2021 CAMPUS DIVERSITY, INCLUSION & ACCESS SNAPSHOT

At Colorado School of Mines, we believe that a diverse and inclusive campus environment inspires creativity and innovation, which are essential to the engineering process. We also know that in order to address current and emerging national and global challenges, it is important to learn with and from people who have different backgrounds, thoughts, and experiences.

Our strategic plan for diversity, inclusion and access has four goals:

- Attract, retain, and graduate a thriving and diverse student body
- Attract, retain, develop and promote a thriving and diverse faculty and staff
- Cultivate a campus culture that promotes and celebrates inclusion and achievement
- Inspire a shared responsibility, participation and accountability for diversity, inclusion & access efforts across the entire Mines community

**Recruitment Trends of Students and Employees**

Strategies steeped in diversity, equity and inclusion evidence-based practices are crucial for helping Mines recruit diverse talent. Mines introduced new initiatives to improve recruitment in admissions, scholarship programming, financial aid and hiring of employees.

**UNDERGRADUATE RECRUITMENT PIPELINE - Applications to Enrollments of Mines New Students, Fall 2021**

- **By Gender**
  - Applied: 33.4% Female, 66.6% Male
  - Admitted: 38.1% Female, 61.9% Male
  - Enrolled: 67.2% Female, 32.8% Male

- **By Race/Ethnicity**
  - Applied: 32.2% URG, 62.5% White, 2.2% Unknown
  - Admitted: 30.4% URG, 64.7% White, 2.0% Unknown
  - Enrolled: 68.7% URG, 26.8% White, 2.5% Unknown

**THESIS GRADUATE RECRUITMENT PIPELINE - Applications to Enrollments of Mines New Students, Fall 2021**

- **By Gender**
  - Applied: 29.7% Female, 69.4% Male, 0.9% Unknown
  - Admitted: 34.6% Female, 65.0% Male, 0.4% Unknown
  - Enrolled: 66.1% Female, 0.4% Male, 33.5% Unknown

- **By URG/White**
  - Applied: 20.0% URG, 80.0% White
  - Admitted: 14.9% URG, 85.1% White
  - Enrolled: 17.0% URG, 83.0% White

**Employee Hiring, 2021**

**Academic Faculty Hires**
- Male: 52%
- Female: 24%
- Unknown: 24%

**Administrative Faculty Hires**
- Male: 35%
- Female: 58%
- Unknown: 11%

**By Race/Ethnicity**
- White: 59%
- Unknown: 16%

**By Gender**
- Male: 7%
- Female: 7%
- Unknown: 11%
The following graphs highlight retention trends for our undergraduate students by different demographics as well as the turnover rates for Academic and Administrative faculty by demographic factors.

**FALL TO FALL RETENTION RATES OF FIRST-YEAR UNDERGRADUATE STUDENTS**

Overall, Mines has impressive fall-to-fall retention rates of our undergraduate students. These data represent the percentage of first-year students from their starting fall cohort who stay at Mines until the following fall.

Those who are Pell-eligible are students who come from lower-income families. Those who are first-generation are those who are the first in their families, other than siblings, to attend college.

Out of all four graphs representing fall-to-fall retention rates, female students consistently have the highest retention rates, whereas Pell-eligible students have the lowest retention rates overall. This is something Mines can consider further investigating to make sure Pell students have the appropriate support systems in place to ensure their success.

**ACADEMIC FACULTY TURNOVER RATES FY 2015-2021**

There is generally low Academic Faculty turnover (Teaching and Tenure/Tenure-Track Faculty). Turnover rates of academic faculty of color (URG) remain particularly low, if not at 0%, for most fiscal years. Both female and male Academic Faculty also have comparable turnover rates, with an exception in FY 2019 when we observe a spike of 5.3% in female turnover.

**ADMIN FACULTY TURNOVER RATES FY 2015 - 2021**

Administrative Faculty have higher turnover compared to Academic Faculty. Turnover rates increased in FY 2019 and 2020 particularly for male employees. Employees of color (URG) left Mines at much higher rates compared to white employees from FY 2018 to 2020. There was notably less turnover in FY 2021 for employees of color during the pandemic.

**MINES COMMUNITY ALLIANCES (MCAS)**

Mines Community Alliances (MCAs) are employee-run groups, sponsored by a representative in executive leadership, to support the professional development of its members. MCAs align with Mines’ strategic initiative to build a high-performing organization and create an inclusive workspace for all Orediggers. In 2021, the MCAs welcomed an additional group to the existing four - the Mines Asian Community Alliance (MACA). Mines employees can learn more or join an MCA at: www.mines.edu/human-resources/mines-community-alliances.
One of the key tenets of DI&A work for Mines is this idea of Shared Responsibility. Shared Responsibility means the entire Mines community participates in and is accountable for advancing the DI&A Strategic Plan goals and recommendations. We support everyone at Mines – from individuals to departments – to find their own way to contribute to DI&A. The following provides an outstanding example of Shared Responsibility at Mines.

**MINES DI&A FELLOWS**

The Mines DI&A Fellows program recognizes highly accomplished and motivated faculty and staff for their exceptional leadership and service and provides support as they to gain experience and drive institutional change at Mines. Each Fellow champions a strategic initiative or program that furthers the vision and mission of Mines DI&A. Fellows also learn about all the inner-workings of Mines DI&A and serve as a representative for campus internally and externally.

**PATHWAYS TO MINES THROUGH PARTNERSHIPS WITH BIPOC STUDENTS IN DENVER PUBLIC SCHOOLS**

Dr. Derrick Hudson further developed pathways to Mines via the ISSACHAR Center for Urban Leadership in partnership with Denver Public High schools. The course digs into systemic inequality within Denver neighborhoods, contributions of underrepresented groups to society and connects personal experiences to the larger context.

**DEI TOOLKITS FOR STUDENT LEADERS**

Alex Leach is working to identify campus efforts to increase students’ multicultural competency and support these efforts via a Student Leadership Institute, a multi-day program followed by monthly learning and skill development opportunities.

**SOCIAL JUSTICE ACROSS THE CORE CURRICULUM**

Dr. Shannon Mancus is directing initiatives designed to scaffold social justice across the Mines curriculum. Using best practice and building off the diversity, equity and inclusion integration she has implemented in Nature and Human Values, she works with course coordinators and the core curriculum committee to identify opportunities to further integrate justice content.

**DEPARTMENT OF EDUCATION TRIO PROGRAM**

Dr. Justin Shaffer led campus’ grant application process for the Department of Education’s Trio program. Programs such as Upward Bound help attract and support low-income, first-generation and rural students coming to, and during their years at, Mines. Upward Bound provides high school students access to mentoring, tutoring, classes and help with college preparation and the application process.

**OVERLAPPING PROGRAMS IN UNIT PROGRESS REPORTS**

This graph shows the most common programs and activities found in units’ implementation plan progress reports, which were submitted in spring 2021. These reports highlight academic department and major campus units’ goals and their plans to foster inclusion and increase representation through recruitment and retention efforts. Out of the 35 progress reports submitted, 29 of them indicated their unit engaged in some form of DI&A professional development for their employees or students. These citations are in addition to the 25 units who conducted learning and development workshops specifically on DI&A-related topics. Many more activities are listed, which demonstrate the breadth and depth commitments Orediggers have to DI&A.

**Common Programs & Activities in Unit Implementation Plan Progress Reports Submitted Spring 2021**

- DI&A professional development activities: 29
- Learning & development workshops: 25
- Institutional research data: 24
- Cross-unit collaborations: 23
- Advocates & Allies or Ambassadors Programs: 18
- Self-assessment surveys: 17
- Nominate for DI&A awards: 16
- Inclusive classrooms: 16
- Hiring Excellence (faculty/staff): 14
- DI&A in performance planning: 14
- Racial equity activities: 11
- Responsiveness to COVID-19: 11
- Service load self-assessments: 11
- Mentoring: 9
- Hiring Excellence (students): 7

**Rewards & Recognition**

$20M Over $20 million in grant proposals awarded that have Diversity, Equity and Inclusion elements

$5K $5,000 in Community Grants projects awarded by Mines DI&A to Orediggers


**Culture of Inclusion**

Ensuring a strong culture of inclusion is one of the primary pillars of D&I-related work. Without it, increasing diversity through recruitment, retention, access and equity efforts becomes moot. We can't retain and sustain diversity without inclusion. Mines continues to spearhead ways to build a culture of inclusion among all groups on campus.

**4+**
Climate surveys for campus: ModernThink for employees, Trefny climate survey for students, “out in STEM” climate survey about the LGBTQ+ community experience and Viewfinder climate survey for all of campus.

**600+**
Attendees from across campus participated in a workshop to learn and develop their D&I knowledge.

**100%**
of Academic Departments foster inclusive classrooms by using the Trefny Inclusive Classroom Checklist.

![Image showing distribution of survey responses](image)

**Students Registered for Accommodations with Disability Support Services**

- **32%**
  fall 2019 annual increase in students registered with accommodations from previous year

- **28%**
  fall 2020 annual increase in students registered with accommodations from previous year

- **24%**
  fall 2021 annual increase in students registered with accommodations from previous year

**Foster Dialogue**

To raise awareness of the importance of D&I, both at the institutional level and at the individual level, Mines creates and implements campus-wide communications and activities that foster dialogue about D&I topics. In 2021, the community fostered dialogue about D&I through:

- Celebration of D&I at Mines Symposium
- D&I Table During the "Making the Connection" Event
- Student Life Class Employee “Real Talk” initiative
- "D&I Minute" with Petroleum Engineering
- Community Conversations with Arthur Lakes Library
- MCA Professional Development Workshops
- Monthly D&I Digest Newsletters
- Various departments attended over 30 D&I Workshops
- D&I breakout session during Campus Conference
- ITS dedicating newsletter space for D&I highlights
- Learning Communities to foster safe and inclusive environments

2022 Celebration of D&I at Mines keynote speaker, Regan Byrd, speaking to the Mines community about the pitfalls of allyship and common errors those looking to be allies to marginalized communities often make.

**LOOKING FOR MORE?**

This is a snapshot with key highlights of the Mines D&I 2021 Annual Report. Explore the entire report, which features a deep dive into the data, programs and efforts taking place on campus that all work towards the MINES@150 goals.

Scan the QR code to the right or visit www.mines.edu/diversity/annual-report-2021

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*Gender is defined here as only either male or female due to limitations in data collection and reporting. Mines is currently working on developing new processes for collecting inclusive and accurate gender identity information. We acknowledge this definition of gender is limiting; work towards inclusive identity data collection is ongoing.

*Underrepresented groups (URGs) = American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Multiple Races and Native Hawaiian/Pacific Islander.