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 (underrepresented 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 over the past decade, demonstrating substantial progress made toward our DIA goals. Since 2010, there has been a 15% 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 26.9 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

Applications to enrollments trends of Mines first-year, non-transfer students, 2010 and 2020 by gender

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 Racial 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

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 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 allies 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. Landis, Presidential Faculty Fellow for Access, Attainment and Diversity