wellness and work-life balance at the forefront of being a high-performing team. As many employees moved quickly from working in an on-campus office to working in their homes at the onset of the pandemic, Mines hosted multiple EveryOredigger Zoomcasts with faculty, staff and students to discuss pertinent topics to aid the transition. These Zoomcasts sparked many ideas and

collaborations among colleagues and catalyzed the creation of a New Employee Coterie designed to help welcome employees into the community while working from home.

Many Mines employees are also caregivers. Mines provides backup care for childcare and elder care through our contract with Bright Horizons. This is an exceptional program very few institutions of higher education offer to employees. Mines is working to solidify a "flexible hours" policy that will allow staff to have a flexible work-life balance, which has been partly catalyzed by the pandemic.

Ultimately, the best way to evaluate work-life balance, health, wellness and family is through a climate survey, which is a priority for Mines in the coming years.

DI&A Strategic Plan Recommendation

Utilize a vetted and professionally developed campus climate survey

At the end of October 2020, Mines contracted with ModernThink, an independent research firm, to conduct an inaugural employee engagement survey. Mines' achieved an exceptional 61 percent response rate which included representation from all employee groups. This provided a high-quality baseline data set and meaningful insight for action planning. The results were presented to leadership in February 2021 with subsequent discussions at the VP, department and team levels. Participation in this survey follows a biennial cycle and qualifies Mines to be included

in the "Great Colleges to Work For" program and further advances the institution towards the MINES@150 goal of becoming an employer of choice.

In alternating years, we plan to delve deeper into campus climate issues, with a mix of focus groups, interviews and surveys, depending on the findings from ModernThink.

Embed implicit bias training as part of on-boarding, teaching, leadership preparation and other relevant processes or committees

After the social justice and racial inequity events of summer 2020, the campus community expressed a need for DI&A learning and skill development beyond implicit bias. This recommendation was expanded to include general DI&A learning and minimizing microaggressions. To date, there have been considerable efforts to educate and reduce instances of implicit bias among community members and in Mines' processes.

- **Admissions** hosts workshops specifically designed to manage and minimize implicit bias in review of undergraduate applications. So far, 20 admissions counselors have participated.
- **Mines DI&A** hosted campus-wide implicit bias and minimizing microaggressions workshops (240 attendees) facilitated by Dr. Dena Samuels.
- **CLASS** held a comprehensive series of workshops to advance general DI&A-related skills (over 100 attendees). Vernon Wall provided the discussion, "Creating a Campus Culture Committed to Social Justice and Equity," focusing on key concepts including identity, privilege, intersectionality, equality vs. equity and intent vs. impact.
- **HASS** Committee for DI&A held a workshop in January 2020 attended by 11 faculty members to help understand the connection between privilege and implicit bias.
- **Public Safety** team members attended and completed both the campus (Mines DI&A and Student Life) workshops along with several courses provided by the Colorado Commission on Peace Officers Standards and Training. The courses covered microaggressions, implicit bias, racial profiling, anti-bias policing and de-escalation.
- **Human Resources'** New-employee onboarding introduces new faculty and staff hires to Mines DI&A.
- **Arthur Lakes Library and Mines Museum of Earth Science** conducted a group workshop in October 2020 centered around the Harvard Implicit Association Tests³² for Race and Skin Tone. The majority of the department completed the tests and engaged in both breakout and full group discussions on their reactions to the test. A Mines DI&A staff representative served as a workshop co-facilitator. They plan to hold similar department workshops in future semesters.
- **Information & Technology Solutions (ITS)** holds weekly round table discussions and involves other units' to cover topics such as restitution, microaggressions, "colorblindness," structures in the U.S. that led to systemic racism, implicit bias, BIPOC at Mines and personal experiences with diversity, inclusion and access on campus.
- **Finance Administration & Operations** offers implicit bias workshops specific to FA&O activities. Overall participation rate for their employees is 80-85 percent. From February to March 2020, there were 284 attendees who participated in one of the seven FA&O-hosted implicit bias workshops. There were 29 units represented.
- **Geology and Geophysics** began holding biweekly DI&A-focused coffee hours over Zoom to raise awareness and have discussion around issues related to equity, inclusion and access. They shared their initiative on #OrediggersForEquity³³ to inspire others.

³² implicit.harvard.edu/implicit/takeatest.html

³³ mines.edu/diversity/orediggers-for-equity-2-2/

FA&O launched their “Diversity, Inclusion and Belonging” learning cohorts in February 2021. Through this initiative, FA&O leadership is approaching culture building with intention to further enhance Mines’ focused work on diversity, inclusion and belonging. The goal is to create an environment where FA&O employees can safely engage in conversations through cohorts of approximately 30 team members. Each cohort engages in four, 60-minute facilitated learning sessions. Each session requires pre-work, a conversation about individual experiences and pre-work review. Sessions are facilitated by FA&O team members selected by their leaders who demonstrate a facilitator’s mindset and skills to lead these conversations.

Beyond interactive implicit bias workshops, Mines offers educational content on Skillsoft. In the Diversity Inclusion Bias Report 2018 to June 2020, there were 20 course offerings related to diversity, inclusion and access. Only 11 of the 20 had confirmed completions from individuals. Mines has encouraged the community to take these courses, though the response has been minimal, leading us to believe using Skillsoft for these topics may not be the best vehicle. By comparison, the virtual workshops led by external consultants have had higher attendance and engagement (350 people between the DI&A and CLASS workshops as compared to under 100 for all Skillsoft courses).

**DI&A
Strategic Plan
Recommendation**

Ensure all university materials and spaces are available to all who need them

Mines is committed to providing equal access to university courses, programs and activities for students, faculty, staff and community members with a disability. In compliance with the ADA Amendments Act of 2008, Sections 504 and 508 of the Rehabilitation Act of 1973, university personnel work with qualified community members and guests to ensure equal access wherever and whenever possible.

Three main areas in which Mines focuses on student accessibility:

- 1. Open Educational Resources**
- 2. Disability Support Services and Mines Testing Center**
- 3. Equal and equitable access to technology**

The library and museum have made progress to help ensure all materials and spaces are available to all members of the Mines community. To increase students’ accessibility to materials, the Colorado Department of Higher Education (CDHE) funded Mines with \$30,000 to create Open Educational Resources incentives. This mini grant program funded 11 projects and resulted in a savings of \$37,520 to 560 students enrolled in fall 2019. The 2018-2020 \$30,000 CDHE grant impacted 12 courses, saving students an estimated \$63,000 per year in required course materials. The 2019-2021 \$38,000 CDHE grant impacts 14 courses, saving students up to \$279,000 per year in required materials.

Disability Support Services (DSS) facilitates equal access for students with disabilities by providing services and coordinating academic accommodations, workshops,

education, consultation and advocacy for students, staff, faculty and administration around disability and compliance. DSS staff continue to experience steady growth in student applications and registrations each year, with an average growth of 30 percent over the past three years and more than doubling the number of registered students since 2017-2018. DSS devotes significant time and resources to processing applications (284 applications since fall 2019) and coordinating accommodations for students who are actively registered (404 students). The office supports greater access and inclusion through collaboration with campus partners, professional development efforts and the development and procurement of assistive technology, software and resources.

Of those registered in 2020, a majority of students had a primary disability of ADHD (32 percent), followed by specific learning disabilities (e.g. dyslexia) (16 percent), psychological/psychiatric disabilities (14 percent), chronic health condition (8 percent), autism spectrum disorder (7 percent), physical/mobility impairment (3 percent), hearing disability (2 percent) and vision disability (1 percent). Nearly half of those registered have two or more disabilities (n=199; 49 percent).

On average, the Mines Testing Center (MTC) experienced a 26 percent growth in usage year after year with a 168 percent overall increase in usage since 2014. During the COVID-19 pandemic, the MTC experienced a decline in usage but expanded virtual proctoring support to campus. MTC plans to provide additional proctoring support and access for students who may benefit from adjusted exam schedules due to Ramadan observance this spring.



Students with registered accommodations with DSS (2015-2020)

Fall semester	# registered students	Annual % increase
2015	150	--
2016	163	9%
2017	181	11%
2018	239	32%
2019	315	32%
2020	404	28%

A support services survey sent to almost 5,000 students (with a 20 percent response rate) aimed to understand the challenges students faced when Mines moved to virtual delivery in March 2020. The survey assessed anticipated challenges with continued virtual delivery and what support was needed for sustained virtual delivery. A section focused on ITS services received 56 open-ended comments on what went well and 36 comments on the challenges after moving to virtual delivery. Feedback included:

- Students appreciated that they were able to access campus computers using software such as VPN and Labby.
- Students felt ticket response time was fast and were able to get help for their personal devices.
- The ability to find information online without having to submit a ticket was also useful, as was the online chat feature.
- Some students found it challenging to connect to campus computers and were not able to connect for long periods of time.
- Other students found they did not have access to the right software to use on their personal computers.
- Students also stated they would like to have a more clear and accessible method for accessing all the resources available.

Culture of inclusion: ongoing and future activities

- Ensure we **institutionalize campus climate surveys** and are prepared to respond to their findings
- Explore areas of success and opportunity to **increase feelings of belonging for our international student population**
- **Expand DI&A learning and skill development opportunities** to the entire campus community and work across units and departments
- Improve support to those who have **experienced bias, discrimination, harassment, violence and climate concerns** through the new Office of Institutional Equity & Title IX
- Promote campus-wide inclusion activities through the **#OrediggersForEquity** campaign every Monday