Annual Report 2019-20
DIVERSITY, INCLUSION & ACCESS
Dear Colleagues,

Since the publication of the Mines Strategic Plan for Diversity, Inclusion, and Access (DIA) in February 2019, I have been impressed by how our community is working together, focused on the four key DIA goals stated in the overview section of this report. These are critical to the successful realization of our MINES@150 strategic plan and, in particular, the overarching goal of being “an inspiring and caring community in which to learn, explore, live and work” and being “accessible and attractive to students from all backgrounds.” I believe our ability to produce distinctive, highly valued graduates and ensure that they are better professionally prepared than graduates from other schools, is also strongly linked to our DIA efforts. They contribute to shared responsibility, a key tenant of the Strategic Plan, by owning and leading some of these efforts.

It is important that we track our progress, celebrate our successes and make course corrections as needed. This report is our first of several annual snapshots of progress toward our goals, including each of the 24 recommendations outlined in the Strategic Plan for DIA. I invite you to look at the data and analyses contained herein and familiarize yourself with the impressive breadth of activities that are underway. In reviewing them, what pops out to me is the broad campus engagement passionate leadership and commitment to our strategic goals. It makes me optimistic for our future.

With respect to course corrections, the confluence of an election, a pandemic, economic turmoil and the tragic death of George Floyd and others made 2020 a year of strong emotions, including sadness, outrage and uncertainty. These external drivers led us to take a closer look at ourselves and to identify specific actions we could take to address feedback from the Black, Indigenous, People of Color (BIPOC) members of our community. This report captures those actions and our progress toward them.

There is much still to do, but we should celebrate the progress we have made in the past two years, and we should be optimistic that we will achieve much more on the way to our 150th anniversary in 2024. Thank you for your involvement, commitment and passion.

Go Mines!

Paul C. Johnson, President and Professor Colorado School of Mines

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TABLE OF CONTENTS

Letter from President Paul C. Johnson 2

Annual Report Overview
- Priority Focus Areas and Strategic Initiatives
- Updates to the DIA Strategic Plan
- 2020 Campus Diversity, Inclusion & Access Snapshot

Recruitment 10

Retention 19

Culture of Inclusion 27

Shared Responsibility 36

Foster Dialogue 40

Rewards and Recognition 44

Next Steps for 2021 and Beyond 46

MINES@150 DiA is a central component of the MINES@150 Strategic Plan. To be a first-choice and top-of-mind institution, MINES@150 focuses on seven high-level goals, all of which can only be achieved with the support of diversity, inclusion, and access.

Per the MINES@150 playbook, in 2024, Mines will be:

1. Accessible and attractive to qualified students from all backgrounds.
2. A great community in which to learn, explore, live and work.
3. A leader in educating STEM students and professionals.
5. A producer of differentiated and highly desired STEM-educated leaders.
6. A go-to place for use-inspired research and innovation needed for industry and societal changes.
7. The exemplar for alumni affinity, visibility and involvement.

MINES DIVERSITY, INCLUSION & ACCESS 3
Annual Report Overview

Colorado School of Mines is committed to cultivating a campus environment for community members that has diverse representation, is inclusive for all individuals and groups and promotes full accessibility, both in access to higher education and in Mines’ resources and facilities. A diverse and inclusive institution works to inspire innovation and creativity among its members, which is integral to science and engineering.

Published in February 2019, the Strategic Plan for Diversity, Inclusion & Access (D&I) outlined four goals:

**Goal 1**
Attract, retain and graduate a thriving and diverse student body.

**Goal 2**
Attract, retain, develop and promote a thriving and diverse employee community.

**Goal 3**
Cultivate a campus culture that promotes and celebrates inclusion and achievement.

**Goal 4**
Inspire a shared responsibility, participation and accountability for D&I efforts across the entire Mines community.

To achieve these goals, the Strategic Plan presents 24 specific, measurable, achievable, realistic and timely (SMART) recommendations rooted in evidence-based best practices for D&I in higher education. Accomplishing these goals is particularly salient as Mines prepares for its 150th anniversary in 2024. Mines D&I is a vital component to the Mines@150 strategic plan. The recommendations provide opportunities for Mines to be a leader in educating science, technology, engineering and mathematics (STEM) students through signature experiences designed to support students from all backgrounds and academic disciplines.

This annual report is published during a time in our institution’s and nation’s history where uncertainty, change and calls for social justice are daily occurrences. In summer 2020, in response to concerns expressed by members of the Mines community, President Johnson1 and Mines D&I2 issued several statements reaffirming and updating our commitments to D&I.

The year’s national events and the experiences of our students, faculty and staff compel us to continue assessing where we are and adjust our efforts as needed going forward.3 The goals and recommendations described in the Strategic Plan for D&I provide us with a destination, but the road map may change with time.

While there is still much to do, this report contains ample evidence that the Mines community is gaining traction on this important work.

Among other accomplishments, this annual report reveals:

- Dramatic increases in undergraduate applicants, admitted and enrolled female and underrepresented students over the last 10 years
- Strong retention and graduation rates during that same period for undergraduate students
- Steady representation of underrepresented groups (URGs) in applications and offers accepted for administrative faculty and classified staff positions
- Growing participation in D&I programming
- Academic departments' efforts integrating inclusive classroom best practices

This document is the first of several annual reports for D&I that will be published leading up to MINES@150 in 2024. This report presents data through the past 10 years to provide context. The annual reports illuminate key highlights that illustrate progress made on each of the 24 SMART recommendations, which fall under seven priority focus areas. Sources of data that inform the analyses were compiled from unit4 across campus including Institutional Research and Strategic Analytics (IRSA), Human Resources (HR), unit implementation plans, Multicultural Engineering Program (MEP), Women in Science, Engineering and Mathematics (WISEM), Campus Living and Student Success (CLASS), Finance, Administration and Operations (FA&O), Colorado School of Mines Foundation and others.

Due to the dynamic nature of this work, both the Strategic Plan for D&I and the approaches for communicating our progress may be revised, revisited and updated as the Mines community grows and changes. Only together, sharing the responsibility, can we track, measure, evaluate and implement the transformations necessary to achieve our vision for Mines.

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1 The Mines community refers to students, faculty, staff, the Foundation and alumni
2 mines.edu/diversity/strategic-plan/
3 minesnewsroom.com/news/mines-president-paul-johnson-challenge-u
5 mines.edu/diversity/#-premise-bpoc/
6 Units include any divisions, departments and offices at Mines

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**Priority Focus Areas and Strategic Initiatives**

**RECRUITMENT**
- Hiring Excellence minimizes bias in talent acquisition
- Vanguard Scholars Program enhances recruitment of women undergraduate students
- Admissions and Mines Foundation diversified their selection committees to broaden representation
- Admissions counselors integrate strategies to reduce implicit bias in review of applications

**DATA & METRICS**
- D&I Unit Reports increase transparency and enable tracking of progress made on unit implementation plans
- D&I Annual Report provides data and metrics to inform efforts

**RETENTION**
- Mines Community Alliances support employees
- Mines Mentoring Program provides professional development for all community members
- Center for Academic Services and Advising (CASA) undergraduate advising brings consistency to advising practices

**CULTURE OF INCLUSION**
- Inclusion icebreakers are used across campus to foster discussion and learning
- Inclusive classroom checklist and workshops foster inclusion in the classroom
- Implicit bias and microaggressions workshops build active bystander intervention skills throughout the Mines community
- ModernThink campus climate survey will provide insights into employees’ experiences

**CULTURE OF INCLUSION**
- Implementation plans and reports enable units to address their specific D&I needs
- D&I in performance evaluations encourage employee engagement and continued learning
- Advocates and Allies and Ambassador programs build D&I expertise across campus

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**REWARDS AND RECOGNITION**
- Inaugural Implementation Plan awards and Annual D&I Awards recognize contributions to D&I
- D&I Community Grants Program provide funding to support new activities
- $17.5 million in external funding submitted to expand and sustain D&I efforts
Updates to the DI&A Strategic Plan

In response to concerns expressed by members of the Mines community to evaluate our campus climate, President Johnson and the Mines DI&A team issued statements reaffirming our commitments to DIA in summer 2020. In addition to publishing these statements, listening sessions were held between Black, Indigenous, and People of Color (BIPOC) members of the Mines community and executive leadership to understand any additional challenges our BIPOC Orediggers experience that were not already on the radar. Three priorities emerged out of these discussions.

1. **Representation Matters**. Research shows that BIPOC students are proportionally underrepresented in STEM, which inhibits the educational system to serve them as needed and doesn’t foster their talents for success7. Having highly visible role models and mentors for both students and employees is essential for sustained engagement of BIPOC individuals and reduces attrition and turnover8. The DI&A Strategic Plan aims for the demographics of our community to be representative of the different pools from which we attract talent9. For example, as a public institution, we aim for our undergraduate population to match the population of college-bound students in Colorado. We have made great strides in broadening participation and must continue these efforts.

2. **Acknowledgment and Rewards**. During listening sessions with BIPOC students and employees, many felt they are not acknowledged for their performance or rewarded for their efforts accordingly. Studies show that students whose modes of color have to work harder than their white peers to get the same recognition and appreciation10. Mines is working to understand and rectify patterns of behavior rooted in implicit bias that overlook the contributions of BIPOC members of the community. Intentionally recognizing and rewarding Orediggers is vitally important for them to feel valued by the institution, to advance professionally and to reach their full potential.

3. **Bystanders and Allies**. When a situation occurs that makes one of our Orediggers feel unwelcome, unsafe or unheard, it is critical that supervisors, colleagues and peers advocate for those affected. Observers’ silence during these situations signals complicity. Active bystanders or allies are those who intervene and provide support when a transgression occurs, such as a microaggression. Microaggressions are commonplace actions or verbal exchanges, usually unintentional, that communicate hostility, disrespect and negative views towards an identity. A campus of allies who intervene when microaggressions occur is critical for building an inclusive Mines community where everyone feels welcome and supported.

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**Efforts to Increase Representation**

- Hiring Excellence (HEX) aims to reduce implicit bias during the hiring process.
- Admissions staff undergo learning and development to minimize bias in applicant review and integrate best practices into their recruitment processes.
- Mines Community Alliance (MCAs) attend Human Resources’ new employee onboarding programming to elevate representation of Black and Latinx employees to new hires.
- The Multicultural Engineering Program hosted the Martin Luther King Jr. remembrance and celebration in honor of Dr. King’s birthday. Four Mines community members were recognized for their commitment to fostering inclusion on campus.

**Efforts to Elevate Acknowledgment and Rewards**

- WISEM in partnership with the Global Education office started development of a new program to increase opportunities for underrepresented and BIPOC women to study abroad. Study abroad opportunities increase retention and graduation rates11, which is important because women from URGs at Mines have lower retention rates into years three and four and fall later to graduate compared to other women students.
- Infrastructure and Operations (I&O) created two programs that elevate opportunities for URGs: (1) The Leadership Program teaches lessons in personal change to develop habits for professional growth. (2) Once an employee completes the Leadership Program, they can enroll in the Custodial Apprentice Program, which allows participants to work two to four hours weekly in a new area on campus outside of custodial work. Apprentice Program provides URGs with the skills and experience to be considered for promotion in a different field.
- MCAs provide leadership and networking opportunities for employees to connect with executive sponsors. They also provide a recognized campus leadership role, both of which increase career growth.
- The Mines Mentoring Program provides all Orediggers the opportunity to network and find a mentor who will shepherd advancement in their academic and professional career paths.

**Efforts to Cultivate Bystanders and Allies**

- Mines DI&A launched new skills-based Implicit Bias and Minimizing Microaggressions workshops.
- Mines DI&A established the Ambassadors Program, a team of Mines students and employees that provides learning and development opportunities for campus. Athletics was the first to pilot this experience.
- Mines created the Office of Institutional Equity & Title IX to handle reports of campus climate concerns and incidents of bias, discrimination, harassment, violence and retaliation.
- Mines established two learning communities: Implicit Bias/Minimizing Microaggressions and inclusive Classrooms, because one workshop is not enough to drive long-term change.

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9 Strategic Plan page 3 - goals to match demographics from pools of talent.
10 Teachers College Record Volume 122 Number 4, 2019, p. 1-16. forecord.org ID Number: 22610

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Mines DI&A has also provided ongoing training such as fostering a diverse and inclusive campus and creating an environment where members can safely engage in conversation.

8afha.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad
Wpea-reports.colorado.edu/pdfs/ResearchBriefs/EA_Graduation_Rates.pdf
2020 Campus Diversity, Inclusion & Access Snapshot

Diversity, inclusion and access (DIA) is a central component of the MINES@150 strategic plan. The 2020 DIA Snapshot includes data dating as far back as 10 years to provide baseline context of our progress over the past decade. Highlights of undergraduate (UG) and employee recruitment and retention trends are shown. Some trends are broken down by gender and race/ethnicity (unrepresented groups = URGs). Advancements made on promoting a culture of inclusion and how we climb together as a community to share the responsibility to achieve DIA goals are featured.

**Recruitment and Enrollment Trends Undergraduate Students**

Mines has seen an overall increase in undergraduate recruitment outcomes and a 50 percent increase in the number of first-year UG applicants to Mines. A 42 percent increase in admitted students and a 50 percent increase in enrolled students in that same group. In 2020, the yield for all UG students was 26.5 percent, up from 26.5 percent in 2010.

165% increase in female first-year applicants to Mines since 2010
112% increase in female first-year admitted students to Mines since 2010
106% increase in female first-year enrolled students at Mines since 2010

These graphs show the applications to enrollments funnel for first-year, non-transfer undergraduate students. Data are snapshot comparisons of 2010 and 2020 trends between gender and race/ethnicity.

427% increase in URG first-year applicants to Mines since 2010
228% increase in URG first-year admitted students to Mines since 2010
205% increase in URG first-year enrolled students at Mines since 2010

URGs = American Indian/Alaskan Native, Black/African American, Hispanic, Multiple Races and Native Hawaiian/Pacific Islander.

**Recruitment Trends of Mines Employees**

- 53% of administrative faculty and classified staff applicants from 2016-2020 identified as female
- 35% of all academic faculty applicants from 2016-2020 identified as Asian
- 40% of all academic faculty hires from 2016-2020 were female job seekers
- 16% of applications and offers accepted for administrative faculty and classified staff positions were from URGs

**Retention**

Mines’ retention of both undergraduate students and employees is exceedingly high, contributing to our institution’s success.

In 2019, Mines overall UG retention was 93 percent. Consistently for the past 10 years, female students have notably higher retention rates than male students from their freshman to sophomore years. Excluding international students, female students going into year four retain at 97 percent. Underrepresented female students retain at 95 percent and white female students retain at 97 percent.

From 2015 to 2019, Mines experienced zero percent turnover of underrepresented academic faculty. Administrative faculty turnover was nine percent for both female and male employees, showing no significant difference. Underrepresented and white administrative faculty have comparable yearly turnover rates: 10 percent and nine percent respectively.

**Culture of Inclusion**

10+ administrative or academic units have hosted implicit bias learning and development opportunities to their communities.
80% respondents to Mines DIA’s Academic Self-Assessment Survey feel their departments are actively committed to DIA issues.
500+ Mines community members participated in DIA-related events in 2020, such as workshops or town halls.
54% of respondents to Mines DIA’s Academic Self-Assessment Survey feel they can be “their full selves” within their departments.
30% growth over the past three years of students who applied for disability support services, more than doubling the number of registered students since 2017.
10 distinct workshops hosted by Trefny Innovative Instruction Center to support inclusive teaching practices between 2019 and 2020.

**Shared Responsibility**

20+ academic and administrative units include integrating DIA into performance evaluations in their implementation plans.
16 representatives across campus became certified as DIA Ambassadors to lead learning and development activities.
5 Mines men are advocates, leading the way to gender equity by teaching other men how to be allies.
80 Mines men participated in ally workshops for gender equity through the Advocates and Allies program.

**Common Programs in Implementation Plans**

- Diversity PD opportunities
- Implicit bias workshops
- Self-assessment surveys
- Performance planning
- Nominate for DIA awards
- Cross-unit collaborations
- Inclusive classrooms

These seven activities are most commonly cited in unit implementation plans. Thirty-seven units submitted plan reports in 2020, including all academic departments. In fact, all academic departments incorporated inclusive classroom best practices in their plans.

“Our campus community has really risen to the challenge. It is so uplifting and critical to see fellow Orediggers dive in and commit to an inclusive campus.”

Dr. Amy E. Larij, Presidential Faculty Fellow for Access, Attainment and Diversity
RECRUITMENT

To remain competitive in an increasingly global and dynamic higher education and STEM landscape, Mines' community consists of students, faculty, and staff who need to match the demographics of the populations from which it draws talent. We aim for Mines to match the demographics outlined on page nine in the Strategic Plan for D&I. Mines began introducing new initiatives to improve recruiting using best practices in admissions, scholarship programming, financial aid, and hiring of employees, to name a few.

Looking back

The total student yield per year is the proportion of how many students enroll who were accepted into the institution. In 2010, the yield for all students was 26.5 percent, which has seen slight change over the past decade, with 2020’s yield at 26.3 percent. Focusing on first-year, non-transfer students’ data shows changes in our applicant, accepted and enrollment pools, especially for female and underrepresented populations.

For example, WISEM’s Vanguard Community of Scholars increases access to Mines for a selected number of high-performing, first-year, non-transfer undergraduate women. This program, established in 2019, was the first to serve female students at Mines by awarding scholarships to in-state and out-of-state students.

Vanguard Scholars from both 2019 and 2020 cohorts indicated their primary reasons for choosing Mines and which aspects about the program were strong (n=85):

- Opportunity to be part of a community of similar people: 77 percent
- $5,000/year scholarship: 68 percent
- Professional development opportunities with women faculty: 66 percent

Data from the Vanguard Program inform which strategies are most effective in the recruiting process.

Figures 1, 2 highlight trends in the undergraduate first-year, non-transfer student applications to enrollments funnel between 2010 and 2020.

Applications to enrolments trends of Mines first-year, non-transfer students, 2010 and 2020 by race/ethnicity

Figure 1: Depiction of the applications to enrollments funnel of first-year, non-transfer students at Mines compared between 2010 and 2020. These data are broken down by race and ethnicity, where underrepresented groups (URGs) includes: American Indian/Alaskan Native, Black/African American, Hispanic, Multiple Races and Native Hawaiian/Pacific Islander. We observe over the past decade, representation of URGs has greatly increased in all portions of the funnel, not only in percentages but also in absolute numbers, as indicated by the axis.

Takeaways: First-year, non-transfer undergraduate students

Applications: 5,522 applicants applied in 2010, compared to 11,866 in 2020. This is a 115 percent increase in applications submitted over the 10-year period. Strides were made in the past decade to broaden recruitment efforts to reach the best talent. Those efforts are shown in the increase in female and underrepresented applicants.

- In 2010, 26 percent of applicants identified as female. In 2020, that increased to 32 percent, a 165 percent increase in female applications, outpacing the total rate of 115 percent over the 10-year period.
- In 2010, 10 percent of applicants were from URGs and 6 percent were Asian. In 2020, the percentage of applicants from URGs rose to 25 percent, a 427 percent increase in the total number of students. Asian applicants rose to eight percent.

Admissions: 4,477 students were admitted into Mines in 2010 (81 percent admittance rate) and 6,354 admitted in 2020 (54 percent admittance rate), a 42 percent increase in the number of students. The lower admittance rate in 2020 demonstrated the advantages of broadening the applicant pool, because it provided more opportunities for female and underrepresented students to apply. Additionally, it demonstrated that Mines has not changed admission standards.

- In 2010, 27 percent of admitted students identified as female. That percentage grew to 40 percent in 2020, a 112 percent increase in female admittance rates over the past decade.
- Racial/ethnic URGs comprised 8.5 percent of the total admitted students in 2010. Asian students comprised 6 percent of admitted students. In 2020, underrepresented and Asian students comprised 20 percent and 8.5 percent of admitted students, respectively. This yielded a 228 percent increase of underrepresented (not including Asian) students admitted into Mines.

Calculation: 

\[
\text{115%} = \frac{11,866 - 5,522}{5,522} = 344.7. \text{ Then, } 6,344/5,522 = 1.1484 \times 100 = 115%.
\]
Enrollments: 920 students enrolled in 2010 compared to 1,376 in 2020, a 50 percent increase over the past decade.

- In 2010, there were 25 percent female students enrolled at Mines. In 2020, this rose to 34 percent, for a 106 percent increase over the past 10 years.
- Nine percent of students who enrolled in 2010 identified as a member of a racial/ethnic URG. This rose to 18 percent in 2020, yielding a 205 percent increase. The absolute numbers remain small in comparison to the Rest of the Mines population (less than 250 individuals in 2020), which is an area where Mines continues to improve.

Takeaways: Academic faculty, administrative faculty and classified staff recruitment (2016-2020)

The following data highlight key trends for employee recruitment at Mines, including academic faculty, administrative faculty and classified staff.

- For publicly posted positions for all classified staff, administrative and academic faculty positions, 13 percent of applicants identified as white female and 13 percent as white male.
- 50 percent of academic faculty applicant pools originated from white job seekers and 35 percent from Asian job seekers.
- 40 percent of academic faculty hires were female and represented 20 percent of the academic faculty applicant pool.

- Nine percent of academic faculty applicants identified with an underrepresented group.
- Administrative faculty/classified staff positions had 15.8 percent applications from underrepresented job seekers. Offers were accepted by 15.5 percent of underrepresented job seekers.
- Administrative faculty/classified staff applicants, 53 percent were female and 44 percent were male. 55 percent of positions offered were accepted by female applicants compared to 44 percent of male applicants.

Takeaways: Degree-seeking graduate students (in-person and online)

ALL MINES APPLICANTS (2010-2020)

- 25% female graduate applicants 2010
- 30% female graduate applicants 2020
- 6% URG graduate applicants 2010
- 12% URG graduate applicants 2020
- 50% of all graduate applicants between 2010 and 2018 were international students
- 40% of all graduate applicants between 2018 and 2020 were international students
- 75% of all graduate applicants were non-Colorado residents

URGs ADMITS AND ENROLLED (2020)

- 77% of URG graduate applicants in 2020 were admitted
- 53% of URG graduate admitted students in 2020 enrolled

DEGREES AWARDED TO URGs (2010-2016)

- 4% of master’s degrees awarded 2010
- 10% of master’s degrees awarded 2013
- 7% of master’s degrees awarded 2016
- 0% of doctoral degrees awarded 2010
- 6% of doctoral degrees awarded 2015
- 5% of doctoral degrees awarded 2016

Compared to the National Science Foundation’s (NSF) 2019 data tables on women, minorities and persons with disabilities in science and engineering6, STEM master’s degree holders from URGs rose from 13 percent to 14.5 percent from 2010 to 2014, then dipped to 13 percent in 2016. This dip was seen among all racial and ethnic groups.

PHD recipients from underrepresented groups increased from 7 percent to 9 percent over that same time frame. These data show even during the years where Mines had the greatest proportion of graduate degrees awarded to students from URGs, we fell short compared to national data.

Strategy for K-14 pipeline coordination and excellence

A large effort, spanning across multiple campus units to support the K-14 pipeline is the proposal for a Mines K-12 Collaboratory (a collaborative laboratory). A team of Mines stakeholders developed a proposal in 2019, with further edits made in 2020. Mines leadership and the Foundation continue to explore ways to fund the effort. The Mines K-12 Collaboratory unit K-12 outreach efforts across campus to ensure Mines is a top-of-mind and first-choice university for prospective students. The Collaboratory supports Mines enrollment and admissions to recruit, educate and inspire students from all backgrounds. This strategy for K-12 outreach coordinates more efforts at higher grades while still connecting students throughout their academic careers (Figure 3). For more information on the K-12 Collaboratory, contact Lori Kester, associate provost for enrollment management at kester@mines.edu.

Mines Admissions has made great strides to address the historical challenges Mines experiences with recruiting and enrolling students from traditionally underrepresented populations. Admissions is developing a multicultural student ambassador program to do just this. Their initial efforts included creating an informal ambassador network through the Society of Hispanic Professional Engineers (SHPE) and MEP to assist in the Spanish ‘Meet me at Mines’ event. During the initial launch of this effort, a total of ten students participated as ambassadors.

Recruitment programs also target expanding the community college transfer programming, MEP and Undergraduate Admissions hosted an LSAMP Metro Denver STEM Alliance Transfer Workshop in March 2020. Participants included Arapahoe Community College, Community College of Aurora, Front Range Community College, Red Rocks Community College and Community College of Denver. Thirteen Metro Denver STEM Alliance students and seven staff were in attendance. The workshop included an overview of the CD-WY AMP grant, a Mines student panel, a transfer information session, an overview of the Mines PATHS Program and tours of the Colorado Fuel Cell Center and Taborer Lab.

Efforts throughout all grades in partner schools

Figure 3: Mines K-12 Collaboratory focuses efforts at higher grades as students progress through their primary and secondary education to increase yield.

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6 National Science Foundation | National Center for Science and Engineering Statistics (NCSES) | Women, Minorities, and Persons with Disabilities in Science and Engineering | Alexandria, VA | NSF 19-304 | March 08, 2019
cses.nsf.gov/pubs/nsf19304/digest/field-of-degree-minorities
Furthermore, Mines appointed Dr. Gus Greivel, a tenured academic faculty member, to improve the transfer pipeline initiatives on campus. Several transfer initiatives were accomplished in 2020, such as participating in the first-ever statewide degree with designation in Computer Science and two 4+1 signed articulation agreements with other universities throughout the state of Colorado. Mines worked directly with the Colorado Community College System (CCCS) to negotiate course transfer and other articulation agreements.

Mines has an opportunity to recruit directly from community colleges that are also Minority Serving Institutions (MSIs) to increase the number of URGs who enroll. Figure 4 shows the MSI with the highest enrollment of Hispanic students who come to Mines transfer from the Community College of Denver (26 students over 10 years). The Community College of Aurora has the highest number of Black transfer students and second highest number of Hispanic students (16 and 21, respectively) for the past 10 years. Expanding beyond MSIs, Mines continues to enroll many transfer students from Red Rocks Community College. There have been more than 155 students from underrepresented groups who enrolled at Mines from Red Rocks Community College over the past 10 years. Mines has a great opportunity to engage these institutions to increase representation of URGs and bolster the K-14 pipeline.

**Top Colorado Minority Serving Institutions (MSIs) by incoming transfer students’ race and ethnicity (2010-2020)**

![Top Colorado Minority Serving Institutions (MSIs) by incoming transfer students’ race and ethnicity (2010-2020)](image)

**Coordinated campus strategy** to recruit graduate students with diverse backgrounds

Mines implemented a coordinated recruitment event in 2017 led by Dean Kaufman. Mines plans to be more proactive in recruiting top talent from programs such as the McNair and GEM Scholars. Graduate Admissions for all thesis programs and many master’s non-thesis programs remain decentralized at Mines; where decisions are made by departments and individual faculty. It will be important to include strategies for traditional thesis-based graduate programs that Admissions uses in their undergraduate application review and for the some of the master’s non-thesis programs to minimize implicit bias in the admission processes. In 2020, Admissions was responsible for making decisions for a handful of master’s non-thesis and certificate programs.

**Financially accessible and attractive to students with diverse backgrounds**

Assessing return on investment is increasingly important to the current generation of students. Ensuring they have minimal debt while being able to secure competitive salaries during their first years of employment is paramount to the accessibility and attractiveness of an institution. As Mines, of the 909 students in the 2019 graduating class, 451 students borrowed federal, state, institutional or private loans (about 50 percent of students) and yielded an average of $10,983 in debt per borrower. Looking at federal loans only, average borrower debt was nearly $22,000 per person. To provide the financial support to students and make Mines more accessible and attractive, the institution provides $29 million per year of university resources for financial aid. There is $6 million a year in scholarships currently funded by the Colorado School of Mines Foundation endowment.

Mines established Communities of Scholars as one way to provide financial support and a signature experience to students. The Harvey Scholars are one example of the success of such communities (58 students in 2020). These communities are also leveraged to support student recruitment, such as the Vanguard Scholars (30 first- and second-year students). The Colorado Scholars Program are for Pell eligible, Colorado residents who met the merit scholarship criteria upon admission. They receive full tuition and fees while at Mines. There are 35 new students every year in the program. During the 2020-2021 cycle, there were 211 Colorado Scholars.

The Financial Aid office has also increased financial accessibility to high-potential students from underrepresented populations. They recently updated their award documents to include both English and Spanish to help explain the cost of attendance and a glossary of terminology.

74%

2020 Vanguard cohort said the $5,000 scholarship significantly influenced their decision to attend Mines

"The amount of financial aid received made it an affordable option, while the actual programs offered greater academic value than other schools I might have chosen that were cheaper."

-2020 Vanguard Scholar

11 minesinscholars.com
12 gemfellowship.com
Broaden the diversity of faculty and staff by continuing and institutionalizing hiring best practices

In 2017, Mines DIIA and Human Resources implemented HEX. The program applies hiring best practices from the NSF ADVANCE program with the goal of broadening evidence-based strategies that promote equity for STEM academic workplaces. These best practices include requesting applicants submit a statement on contributions to DIIA and use of rubrics and strategies to mitigate implicit bias for hiring committees. HEX first focused on tenured/tenure-track academic faculty hires in 2017 and extended to administrative faculty in 2018. Figure 5 shows the demographic breakdowns by race/ethnicity and gender for job seekers who applied to and accepted academic faculty positions.

Applicants for open academic faculty positions by race/ethnicity and gender

Offers accepted for open academic faculty positions by race/ethnicity and gender

According to NSF’s Survey of Earned Doctorates from 2015 to 2018, white scientists comprised between 70 percent and 72 percent of the overall population. Hispanic STEM PhD degree holders made up 7 percent. Indigenous populations made up less than 1 percent. Asian PhD holders comprised between 10 percent and 11 percent. Black STEM PhD holders made up less than 6 percent and multicultural populations comprised 3 percent. Compared to national data on STEM PhD holders, Mines’ Asian applicants are very over-represented (35 percent), and all other communities of color continue to be underrepresented in the applicant pool for open academic faculty positions. In the coming years, Mines will focus efforts on strategies to broaden the applicant pool.

In contrast, Mines has proportionate representation of the demographics of Coloradans in applicants for administrative faculty and classified staff positions from 2016 to 2020. These same demographics translate into offers accepted. Mines will continue to update and employ best practices for minimizing bias in all hiring processes.

Applicants for open administrative/staff positions by race/ethnicity and gender

Offers accepted for open administrative/staff positions by race/ethnicity and gender

Figure 6: Pie charts show the breakdown percentages (by race/ethnicity and gender) of applications and job offers accepted for administrative faculty and classified staff positions from 2016 and 2020.

Recruitment: On-going and future activities

• Grow Community of Scholars to enhance underrepresented student recruitment and examine program effectiveness
• Expand K-12 recruitment, including to rural and underserved high schools
• Officially track LGBT+ data to understand potential inequities
• Integrate best practices into the graduate student recruitment process
• Formalize multicultural student ambassador program for "Meet me at Mines" events
• Investigate inclusive recruitment practices across enrollment management and talent acquisition to improve outreach and engagement to underrepresented populations
• Leverage voluntary self-identification data from applicants to motivate strategic searches and hiring decisions
• Deploy hiring inclusive technology tools
Retention of students and employees is an important measure of success. High retention rates lead to stability, increased financial health of an institution, social benefits, and increased quality of life for students and public social benefits. Retention activities at Mines help ensure all Orediggers have an opportunity to remain engaged with the institution in ways that are authentic to their lived experiences and to support ongoing growth and professional development.

The federal definition of student retention (persistence rate) is measured by counting the number of students in a starting fall cohort, then counting that same cohort the following fall of the next year to see how many are still enrolled. To ensure high student retention rates, Mines employs a wide range of programs, initiatives, and activities such as MEP, WISEM, Crisis Assessment, Response and Education (CARE), CASA, NeST, and the Oredigger Network, part of the new Mines mentoring program.

Employee retention is an institution’s ability to keep talented workers and reduce turnover. Retaining quality and highly productive employees is more efficient than recruiting, training, and orienting a replacement employee. The payoff for focusing on employee retention is increases in performance, productivity, employee morale, and quality of work. A reduction in both turnover and employee-related problems are worth the time and financial investment. To promote employee retention, Mines created programs such as the Mines Community Alliances (MCAs), Student Life’s Pro Devo, EMPOWER, WISEM professional development opportunities, and employee mentoring through the Oredigger Network.

[news.okstate.edu/articles/business/2017/improve-retention-improve-lives-why-student-retention-is-important-to-society.html]
Identify critical transition points and provide support through mentorship and professional development programs

Student retention

Data from National Center for Education Statistics (NCES) show full-time, first-time retention rate for post-secondary institutions (both two- and four-year) in fall 2010 was 71.9 percent. This steadily increased to 75.5 percent in fall 2018. Mines’ overall retention rates rose from 89 percent in fall 2010 to 92 percent in fall 2019. For the past 10 years, female students have notably higher retention rates than male students from their freshman to sophomore years (figure 7). We see a similar trend with Mines’ female students with higher persistence rates than male students when they move from sophomore to junior, then junior to senior years.

Freshman to sophomore retention between underrepresented and white students is comparable between fall 2012 and fall 2019. There was misalignment between underrepresented and white students during their sophomore to junior and junior to senior years during the early part of the decade (figure 8). From fall 2010 to fall 2013, underrepresented students had more variability in their retention rates compared to white students, regardless of the increase in their total population (which rose from 141 to 180). Starting in fall 2013, retention between these populations became more comparable and remained aligned through fall 2018. These data are not nationally available for comparison.

In 2018 and 2019, the Trefny Innovative Instruction Center administered a campus-wide survey to assess undergraduate students’ experiences at Mines. The results of the 2019 survey show areas where Mines might alleviate student stress, which can be a factor influencing retention (figure 3). These sources of stress could be things advisors, mentors and faculty keep an eye on as potential transition reasons for students leaving Mines.

According to Student Life, undergraduate students leave (permanently or temporarily) for several reasons: school fit (size, focus, degree, location, etc.), personal (wellness, health, death of someone close, etc.), performance (academics, falling behind, GPA, rigor etc.), opportunity (job, service, mission, scholarship, etc.), and/or misc. (family relocation, school culture, addictions, etc.). Many of these reasons overlap (e.g. students struggling personally are often also struggling with academics). Not everyone who leaves goes through a formal withdrawal process to contribute to these data, nor does the process capture graduate students or students suspended for disciplinary or academic matters.

21 National Center for Education Statistics Graduation and Retention Rates: nces.ed.gov/pubs1/P93/12

Figure 7: Data represent incoming Freshmen (defined as their starting cohort) in a fall semester persisting to their Sophomore year (defined as their second year). For example, in fall 2010, 89 percent of male Freshmen persisted to their Sophomore year, whereas 91 percent of female Freshmen persisted to their Sophomore year.

Figure 8: Data represent sophomores (defined as starting Year 2) in a fall semester persisting to their junior year (defined as Year 3), and similarly juniors (Year 3) persisting to seniors (Year 4). The gray box highlights the misalignment in persistence rates between underrepresented students and white students between their sophomore to junior and junior to senior years. Starting 2013, there is more consistency in persistence rates between the populations.
To what extent are each of the following factors a source of stress for you?

| Health issues, physical or mental | 5 |
| My self-confidence | 4 |
| Work/Financial commitments | 3 |
| Cost of living | 2 |
| Course scheduling | 1 |
| Program structure or requirements | 5 |
| Time management | 4 |

Scale: 1 = Not a source of stress, 2 = A minor source of stress, 3 = A moderate source of stress, 4 = A major source of stress

Many groups across campus work to support undergraduate retention efforts, including Student Life, the University Honors and Scholars Programs (UHSP), WISEM, MEIP and CASA. Student Life works proactively to address student retention in partnership with faculty and Academic Affairs. They are proud to assist students with a variety of challenges ranging from academic support to personal wellness. Their efforts reflect best practices nationally (e.g. academic coaching, early intervention and proactive advisement) and distinctive Mines efforts (e.g. faculty in CASA and outreach/support through community commitment to CARE). UHSP leads five integrative programs that have made great strides in interdisciplinary learning to broaden representation and promote retention among students across all disciplinary majors. These programs are TeachMines, McHride Honors, Thorson First-Year Honors, Grand Challenges Scholars and Undergraduate Research Scholars.

WISEM conducted an assessment to determine the retention rates of underrepresented versus majority-identifying students and observed positive outcomes. Excluding international students, responses showed female-identifying students going into year four retain at 97 percent (922 students total), underrepresented female students retain at 95 percent (162 students) and white female students retain at 87 percent (660 students). Female students going into year six retain at 77 percent (26 students total). URG female students retain at 71 percent (7 students) and white female students retain at 79 percent (19 students). MEIP staff and resources provide a support mechanisms for students, including professional societies. These professional student organizations include Out in Science, Technology, Engineering & Mathematics (oSTEM), National Society of Black Engineers (NSBE), Society of Asian Scientists & Engineers (SASE), SHPE and American Indian Science & Engineering Society (AISES).

Additional efforts to increase retention have been implemented to include the Oredigger Network, WISEM’s Vanguard Community of Scholars, the Center for Professional Development Education and EveryOredigger. These efforts contribute support to students and reduce potential points of attrition.

Graduation rates

According to NCES, 62 percent of students who sought a bachelor’s degree at a four-year institution in 2012 graduated from that same institution within six years. Overall, female students’ six-year graduation rates (65 percent) outpaced male students’ rates (59 percent). Mines’ six-year graduation rates were well above the national trend and have steadily increased from fall 2010 (76.8 percent) to fall 2014 (84.2 percent). Similar to the national trends, Mines female students’ graduation rates in that same time frame (82.7 percent rose to 87.7 percent) are consistently higher than their male counterparts (74.7 percent rose to 82.9 percent).

Employee retention

Employee turnover data include academic faculty, administrative faculty and classified staff. Static data for each of these populations are included to provide context for turnover data. From 2015 to 2019, for these three groups, between 12 percent and 13 percent were racially/ethnically underrepresented employees and 80 percent were white. Academic faculty are 7 percent underrepresented and 78 percent white. Administrative faculty comprised between 8 percent to 11 percent underrepresented and 85 percent to 88 percent white. Classified staff remained relatively steady from 2015 to 2019, with 20 percent identifying as underrepresented and 75 percent identifying as white.

Turnover by race/ethnicity

From 2015 to 2019, there was no turnover of traditionally underrepresented academic faculty, with the exception of one person in 2018. On average, 10 percent of underrepresented administrative faculty leave the institution each year compared to 9 percent of white administrative faculty. One departure of an academic or administrative underrepresented faculty member is a significant loss to campus and has a ripple effect across many departments, units and students. Classified staff turnover data showed more nuanced trends. In 2015, Mines lost 30 percent of underrepresented staff compared to only 7 percent of white staff. Over the past three years, there was a decline in the number of underrepresented staff who left (29 percent in 2017 to 20 percent in 2019), while the overall number of underrepresented staff remained steady. The total percent of underrepresented staff turnover was higher than their white counterparts, who had average turnover rates of 4 percent.

Turnover by gender

Between 2015 and 2019, female academic faculty left at an average rate of 2 percent. Male academic faculty left at an average of 2.7 percent. Both female and male administrative faculty had a 3 percent average turnover rate. Classified staff had no gender data available due to missing values.
Evaluate the current advising structure for students and consider new models to support retention

Mines researched advising best-practices and developed a four-year professional undergraduate advising center. Effective fall 2020, all undergraduate students are professionally advised through CASA from orientation until graduation and maintain mentoring support from faculty across campus. By transferring professional advising to CASA, students receive consistent and high-quality holistic advising and academic support services. These include tutoring, connection with faculty and academic coaching for topics such as time management and study skills. CASA staff are well-attuned to factors that increase students’ risk of leaving Mines and proactively support students who are either at risk or are struggling with their academics.

Develop programming for professional development and mentorship to support career path and advancement planning for employees

Professional development (PD) enables employees to develop new skills and advance their career. Mines offers a wide range of professional development and mentorship opportunities, from support for instructors, the Fyreyear chairs program, WISEM events and MCAs, as well as the newly launched Mines Mentoring Program.

As one example for instructors, UHSP provides unique professional development opportunities for faculty to collaborate and teach in interdisciplinary teams, develop curriculum to contextualize learning across all majors and take risks outside of their discipline-specific departments. In UHSP, faculty learn new high-impact practices central to Honors pedagogy that they take back to their home departments and use to innovate their other courses. The Thorton and McRide faculty often refer to this as being one of the strongest PD experiences they had at Mines.

The Mines Mentoring Program, launched in August 2020, supports broader career development and mentorship. It is a campus-wide effort that connects Mines alumni with students and employees, enriches the preparation of aspiring entrepreneurs and welcomes new faculty to the institution. One key component, the Oredigger Network, generously supported by Phillips 66, connects the whole community with mentoring opportunities. Anyone affiliated with Mines can join the Oredigger Network as either a mentor or mentee to increase feelings of connectedness and belonging to Mines, while practicing skill building and professionalism. PD activities improve career and academic success. As of December 2020, there were more than 400 people who initially signed up as a mentor and nearly 500 signed up as a mentee. There were more than 333 connections between 181 mentors and 216 mentees. Some individuals signed up to participate as both roles.

In 2017, Mines worked with Sikorsky Consulting to assess the operational and administrative environment. The resulting recommendations fell under seven operational areas and serve as a launching point for current efforts. Two Human Resources recommendations emerged:

- Ensure robust professional and career development for employees, including effective management training.
- Develop a robust performance management approach and program to fairly evaluate all employees.

In early 2018, Governor Polis signed into legislation, the Colorado Equal Pay for Equal Work Act27, part of which imposes transparency obligations related to promotion and advancement. To comply with legislation, Mines Human Resources partnered with MG Consulting to ensure the institution’s classification system is accurate, equitable and market competitive. To create a clear path for professional advancement, there are a number of project outcomes, one of which is to standardize a foundational framework. This includes creating job descriptions with standardized job titles, employing methods for evaluating jobs to ascertain their relative worth, defining career lattices for employees to understand progression and providing compensation structure with clearly defined pay grades and salary ranges.

Other HR initiatives to address retention across the institution are:

- Restructure performance management to allow for commonality and consistency across the institution.
- Disseminate an engagement survey to provide insight into institutional health, including culture, employee satisfaction on pay, benefits and leadership.

Foster initiatives to identify and develop a diverse leadership team

Mines is exploring alternatives for a leadership institute, which will be a critical component to supporting leadership development. No institutional progress has been made with respect to succession planning but remains a priority going forward. The following data provide an overview of the demographic breakdown of Mines’ leadership, which includes the executive team and deans:

- Women comprised 25 percent of the leadership team (men 75 percent) in 2019.
- There was an increase in the number of women in leadership, which rose from 16 percent in 2014 and reached its peak in 2018 with 31 percent and is now 25 percent.
- The number of women in leadership did not change between 2018 and 2019. The number of men in leadership positions increased in that time frame alongside the total number of positions.
- Leadership is mostly comprised of white-identifying individuals, with a few exceptions.
- Most in executive leadership do not have an academic rank. From 2014 to 2019, between four and five individuals were tenured professors.

27leg.colorado.gov/bills/sb19-085

"The Oredigger Network has been an incredible experience, giving me access to an executive with the knowledge and experience to coach me toward the next level. I feel so supported and valued as an employee.”

Shannon Sinclair
Mines Privacy Compliance Director
Establish and maintain Mines employee resource groups sponsored by Mines’ leadership

Four Mines Community Alliances were created in summer 2019 under the advisement of the External Advisory Board (see page 27 in the strategic plan for participating organizations and volunteers). MCAs are employee-run groups sponsored by a representative from Mines leadership. They aim to serve as catalysts to enhance MINES@IScO objectives and support professional development of its members. They are similar to Employee Resource Groups found in corporations. MCAs align with Mines’ strategic initiative to build a high-performing organization and create an inclusive workplace. The groups primarily focus on engagement, professional development, networking, raising cultural awareness, community involvement and outreach, and recruitment efforts. MCAs encourage all employees to join a group(s) regardless of their different social identities.

There are four active MCAs. Membership composition is as follows, including the first employees who became chairs and co-chairs (terms ending in spring 2023):

- **Latinx** (46 members): Chair Ariana Vasquez; Executive Sponsor Stefanie Tomázková.
- **Women** (87 members): Co-chairs Sebnem Duzgun and Annette Pilkington; Executive Sponsor Rick Holt.
- **Black** (31 members): Chair Sham Tzgeal; Executive Sponsor Anne Walker.
- **LGBTQ+** (39 members): Co-chairs Heather Hamilton and Martin Heck; Executive Sponsor Dan Fox.

MCAs offer employees an opportunity to develop leadership skills and increase their network as they partner with executive sponsors.

Moving forward, MCA leaders will work to understand their impact on employee engagement and retention through surveys and data reports and consult with corollary industry employee resource groups on programming and events with impact.

For more information regarding Mines Community Alliances, visit mines.edu/human-resources/mines-community-alliances

Retention: Ongoing and future activities

- Launch a “Data Cookbook,” a collaborative tool by Institutional Research and Strategic Analytics that will improve data skills and literacy to define metrics such as tracking undergraduate students’ average time to degree completion
- Understand employees’ reasons for leaving by conducting exit interviews prior to departure using evidence-based best practices
- Increase pay transparency so employees know where they fall within their given pay band
- Perform a thorough and comprehensive pay audit of Mines workforce to identify and remedy pay disparities
- Once LGBTQ+ data are officially tracked, determine if any potential challenges to retention exist for both employee and student populations and be prepared to respond
- Develop a robust strategy for succession planning

CULTURE OF INCLUSION

Building, fostering, and supporting a strong culture of inclusion is one of the most important pillars of D&I-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, Treffy 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 D&I’s inclusion icebreakers, the community is actively making Mines a more culturally inclusive institution.

Perceptions and experiences

The Treffy 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

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Net Female</th>
<th>Net Male</th>
<th>First-Generation Female</th>
<th>First-Generation Male</th>
<th>Non-First Generation Female</th>
<th>Non-First Generation Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that the climate and opportunities for female students at Mines are at least as good as those for male students.</td>
<td></td>
<td></td>
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<tr>
<td>I feel that the climate and opportunities for students of a racial minority at Mines are at least as good as those for non-minorities.</td>
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<tr>
<td>I feel that the climate and opportunities for international students at Mines are at least as good as those for non-international students.</td>
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<tr>
<td>I feel that the climate and opportunities for LGBTQ-identified students at Mines are at least as good as those for non-LGBTQ students.</td>
<td></td>
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</tbody>
</table>

Figure 10: Treffy 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.

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.

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

Mines D&I&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 (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 D&I (figure 11) and that they can be their full selves within the department: "Yes" = 39 percent, "Somewhat" = 15 percent, "No" = 12 percent.

Department leaders create inclusive environment for all groups, female vs male perspective

Figure 11: Academic Department Self-Assessment Survey - Q: Our department is actively committed to issues of diversity, equity and inclusion (D&I&A); 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 D&I&A transgression reported through SpeakUp@Mines. Due to the structure of the reporting system, there are no set definitions or descriptions for any D&I&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 D&I&A-related issues since there are other reporting mechanisms available.

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.
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 website. 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 website.

The Academic Department Self-Assessment Survey (2019) asked if course offerings include explicit attention to issues of D&I 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).

Course offerings include explicit attention to issues of D&I as they relate to my field of study

![Course offerings image](image)

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, Geology, EDS, EE, Mining, HASS and PE.

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**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 teaching and inclusive classrooms, both online and face-to-face. The inclusive classroom checklist 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**

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**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 supported by efforts of seven working groups comprised of administrators, faculty, staff and students.

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28 cm.mason.com/reportingform.php?COSchool=Mines&layout_id=31
29 cm.mason.com/reportingform.php?COSchool=Mines&layout_id=30
30 trefnycenter/mines.edu/effective_teaching/

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30 MINES.EDU/DIVERSITY MINES DIVERSITY, INCLUSION & ACCESS 31
Undergraduate students’ reported mental and emotional well-being at Mines, Spring 2019

Mines supports work-life balance, health, wellness and family through many different endeavors, such as Mines’ partnership with Colorado State University’s Employee Assistance Program (CEAP). CEAP 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 leadership 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 EveryRediggar 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 Orientee 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.

## DIIA 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@ISO 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.

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[1] implicit.harvard.edu/implicit/takeastest.html
FAO launched their “Diversity, Inclusion and Belonging” learning cohorts in February 2021. Through this initiative, FAO leadership is approaching culture building with intention to further enhance Mines’ focus on diversity, inclusion and belonging. The goal is to create an environment where FAO 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 FAO 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 DIAA and CLASS workshops as compared to under 100 for all Skillsoft courses).

**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 $10,000 to create Open Educational Resources Incentives. This mini grant program funded 11 projects and resulted in a savings of $37,520 to $60 students enrolled in fall 2019. The 2018-2020 $30,000 COE grant impacted 12 courses, saving students an estimated $63,000 per year in required course materials. The 2019-2021 $58,000 CDHE grant impacts 14 courses, saving students up to $29,000 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 32 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 (9 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=193, 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)**

<table>
<thead>
<tr>
<th>Year</th>
<th># registered students</th>
<th>Annual % Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>150</td>
<td>10%</td>
</tr>
<tr>
<td>2016</td>
<td>163</td>
<td>11%</td>
</tr>
<tr>
<td>2017</td>
<td>181</td>
<td>11%</td>
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<td>2018</td>
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<tr>
<td>2019</td>
<td>315</td>
<td>22%</td>
</tr>
<tr>
<td>2020</td>
<td>404</td>
<td>28%</td>
</tr>
</tbody>
</table>

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 156 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 Lobby.
- 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 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 DIAA 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 #R4edgersForEquity campaign every Monday
SHARED RESPONSIBILITY

Increasing diversity, promoting inclusion and ensuring access are critical to our shared success and the advancement of Mines and its mission. Shared responsibility means the entire Mines community participates in and is accountable for advancing the DI&A Strategic Plan goals and recommendations. To ensure shared responsibility, Mines established a consultation service model for DI&A. While Mines DI&A leads many institutional efforts, it also supports and collaborates with campus units, teams and individuals on implementation of the Strategic Plan. This shared services consultancy model helps ensure that increasing diversity, promoting inclusion and extending access are key priorities for, and responsibilities of, everyone in the Mines community and not just a centralized office.

DI&A integrated into performance plans and evaluations

- Campus Living and Student Success
- Chemical and Biological Engineering
- Communications and Marketing
- Computer Science
- Electrical Engineering
- Engineering Design and Society
- Geology and Geological Engineering
- Geophysics
- Human Resources
- Humanities, Arts and Social Sciences
- Finance, Administration and Operations
- Information and Technology Solutions
- Arthur Lakes Library and Mines Museum
- McNeil Center for Entrepreneurship and Innovation
- Mines Foundation
- Mining Engineering
- Petroleum Engineering
- Registrar’s Office
- Research and Technology Transfer
- Trevy Innovative Instruction Center
- University Honors and Scholars Program

Integrate contributions to DI&A into individual and unit performance evaluations

A template for DI&A-focused performance objectives can be downloaded for unit or employee use34. Units take one of two approaches: publish a list of options an employee can undertake to achieve the DI&A objective in their evaluation or, like CLASS, consult with employees during the performance planning stage to craft DI&A objectives that are of interest to the individual. DI&A in performance management is not required for all employees, but if undertaken, should be implemented in a similar fashion for all employees within a unit.

Require every unit to create a measurable, accountable action plan

Shared responsibility means participation and accountability for DI&A efforts across the entire Mines community. One key aspect to this model is the development and dissemination of campus unit implementation plans. Starting in 2019, each major unit across campus (40 entities) developed and submitted a DI&A plan uniquely tailored to their needs and interests. These plans were reviewed by the DI&A team and expert advisors.

Each spring, Mines DI&A delivers a report summarizing demographic data relevant to each unit. Departments and campus units use these to monitor their DI&A progress. Starting in 2020, units submit a progress report and update their plan with new programs and commitments. Figure 15 shows the most common programs found in the implementation plan reports submitted in 2020. Figure 16 shows an estimate of the potential impact that each of the activities found within each unit’s implementation plans has across campus. DI&A activities that may have the highest potential impacts across campus include individual units’ professional development activities, implicit bias workshops and participation in self-assessment surveys.

34 minnesota.edu/human-resources/performance-management
Advocates and allies are men at Mines who are committed to personal action in support of women and gender equity. The nationally recognized Advocates and Allies program was developed by experts from North Dakota State University. In April 2019, consultants trained Mines advocates over a two-day, intensive learning and development program and spent two semesters studying. Talking to their women colleagues about their experiences with gender inequity and designed a workshop for campus. Mines currently has five trained advocates, who offer their gender allies workshop to those who identify as men at Mines. This workshop equips men with the knowledge, skills and strategies to effect positive personal, unit and organizational change. This workshop emphasizes men working together to address gender inequity, bystander intervention and maintaining accountability to women.

Allies are men who complete a workshop hosted by advocates and act to promote gender equity through an emphasis on personal and organizational action. Advocates are allies with an established record in support of gender equity and dedicate significant time and effort to the Advocates and Allies program. Applications for new advocates are invited each fall.

In April 2019, more than 80 male faculty and staff completed allies learning and development activities. Mines advocates drafted their Advocates and Allies mission statement, objectives, principles and actions. They work in partnership with the Women’s Advisory Board, who advise the work of the advocates and communicate feedback on gendered environments from their women colleagues and peers at Mines.

In fall 2020, Mines D&I launched the D&I & Advocates Program, a strategy used to help meet the growing requests for diversity and inclusion workshops across campus. Mines D&I Ambassadors engage in deeper learning on implicit bias, microaggressions and other diversity, equity and inclusion topics as they relate to fostering a culture of inclusion and enacting positive social change on campus. Mines D&I Ambassadors are a group of undergraduate and graduate students, academic faculty, administrative faculty and classified staff who participated in a nine-week program and received certificates to host workshops on mitigating implicit bias and minimizing microaggressions. The student ambassadors are financially supported by ConocoPhillips. Mines community members can schedule a D&I & Ambassadors workshop for their campus unit, academic department or student organization.

It’s important to note that participating in one workshop isn’t enough to drive long-term culture change at an institution. Workshop participants need time to digest new information, discuss complex concepts and practice new skills learned. Mines D&I hosts a regularly scheduled learning community for D&I advocates and allies to reconvene and practice what they’ve learned in the workshops. Another way Orediggers can engage is by facilitating “practice scenarios” designed by Mines D&I at the beginning of their group meetings. These activities will foster more active bystanders and allies who have practiced the skills necessary to create an inclusive campus culture.
FOSTER DIALOGUE

Raising awareness of DIA is of vital importance at any institution but particularly at Mines as a STEM institution where these concepts do not often get applied in everyday studies. To do this, Mines aims to create and implement campus-wide communications and activities that foster dialogue about DIA.

Create and implement a communication plan that informs the community of DIA resources and fosters dialogue

Since the adoption of the Strategic Plan, Mines DIA launched several communication and dialogue efforts. For example, the #REdiggersForEquity39 is a self-learning social media campaign that Mines DIA launched fall 2020. Every Monday, Rediggers are encouraged to set aside 30 minutes to learn more about DIA in STEM. The goal is to invite and support an equitable and just campus community by drawing on individuals’ own interests, passions and learning.

Additionally, Mines DIA publishes a monthly digest highlighting DIA efforts, programming and achievements across campus. Mines DIA also collaborates with the President’s Office and Mines’ Communications and Marketing team to incorporate DIA-related activities into campus communications, such as the Blaster Bulletin and Daily Blast with relevant DIA communiques.

The Mines DIA social media channels are also active. As of the end of August 2020, Mines DIA had 76 Facebook followers, 333 Instagram followers, 40 Twitter followers and 100 tweets from Mines DIA staff. The most popular web pages included Mines DIA’s homepage, inclusion icebreakers and racial equity resources.

Another way to facilitate dialogue is through continuation of the Mines DIA Council and special events. Mines DIA hosts the annual DIA Symposium at the start of every spring semester, where every unit gives a quick flash talk on progress made on their respective DIA implementation plans. The symposium helps foster collaboration efforts across campus.

Mines DIA-hosted special events, specifically aimed at fostering dialogue, include the fall 2020 viewing of “Picture a Scientist,” with an interactive panel comprised of two of the featured scientists and two of the directors.

39 mines.edu/diversity/rediggers-for-equity/

Fostering Dialogue has also been supported and facilitated by many units across campus. For example, members of Student Life’s DIA: Real Talk committee invite their colleagues to learn about and discuss diversity, equity and inclusion through active dialogue each week. They have hosted more than 20 topics, ranging from anti-racism, exploring the impact of COVID-19 on U.S. immigration policy, language diversity, LGBTQ+ history and allyship to food and housing insecurity. Real Talk emails reach more than 150 recipients in Student Life each week.

The Trefny Innovation Center also contributes to fostering dialogue about DIA. They hosted “Working with students on the autism spectrum” with DSS staff, highlighted “Failure Fridays” videos on their website, created the Continuity of Teaching website40 and developed a Canvas course with links to DIA resources and helpful guides for faculty. The Continuity of Teaching Canvas course had 3,179 page views on the most active day, March 16, 2020. It also included 134 discussion posts between Trefny Center staff and faculty during the remote teaching transition in spring 2020 due to the COVID-19 pandemic shutdown.

“Telling the community that we have a problem is not enough. We need to develop meaningful strategies to address the problem. This is where a coordinated and collaborative effort comes into play.”

REAL TALK participant

Institute a campus hub that serves as an interconnected, physical space to welcome engagement, interaction and support diverse students, faculty and staff

After the release of the Strategic Plan in February 2019, two DIA working groups made up of students, faculty and staff evaluated different models for sustaining and monitoring progress toward our goals. After reviewing and iterations with executive leadership and the Mines DIA Council, the best approach forward was a shared-services, consultancy model, which was presented to campus in early spring 202040. This model emphasizes shared responsibility for campus to collectively undertake the responsibility of promoting DIA. 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 of these efforts, rather distribute the opportunity to be DIA allies, advocates and champions among all Mines community members.

There are many aspects important to the institution that must continue to be supported by a central team of DIA experts who report directly to the president. These include campus-wide learning and development, support for unit implementation plans, pursue institutional external funding and provide detailed data analyses for campus reporting.

This shared-services, consultancy model encourages and nurtures learning, offers support services and leads specific DIA efforts across campus. To support our Strategic Plan goals, Mines DIA is led by the presidential faculty fellow for access, attainment and diversity, which is a rotating leadership position currently held by Dr. Amy Landis.

This component of a shared responsibility replaces the original idea and intent behind “instituting a campus hub” so DIA is evenly distributed among all departments and units across campus. This model is similar to the shared services approach utilized by Mines Administrative and Processing Services (MAPS). Mines DIA staff and web pages are a point-source for information, support and services. Mines DIA leverages the shared consultancy model, and, depending on the nature of requests received, staff engage with other groups on campus to help meet needs for information and services.

DI&A: A Shared Services Consultancy Model

**Mines DI&A-led initiatives**
- Campus reporting on strategic plan
- Data collection and analysis
- Facilitate Mines DI&A Council
- Foster dialogue and learning
- Promote shared responsibility
- Represent Mines
- Secure external funding

**Collaborative programming**
- Accessibility
- Campus climate
- Communities of Scholars
- DI&A in performance evaluations
- Hiring Excellence
- Inclusive classrooms
- K-14 recruitment
- Mines Community Alliances
- Mines Mentoring Program

**Support services**
- Ad hoc data requests
- Assistance with grants, programming and awards
- Expert consultation
- Support for individual implementation plans

**Foster dialogue: Ongoing and future activities**
- Expand the #OrediggersForEquity campaign to increase participation and reach throughout the Mines community
- Continue collaborating with Mines’ Communications and Marketing team to deliver timely DI&A-related communications to campus
- Grow the number of Fostering Dialogue activities by other units across campus
- Cultivate DI&A champions across all Mines community members to reinforce the shared services consultancy model

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**REWARDS AND RECOGNITION**

As shared responsibility is central to Mines DI&A activities, it is important to reward and recognize those who find ways to support DI&A across campus and contribute to its success. Formal recognition validates the work and encourages sustained efforts.

**DIA Strategic Plan Recommendation**

**Form Mines DI&A community grants program to encourage and reward grassroots activities**

Established in 2019, community grants are awarded based on alignment with the DI&A Strategic Plan, number of campus community members impacted and contribution to campus inclusion. Proposals are accepted on a rolling basis and must be submitted no later than four weeks before funding is needed.

To date, three proposals were submitted, and one was awarded. The Department of Geology and Geological Engineering received $500 to host Dr. Jane Willenbring who gave three talks during a visit to Mines in February 2019. Dr. Willenbring is credited with bringing national attention to the #MeToo movement in academia with a 2016 Title IX complaint against her graduate school adviser. These events increased awareness of harassment and discrimination which affect the success of women and those underrepresented in STEM.

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Note: 42 mines.edu/diversity/awards-grants/
Establish awards, recognition and promotion
publicizing and recognizing individuals and units that have demonstrated successful D&I efforts

2019 Inaugural D&I Implementation Plan Awards:
- President’s Academic Program Award: Computer Science
- President’s Non-academic Program Award: Research and Technology Transfer (RTT)
- Cultivating a Culture of Inclusion Award: Trefny Innovative Instruction Center
- Creative Programming Award: CLASS
- Supporting Student Retention Award: WISEM
- Institutional Engagement Award: ITS

Pursue external sources of funding to support D&I programs and institutional transformation

To bolster D&I efforts, Mines pursues external sources of funding to support programs and drive innovative change. This is done in three ways: 1) Mines D&I led federal and state funding grant opportunities; 2) support faculty-led funding and third) corporate and private partnerships and donations in collaboration with the Mines Foundation.

From 2019 to 2020, Mines D&I led six federal proposals and two local proposals totaling over $713,000. Some are still under review, and others were invited for re-submission. One has been awarded to date—a $200,000 NSF grant awarded to Dr. Landis (Mines D&I) and Dr. Hermundstad-Nave (Trefny Center) to support inclusive classrooms at Mines.

RTT and Mines D&I developed a menu of D&I programs faculty could integrate into the proposals they lead. Through this menu, faculty work with Mines D&I to customize D&I programming to fit their individual research projects, support D&I across Mines and increase the competitiveness of their proposals. Since 2019, RTT has connected 11 proposal teams to Mines D&I for help with proposals and letters of collaboration.

RTT’s goal is to promote interest and support development of proposals intended to increase the diversity of Mines’ undergraduate, graduate student and faculty populations.

Rewards and recognition: Ongoing and future activities

- Work with Mines Foundation to expand D&I funding
- Encourage current donors to support their interests
- Increase support for specific areas of interest (e.g. first-generation, veterans, scholarships)
- Identify and apply for large federal and foundation awards
- Invite new donors to provide general support for the D&I initiative and the long-term goal of culture change

"I think it is important for other people to give back and/or pay it forward, because in doing so, you are bettering yourself and your community. Especially in college, the opportunities granted to us give us the tools to be a better person to eventually benefit society. Imagine all the opportunities lost without these generous donors."

Kayla Benson
Class of 2023

42 mines.edu/diversity/grant-proposal-support
44 nsf.gov/funding/pgm_summ.jsp?pims_id=5257
44 MINES.EDU/DIVERSITY
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Mines DI&A team
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Rebecca Flintoft
Dan Fox
Dale Gaudatz
Peter Han
Rick Holz
JASON Hughes
President Paul C. Johnson
Ruth Jones
Emily Kelton
Lori Kester
Lisa Kinzel
Alexis Lakers
Deb Lasich
Toni Leefson
Andrea Salazar Morgan
Jill Murphy
Paul Mysliv
Amy Hermundstad-Nave
Dustin Olson
Annette Rillington
Begoña Ruiz Piferio
Jill Robertson
Megan Sanders
Katie Schmaizel
Monique Sendze
Carol Smith
Kellie Spoerl
Ashley Spurgeon
Courtney Swearingen
Colin Terry
Natalie Vega
Christina Vessa
Kirsten Volpi
Regina Willis

Important Contributors:
Admissions
Advocates and Allies
Campus Living and Student Success
Colorado School of Mines Foundation
Communications and Marketing
Disability and Support Services
Finance, Administration & Operations
Financial Aid
Human Resources
Information Technology Solutions
Institutional Research and Strategic Analytics
Arthur Lakes Library
Mines Museum of Earth Science
Mines Community Alliances
Multicultural Engineering Program
Office of Institutional Equity & Title IX
Public Safety
Research and Technology Transfer
Trefny Innovative Instruction Center
University Honors and Scholars Program
Women in Science, Engineering & Mathematics

NEXT STEPS FOR 2021 AND BEYOND

Two years have passed since Mines released the Strategic Plan for Diversity, Inclusion & Access. The community came together to develop that plan, using the MINES®150 strategic plan and our institution’s mission as a beacon. Since that time, a lot has happened that catalyzed reflection and action. The importance of campus’ continued engagement since our launch event in 2019 is as important as ever. Every Oredigger engaged in DI&A-related work at Mines makes a difference in creating an inclusive community. We recognize our work is not done. Leveraging the existing momentum from our current accomplishments is important to catalyze the next wave of progress as we get closer to our 150th anniversary celebration in 2024.

The following are some of the most pressing areas for us to channel our efforts in the coming years:

- Expand inclusive recruitment and hiring practices from admissions and talent acquisition to all recruitment and hiring efforts.
- Analyze and expand campus climate surveys and respond to findings.
- Leverage the Advocates and Allies and Ambassadors Programs to expand workshops to cultivate an inclusive Mines culture.
- Improve support to the Mines community through the Office of Institutional Equity & Title IX.
- Integrate more broadly DI&A best practices into all employee performance evaluations and promotions.
- Foster progression on units’ individual implementation plan goals.
- Elevate leadership development opportunities, such as with the forthcoming Leadership Institute.
- Ensure that our model for shared responsibility does not result in siloed activities but rather a community that disseminates resources and collaborates on efforts.

Thank you for being an integral part of our community. It is each and every one of you who makes Mines a unique and wonderful place to live, work and study.

Go Orediggers!
Collaboration - Inclusion - Excellence - Engagement
- Engagement - Leadership - Innovation

We, the Colorado School of Mines community, are united by our commitment to our timeless mission of educating and inspiring students from all backgrounds and advancing knowledge and innovations, with the aspiration that our graduates, ideas, actions and innovations will have a transformative impact on individuals and society, leading to shared prosperity and sustainable use of the Earth’s resources.