



COLORADOSCHOOLOFMINES
EARTH • ENERGY • ENVIRONMENT



STRATEGIC PLAN FOR
**DIVERSITY,
INCLUSION
& ACCESS**



Dear colleagues:

Based on conversations with faculty, staff, students, alumni and our Board of Trustees, it is clear to me that we want Colorado School of Mines to be a community that welcomes, respects and supports people of all backgrounds. We believe that this is the right thing to do and

that it is critical to our education and innovation missions and to our future success as one of the top universities in the world. To achieve this, we must recognize that the responsibility for ensuring that Mines is an inclusive community extends to us all. I ask you to join me in making a stronger personal commitment to our core values of diversity, respect and compassion as we work as a community toward this aspiration.

The President’s Council on Diversity, Inclusion & Access was announced in the spring of 2016 and again at our campus conference in August 2017. One of the reasons for transitioning to a council model is to ensure that diversity, inclusion and access are key priorities for, and owned by, every part of our Mines community, not just by a centralized office.

The DI&A Council was asked to develop a strategic plan for access, attainment, inclusion and diversity that provides tangible goals and targets and to recommended signature initiatives to achieve them. DI&A Council members researched best practices and developed recommendations across many areas, including driving excellence in faculty and staff hiring, as well as student recruiting. The results of the DI&A Council’s efforts are contained in this Strategic Plan for Diversity, Inclusion & Access. I look forward to its implementation as part of our MINES@150 efforts and to celebrating our progress and achievements annually and especially in 2024—Mines’ 150th anniversary.

Sincerely,

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

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EXECUTIVE SUMMARY

At Colorado School of Mines,¹ 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.

As Mines prepares for our 150th anniversary in 2024, dynamic change is all around us. We must navigate an increasingly competitive higher education landscape, respond to the changing education and innovation needs of industry and society and not be complacent from current and past accomplishments. As such, the Mines community was charged with developing an actionable and measurable strategic plan for diversity, inclusion and access (DI&A). President Paul C. Johnson established the President's Council for Diversity, Inclusion & Access to ensure these values are key priorities for, and owned by, every part of the Mines community.¹

The Strategic Plan for Diversity, Inclusion & Access has 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 diversity, inclusion and access efforts across the entire Mines community.

This document presents recommendations for achieving our DI&A goals based on a self-assessment, campus-wide discussions and best practices for DI&A in higher education. These recommendations were developed by the DI&A Council, whose members served as representatives of the broader campus community. This strategic plan makes recommendations in seven key areas: recruitment, retention, culture of inclusion, shared responsibility, data and metrics, rewards and recognition and fostering dialogue. In addition, there are four cross-cutting themes that should be applied to all recommendations: develop signature programming, build on best practices, endeavor for continuous improvement and measure progress and celebrate success.

To ensure success, we will measure progress toward each recommendation and communicate this progress throughout the Mines community. To ensure shared responsibility for achieving these goals, Mines will implement a consultation service model to support, monitor and report on DI&A efforts. The president and executive leadership team will continue to sponsor and champion these DI&A initiatives, while ensuring shared responsibility for the recommendations given herein. One of the reasons for transitioning to a service model is to ensure that DI&A are key priorities for, and owned by, every part of our Mines community, not just by a centralized office. We aim to implement these recommendations by MINES@150. This plan is not meant to be static—it should be revisited and updated every five years.

¹ Herein, the Mines community refers to students, faculty, staff, the foundation and alumni.



INTRODUCTION

VALUES & CONTEXT

ON DIVERSITY, INCLUSION AND ACCESS (DI&A)

Diversity, inclusion and access are critical to our shared success and the advancement of Mines and its mission. We seek to foster these values throughout our community, especially among our students, so as to inspire them to pursue excellence in our shared lives of inquiry and innovation.

DIVERSITY  **COMPASSION**  **RESPECT**

Three of eight core values at Mines

Diversity promotes hard work, creativity and innovation.² The engineering profession as a whole benefits from diverse teams who are better at problem-solving and make better business decisions.^{2,3,4} In addition, diversity and inclusion are critical to success in an increasingly globalized society.

Research shows that diversity in education results in richer learning experiences for students and teams that are better at problem-solving.^{2,3} Even simply being exposed to diversity can change the way you think.² Enhancing diversity in research teams results in more innovation around complex problems.⁵ And study after study shows that diversity in groups and organizations results in increased financial performance, reduced employee turnover and increased satisfaction.^{2,6} Mines aspires to be a leader in student education and innovation, and diversity is critical to that success. Inclusion and access are critical to sustaining diversity. Enabling access to Mines creates diversity, and a culture of inclusion sustains diversity. We use the term *DI&A* to collectively represent these three terms that go hand-in-hand throughout this strategic plan.

As Mines prepares for our 150th anniversary in 2024, dynamic change is all around us. We must navigate an increasingly competitive higher education landscape, respond to the changing education and innovation needs of industry and society, and not be complacent about current and past accomplishments. **MINES@150 is our plan to position Mines for future success.** It calls for change, but also to stay true to our timeless mission, pillars and core values. MINES@150 leverages our size, location and history, ensures that our graduates will continue to be distinctive and highly valued, places Mines at the frontiers of science, technology, engineering and mathematics (STEM) education, research and innovation, and elevates our status among the world's top universities.

► More information about MINES@150, visit mines.edu/president/planning.

² Katherine Phillips, "How Diversity Works," *Scientific American*, 2014.

³ National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, "Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering," *The National Academies Press*, 2007.

⁴ WM A. Wulf, "Managing the Workforce of the Future, Chapter 4: The Importance of Diversity in Engineering" *National Academy of Engineering*, 2002.

⁵ Scott Carrell et. al. "Sex and Science: How Professor Gender Perpetuates the Gender Gap," *The Quarterly Journal of Economics*, 2010.

⁶ Vivian Hunt, Dennis Layton, Sara Prince, "Diversity Matters," McKinsey & Company, 2015.



DI&A 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
4. A preferred partner for talent, solutions and lifelong learning
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

DEFINITIONS

The DI&A Council adopts the following definitions for DI&A at Mines. These definitions were built on those provided by the Association of American Colleges and Universities.⁷



Diversity



Signifies a presence of both individual differences* (e.g., in thought processes, life experiences and situations, physical abilities) and group or social differences* (gender, race/ethnicity, gender identity, socioeconomic status, first generation college-bound, educational background, age).



Inclusion



The active, intentional and ongoing engagement with diversity that includes breaking down real and perceived barriers in ways that increase awareness and create a welcoming and supportive environment, where everyone has the opportunity to contribute to and participate in all aspects of the Mines community and traditions.



Access



Ensure that Mines is accessible to students and employees who are qualified and a good fit for the university, and to strategically enhance the attractiveness of Mines as a top-of-mind destination.

Divisions, departments and offices are referred to as "**units**" within this document.

Underrepresented groups include American Indian, Asian, Black, Hispanic, Pacific Islander and multiple races.

*This list of examples is not exhaustive

⁷Association of American Colleges & Universities, "Making Excellence Inclusive," acu.org/making-excellence-inclusive.



DI&A GOALS AND METRICS FOR SUCCESS

The Strategic Plan for Diversity, Inclusion & Access identifies four primary goals:

GOAL 1

Attract, retain and graduate a thriving and diverse student body.

GOAL 2

Cultivate a campus culture that promotes and celebrates inclusion and achievement.

GOAL 3

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

GOAL 4

Inspire a shared responsibility, participation and accountability for diversity, inclusion and access efforts across the entire Mines community.

Metrics by which we will measure success include:



- Recruitment, retention and graduation rates of students
- Results from a regular campus climate survey
- Recruitment, retention and promotion of faculty and staff
- Results from individual performance plans and evaluations, as well as results from unit plans and reports

“I’m grateful for the efforts to promote DI&A on campus. It is much needed and will make Mines a more compassionate and welcoming community.” Feedback from open comment period

INTRODUCTION

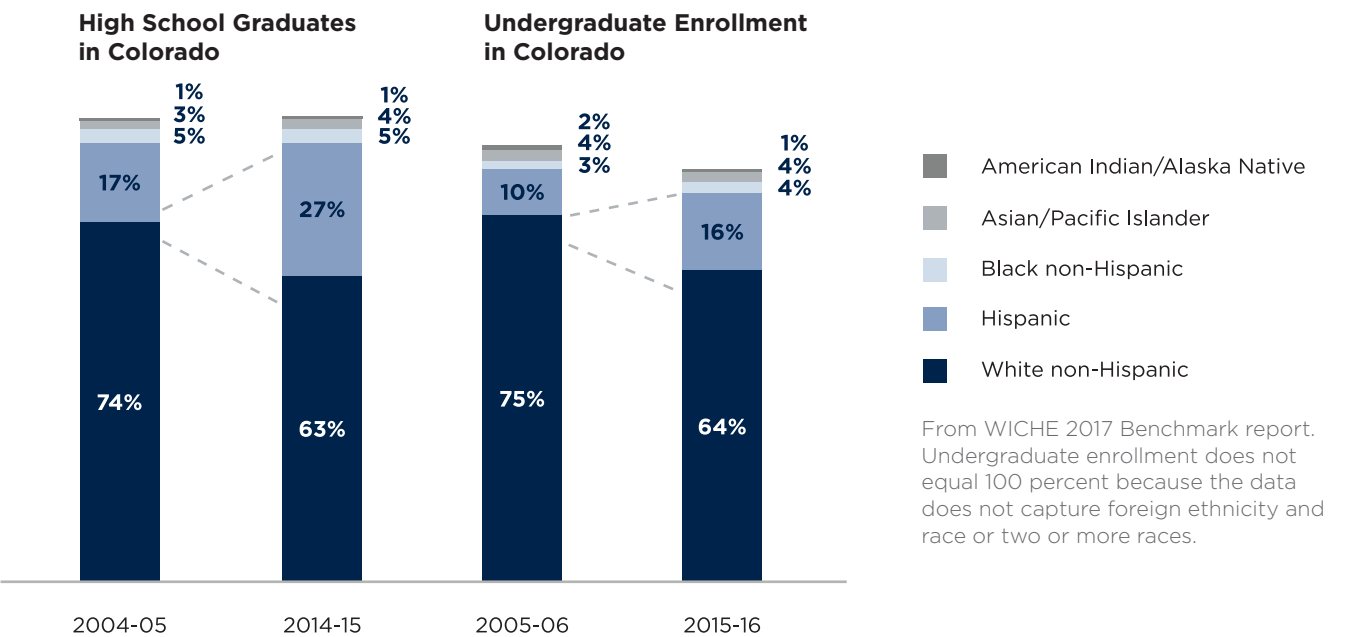
THE MINES COMMUNITY @150

The student of the future is changing (Figure 1), and Mines aims for its community of students, faculty and staff to match the demographics of the population from which it draws talent. In order to track progress toward a diverse Mines community, it is critical to continually assess where the university is relative to the populations it serves. Mines will compare the undergraduate student population to the college-bound population in Colorado, the graduate student population to the population of college graduates in STEM fields in the United States⁸ and Mines faculty to the STEM PhD awardees in the U.S.^{8,9} Staff demographics will be compared with those of Mines’ regional community.

Of the many possible student demographic dimensions (gender, ethnicity, income, etc.), MINES@150 efforts for DI&A will focus on increasing the yield of accepted women, first-generation, Hispanic and low-income students. With respect to faculty, DI&A will continue the current goal of recruiting 40 percent women into our open tenured and tenure-track faculty positions each year, and DI&A will prioritize opportunities to increase Mines’ ethnic diversity, recognizing the challenges of doing that posed by the demographics of doctoral graduates in STEM fields. For example, women and Hispanics earn approximately 26 percent and 3 percent of STEM PhDs in the U.S., respectively.¹⁰

There are other important diversity dimensions, such as other underrepresented groups, LGBTQ+, veterans, etc. Mines is committed to enhancing diversity for all populations and aims to increase the scope of our benchmarks in forthcoming iterations of this plan.¹⁰

FIGURE 1. Diversification of high school graduates and college students in Colorado



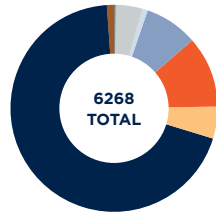
⁸ For the degree programs offered at Mines.

⁹ For recommended data sources, see the Appendix.

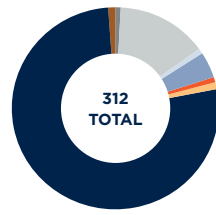
¹⁰ National Science Foundation, National Center for Science and Engineering Statistics, “Women, Minorities and Persons with Disabilities in Science and Engineering,” Special Report no. 17-310, 2017.

• **MINES CAMPUS SNAPSHOT** •

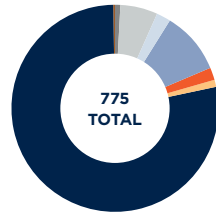
Fall 2018



Graduate and Undergraduate Students
70% men, 30% women*



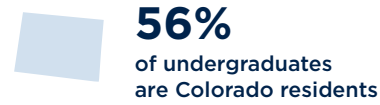
Academic Faculty
68% men, 32% women*



Classified Staff, Administrative Faculty,
Research Faculty and Postdocs
54% men, 46% women*

Source: Cognos Fall 2018 Census Report

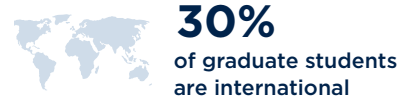
• **STUDENT POPULATION** •



Source: Institutional Research Fall 2018 Enrollment Summary

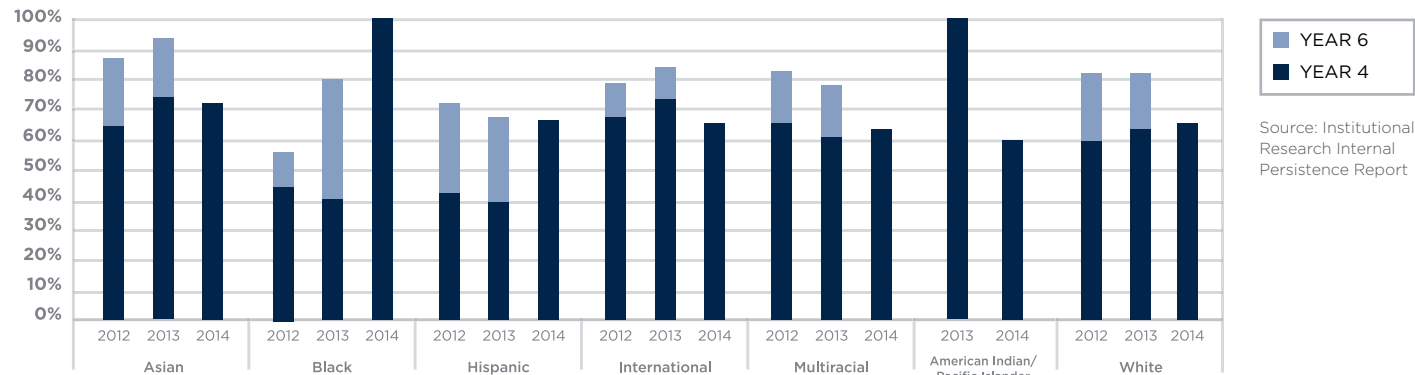


Source: Cognos Fall 2018 Census Report



Source: Institutional Research Fall 2018 Enrollment Summary

4- AND 6-YEAR GRADUATION RATES BY ETHNICITY (FIRST TIME, FULL-TIME FRESHMAN COHORTS)



Source: Institutional Research Internal Persistence Report



Source: Mines Foundation First-Generation Scholarship information



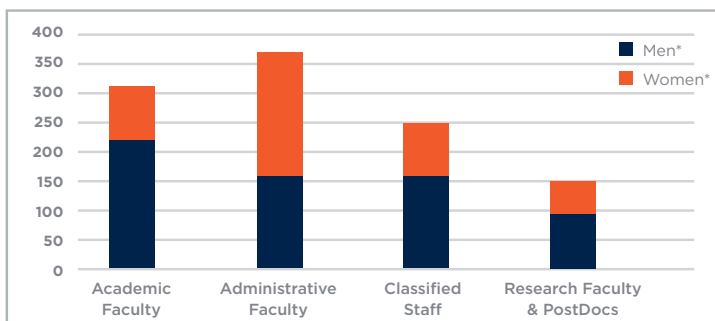
Source: Office of Disability Support Services



Source: Institutional Research AGI Report

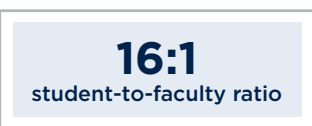
• **FACULTY AND STAFF** •

FACULTY AND STAFF BREAKDOWN BY GENDER

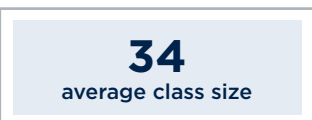


Source: Mines Human Resources

*Identifying as male or female, nonbinary is not yet captured in Mines data.



Source: mines.edu/about/by-the-numbers



DI&A
METHODOLOGY

At the beginning of fall 2017, President Johnson announced the Council on Diversity, Inclusion & Access and asked the Mines community for nominations and volunteers for the council. Dr. Amy Landis was appointed as the faculty fellow in charge of facilitating the council, which was tasked with the following responsibilities:

1. Frame recommendations

Frame recommendations to Mines' president on a strategic access, attainment, inclusion and diversity plan. The plan will include goals that will be achieved through signature programming that advance Mines' commitments to diversity and inclusion.

2. Collect data

Advise implementation of data collection and contribute to reporting with respect to recruiting, enrollment, hiring, retention, graduation rates, promotion and leadership opportunities for students, faculty and staff.

3. Ensure shared responsibility

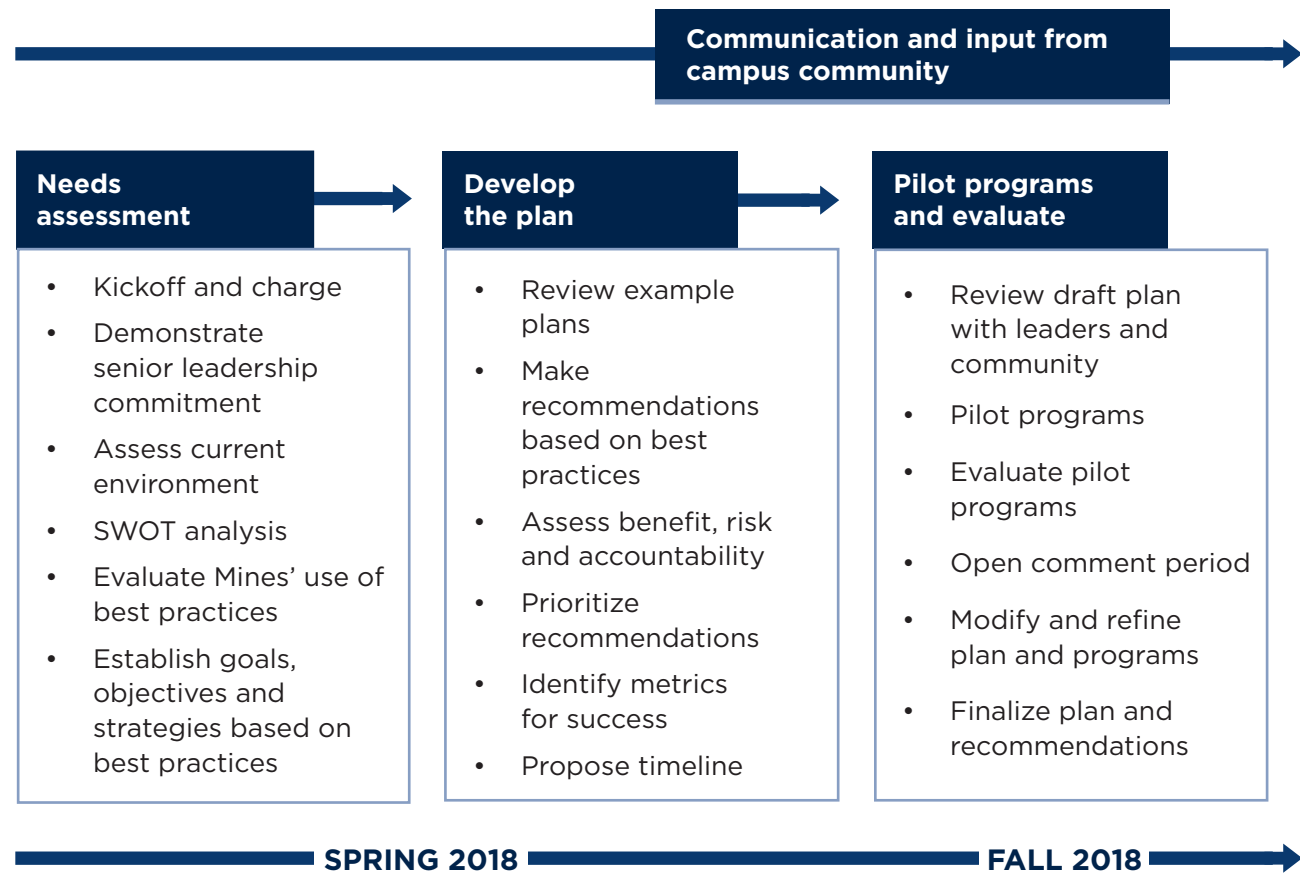
Make recommendations to ensure and empower campus-wide collaboration, shared responsibility and accountability for diversity, inclusion and access.

4. Expand pathways

Evaluate opportunities to expand pathways for student, faculty and staff access and success to create a campus climate in which all can thrive academically and professionally.

During the spring and summer of 2018, the DI&A Council went through a detailed process to generate a strategic plan with actionable and measurable recommendations (Figure 2). The council first went through an introduction to DI&A, which included taking Harvard University's Implicit Association Test, reviewing best practices for DI&A in higher education and assessing the current environment at Mines. Using a self-assessment and analysis of strengths, weaknesses, opportunities and threats (SWOT), the DI&A council identified Mines' challenges and opportunities. Then, in the second half of the fall semester, the DI&A Council formulated recommendations based on best-practices for DI&A in higher education, which resulted in this strategic plan.

FIGURE 2.
DI&A Council process and timeline



SELF-ASSESSMENT AND SWOT: AN EVALUATION OF EXISTING DI&A PRACTICES

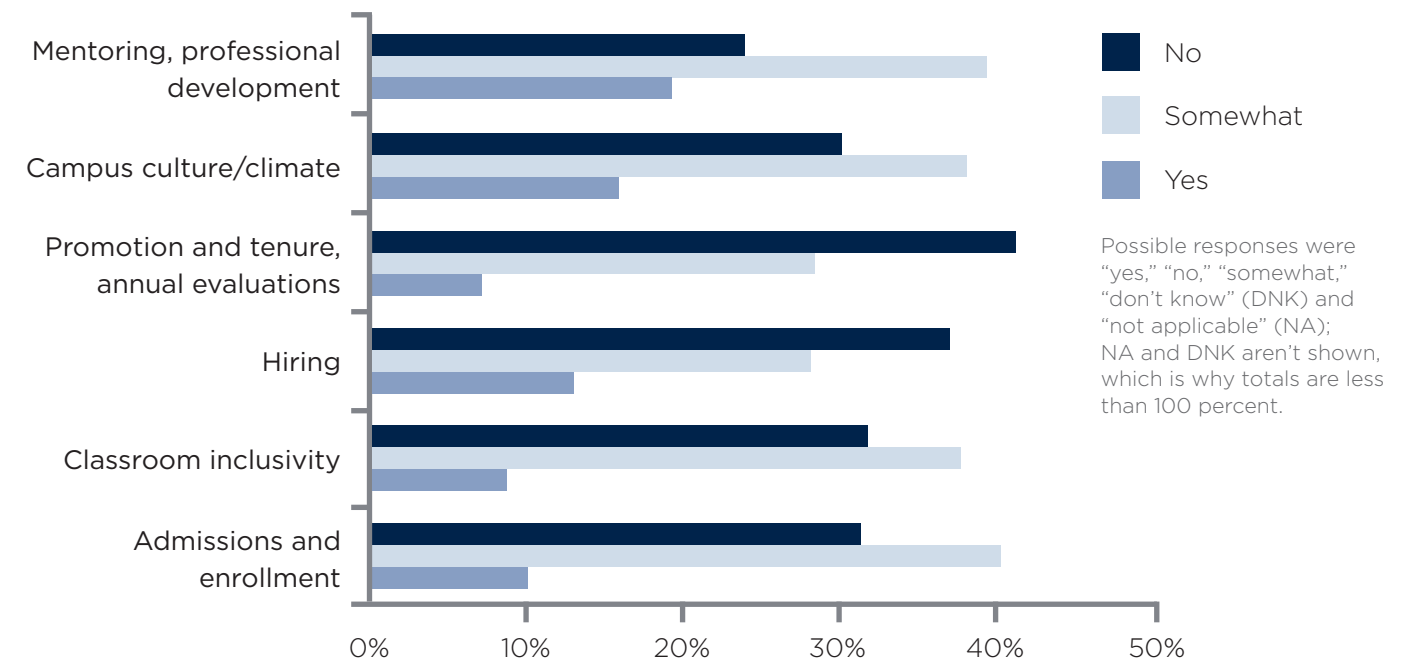
The DI&A Council conducted a review¹¹ of DI&A best practices at Mines in spring of 2018 and found the majority of best practices (Figure 3) were not being implemented, as seen from the “somewhat” and “no” responses. The best practices that Mines employed the most as of spring 2018 were those related to hiring (13 percent of respondents said yes, Mines employs these best practices), culture of inclusion (16 percent) and mentorship and professional development (19 percent).

Throughout the process, the DI&A Council found a lack of consistency across the various units at Mines with respect to DI&A efforts. Overall, there was low awareness of existing resources such as support, advice and expert guidance to support DI&A initiatives. Many asserted that a limited number of people carry the burden of DI&A efforts at Mines, and that such efforts are not valued. It was also mentioned that there are silos of DI&A efforts, meaning that they are not connected, consistent or well-communicated. Therefore, such efforts may not serve or reach everyone on campus.

¹¹ The survey of best practices was obtained from the University of California, Berkeley’s “Strategic Planning Toolkit for Equity, Inclusion, and Diversity - Toolkit for Administrative Units.” For more information, see the Appendix.

FIGURE 3.
Summary of self-assessment based on best practices survey

Responses to survey of (~50) best practices



COMMUNITY ENGAGEMENT

The Mines community was engaged in the conversation and process of formulating this strategic plan via town halls, focus groups, coffee hours, class discussions, workshops and open comment periods. From its inception, the DI&A Council was designed to have representatives from as many different groups on campus as possible. DI&A Council members individually disseminated and discussed the council’s activities and progress with the groups they represented. In addition, Dr. Landis’ team conducted seven focus groups with a range of groups on campus, such as department heads, Student Life, Human Resources and students.

Three town halls were convened near the end of the spring 2018 semester (April 2, 4 and 9¹²) with the aim of collecting feedback from the Mines community on the direction of this strategic plan. Approximately 270 attendees from the Mines community attended; they supported a vast majority of the recommendations made by the DI&A Council. Feedback was used to update and further revise the strategic plan and recommendations.

Town hall attendees expressed high levels of interest in the following:



- Creation of a campus hub for DI&A activities and expertise
- Unconscious bias trainings
- Basing decisions and activities on data and best practices
- Incorporating DI&A into performance planning and evaluations in a transparent and fair manner

¹² Town hall details can be found in the Appendix.



METHODOLOGY

DEVELOPMENT OF RECOMMENDATIONS

Based on the challenges identified from the self-assessment, SWOT and campus engagement, the DI&A Council identified areas of top priority for DI&A at Mines and then mined solutions from a wide range of best practices from the literature, industry, national resources and a report developed specifically for Mines' DI&A Council by Sibson Consultants. The DI&A Council went through several stages to identify, refine, then prioritize the recommendations presented herein.¹³

Stage 1

After a first draft of recommendations was generated, the entire DI&A Council ranked and evaluated the recommendations based on their need and whether the recommendations were specific, measurable, achievable, realistic and timely (SMART).

Stage 2

The DI&A Council incorporated feedback from the town halls held in April 2018.

Stage 3

The DI&A Council then identified and clarified roles for the implementation of the recommendations from the strategic plan via a RACI matrix (where parties are identified who are responsible, accountable, consulted and informed). Meanwhile, the council also identified metrics for each recommendation.

Stage 4

Finally, the DI&A Council prioritized the recommendations by scoring them based on estimates of cost, time to implement, complexity, need and whether there was already a champion on campus.

¹³ Additional details for each recommendation can be found in the Appendix.



DI&A

RECOMMENDATIONS

OVERVIEW

The Mines Strategic Plan for DI&A makes 27 specific recommendations, grouped into seven priority focus areas. The recommendations and focus areas will help achieve overarching DI&A goals. Four cross-cutting themes are critical to successful implementation of this plan and should be considered at all times when implementing the specific recommendations.

Cultivating DI&A in academic settings is not new—Mines must **build on best practices** that have already been tried and proven in higher education. This plan is not intended to be static, but instead Mines must strive for **continuous improvement** for each recommendation presented herein. Where possible, the university should take advantage of opportunities within the recommendations presented herein to develop **signature programming** that will support Mines as a first choice, top-of-mind education for students and place to work for employees. And finally, we should **measure progress and celebrate success** if Mines is to evaluate the effectiveness of this plan and its recommendations.

PRIORITY FOCUS AREAS



Data & metrics



Shared responsibility



Culture of inclusion



Rewards & recognition



Foster dialogue



Recruitment



Retention



DIVERSITY, INCLUSION & ACCESS



DI&A GOALS

1

Attract, retain and graduate a thriving and diverse student body.

2

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

3

Cultivate a campus culture that promotes and celebrates inclusion and achievement.

4

Inspire shared responsibility, participation and accountability for DI&A efforts across the Mines community.

PRIORITY FOCUS AREAS



FOSTER DIALOGUE



RECRUITMENT



RETENTION



DATA & METRICS



SHARED RESPONSIBILITY



CULTURE OF INCLUSION



REWARDS & RECOGNITION

CROSS-CUTTING THEMES

BUILD ON BEST PRACTICE

CONTINUOUS IMPROVEMENT

MEASURE PROGRESS & CELEBRATE SUCCESS

SIGNATURE PROGRAMMING

RECOMMENDATIONS OVERVIEW

Each of the seven priority focus areas and their supporting recommendations are shown below. Text and figures surrounding the recommendations provide context for each focus area.

WHAT WE HEARD FROM THE MINES COMMUNITY

Feedback was collected from the Mines community throughout the strategic planning process, from the DI&A Council's self-assessment to focus groups and town halls, this list presents a few of the topics that were heard over and over.

- Strengthen support for nontraditional students.
- Create strong scholarships to attract bright students from all backgrounds.
- Strengthen community engagement to attract students from all backgrounds.
- Coordinate strategically with local schools and community colleges to build pathways.
- Implement new networking and development opportunities for diverse groups.
- Emphasize training for good hiring practices that incorporates implicit bias.
- Recognize the need for professional growth pathways and opportunities.
- Ensure more diverse leadership and faculty representation.
- Increase awareness of existing DI&A resources.
- Implement a climate survey.
- Consolidate and centralize DI&A resources.
- Improve internal and external DI&A communications.
- Encourage the community to feel comfortable fully expressing themselves at Mines.
- Create rewards for DI&A.
- Ensure family-friendly policies and support.
- Create fair and transparent recognition processes.

RECRUITMENT



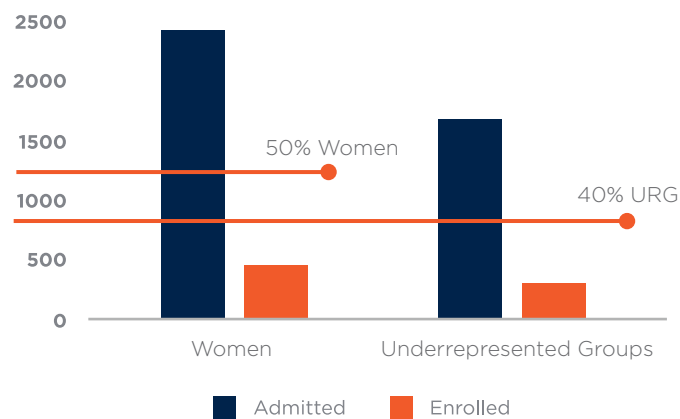
Recommendations:

1. Create a strategy for K-14 pipeline coordination and excellence.
2. Ensure that Mines is financially accessible and attractive to students with diverse backgrounds.
3. Implement a coordinated campus strategy to recruit graduate students with diverse backgrounds.
4. Broaden the diversity of faculty and staff by continuing and institutionalizing hiring best practices.

HIRING EXCELLENCE

The Mines Hiring Excellence program, initiated at the start of the DI&A Council in 2017, has achieved 40 percent women faculty hires and has extended an introduction to implicit bias training to numerous faculty across campus.

MINES 2018 ENROLLMENT YIELD OF WOMEN AND UNDERREPRESENTED GROUPS



Mines already accepts enough prospective students to achieve a community of 50 percent women and 40 percent underrepresented groups. The challenge, then, is to ensure more of these accepted students commit to Mines.

RETENTION



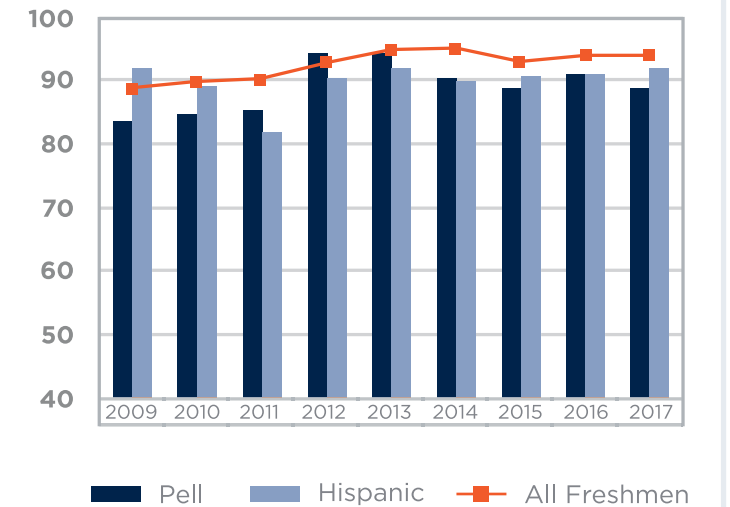
Recommendations:

1. Identify critical transition points and provide support through thoughtful mentorship and professional development programs.
2. Evaluate the current advising structure for students and consider new models to support retention.
3. Develop programming for professional development and mentorship to support career path and advancement planning for employees.
4. Foster initiatives to identify and develop a diverse leadership team.
5. Establish and maintain Mines employee resource groups (ERGs) sponsored by Mines' leadership.

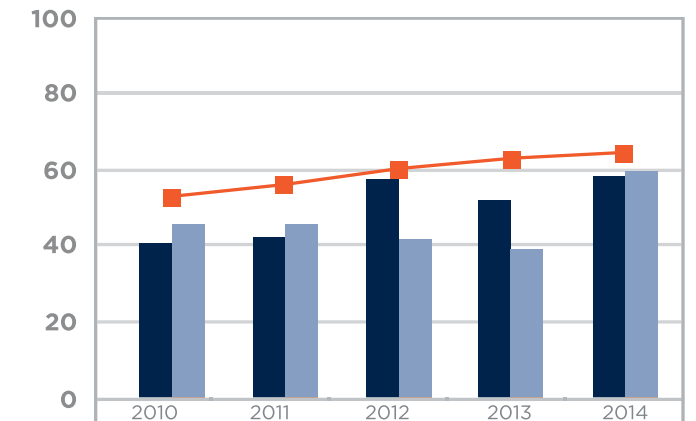
RETENTION AND GRADUATION

Hispanic and low-income (Pell) students have lower first-to-second-year retention (top) and four-year graduation rates (bottom).

FIRST-TO-SECOND-YEAR RETENTION RATES



FOUR-YEAR GRADUATION RATE BY FRESHMAN COHORT



SHARED RESPONSIBILITY



Recommendations:

1. Integrate contributions to DI&A into individual and unit performance evaluations.
2. Require every unit to create a measurable, accountable action plan.
3. Cultivate advocates and allies for professional development programming.

PERFORMANCE EVALUATIONS

Women in Science, Engineering and Mathematics, Human Resources and Campus Life and Student Success have begun integrating DI&A into their performance evaluations. In addition to leadership, management and communications objectives on the individual performance measures, we added a fourth item where each employee identifies how they will contribute to DI&A at Mines. Thus far, employees in the pilot are excited about the opportunity to be credited for their DI&A work and have come up with unique activities that support their individual interests.

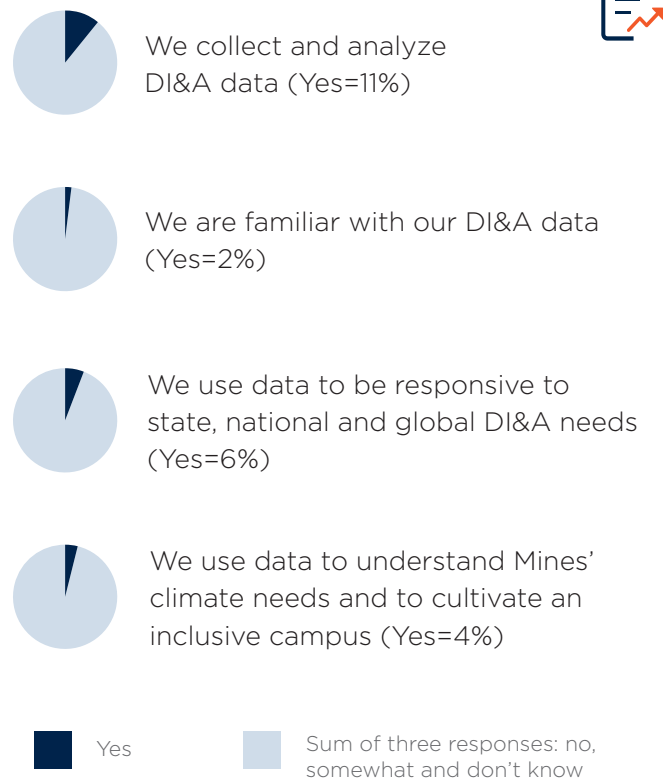
DATA & METRICS

Recommendations:

1. Establish tools and reporting methods to units on DI&A to determine whether Mines DI&A goals have been met.
2. Establish a DI&A-coordinated, campus-wide effort to implement and report on the progress of the strategic plan.

OPPORTUNITIES FOR IMPROVEMENT

Good data and analysis can help us identify opportunities for improvement, while allowing us to measure success for our DI&A initiatives. In the self-assessment, very few people reported that they have access to or use data to support DI&A. The recommendations to improve data collection methods and reporting will ensure the success of this plan.



FOSTER DIALOGUE

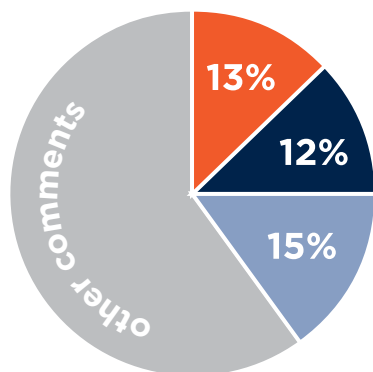
Recommendations:

1. Create and implement a communication plan that informs the community of DI&A resources and fosters dialogue.
2. Institute a campus hub that serves as an interconnected, physical space to welcome engagement and interaction and support diverse students, staff and faculty.

TOWN HALL FEEDBACK

At the town halls,¹² two of the top-mentioned and most-voted-for actions that people wanted to see at Mines supported fostering dialogue.

- Establish a campus hub to foster dialogue and programming around DI&A (13%)
- Improved communication about DI&A goals, activities, opportunities and successes (12%)
- Implicit bias training (15%)



CULTURE OF INCLUSION

Recommendations:

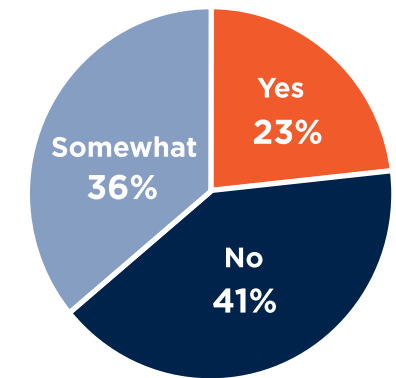
1. Establish standards for effective teamwork and inclusion in the classroom.
2. Ensure that campus practices and policies support work-life balance, health, wellness and family.
3. Utilize a vetted and professionally developed campus climate survey.
4. Embed implicit bias trainings as part of onboarding, teacher training, leadership preparation and other relevant processes or committees.
5. Ensure that all university materials and spaces are available to all who need them.

IMPLICIT BIAS

The Mines community recognizes that addressing implicit bias can go a long way in improving DI&A. Implicit biases are pervasive and harmful; they can impact how we evaluate and treat students, employees and applicants. At the town halls, implicit bias trainings were one of the top three most common requests. Since then, implicit bias training continues to be in high demand at Mines—Admissions, Human Resources, promotion & tenure committees, department heads and the Thorson First-Year Honors Program requested trainings and information even before this plan was published.

SELF-ASSESSMENT RESULTS

The recommendations to improve culture and foster dialogue are critical: only 23 percent of the Mines community surveyed in the self-assessment reported that they feel comfortable and welcome to be their full selves while at Mines.



REWARDS & RECOGNITION

Recommendations:

1. Form Mines DI&A community grants programs to encourage and reward grassroots activities.
2. Establish awards, recognition and promotion publicizing and recognizing individuals and units that have demonstrated successful DI&A efforts.
3. Pursue external sources of funding to support DI&A programs and institutional transformation.

BEST PRACTICES

In the SWOT analysis, we consistently heard that DI&A efforts are siloed around campus and not well-known outside of the silos. People felt that those efforts could be better publicized and connected, as well as rewarded and recognized. Meaningful recognition can come in many forms—from small grants to recognition at the campus conference or commencement. Celebrating and sharing our successes will help us showcase what is working, share best practices and build stronger teams, while improving retention.



STRATEGIC PLAN

IMPLEMENTATION

NEXT STEPS

We recommend that Mines utilize its DI&A staff expertise to provide guidance, advice and expert consultation to the entire Mines community as we seek to implement this plan. We suggest that they be housed together in the recommended campus hub and that they operate in a consultation and reporting capacity. Mines should avoid having a single person or office that is responsible for all campus DI&A efforts. In the short term, the DI&A Council will fulfill the role of the campus hub to support implementation and reporting. Once the campus hub is established, we recommend that the president retain a council on DI&A to update this plan every five years, encourage shared responsibility and maintain open pathways for dialogue between the campus community, the campus DI&A hub and the executive leadership. The responsibility for ensuring that this plan is implemented extends to the entire Mines community, including leadership, units and individuals. While executive leadership will be necessary to drive some recommendations, leadership and contributions from units and individuals are critical to achieving our DI&A goals.

Executive leadership will be accountable¹⁴ for driving many of the high-level recommendations such as establishing a campus hub, creating a strategy for pipeline coordination, working with the Faculty Senate to update faculty data reports and P&T expectations, and providing support, review and recognition to unit DI&A implementation plans. Most importantly, the executive leadership, in conjunction with the campus hub, is responsible for keeping the campus informed and ensuring that open dialogue continues.

Units will develop unit-specific implementation plans aligned with campus DI&A goals and initiatives, and will report annually on their accomplishments.¹⁵ Units will identify unit-level priorities, within the context or guidance of this strategic plan. It is recognized that units have different missions and DI&A needs, and thus will have the opportunity to develop creative solutions within their purview. Units are not expected to address everything immediately, but they are charged with identifying areas where they can contribute to DI&A at Mines. To support these efforts, the DI&A Council (to be replaced by resources in the campus hub) will offer a program of consultation with units; develop toolkits for units to use in their implementation planning; fund innovative ideas; compile best practices; and provide reporting for units on the diversity data and analytics outlined in this plan.

Individuals will identify at least one way in which they can contribute to DI&A in their IPMs. Faculty will integrate these contributions into their annual FDR and P&T. The DI&A Council, to be replaced by the campus hub, will provide individuals and supervisors with examples and guidance on evaluation.

¹⁴ See Responsible, Accountable, Consulted and Informed summary in the Appendix.

¹⁵ Resources will be made available at mines.edu/diversity.

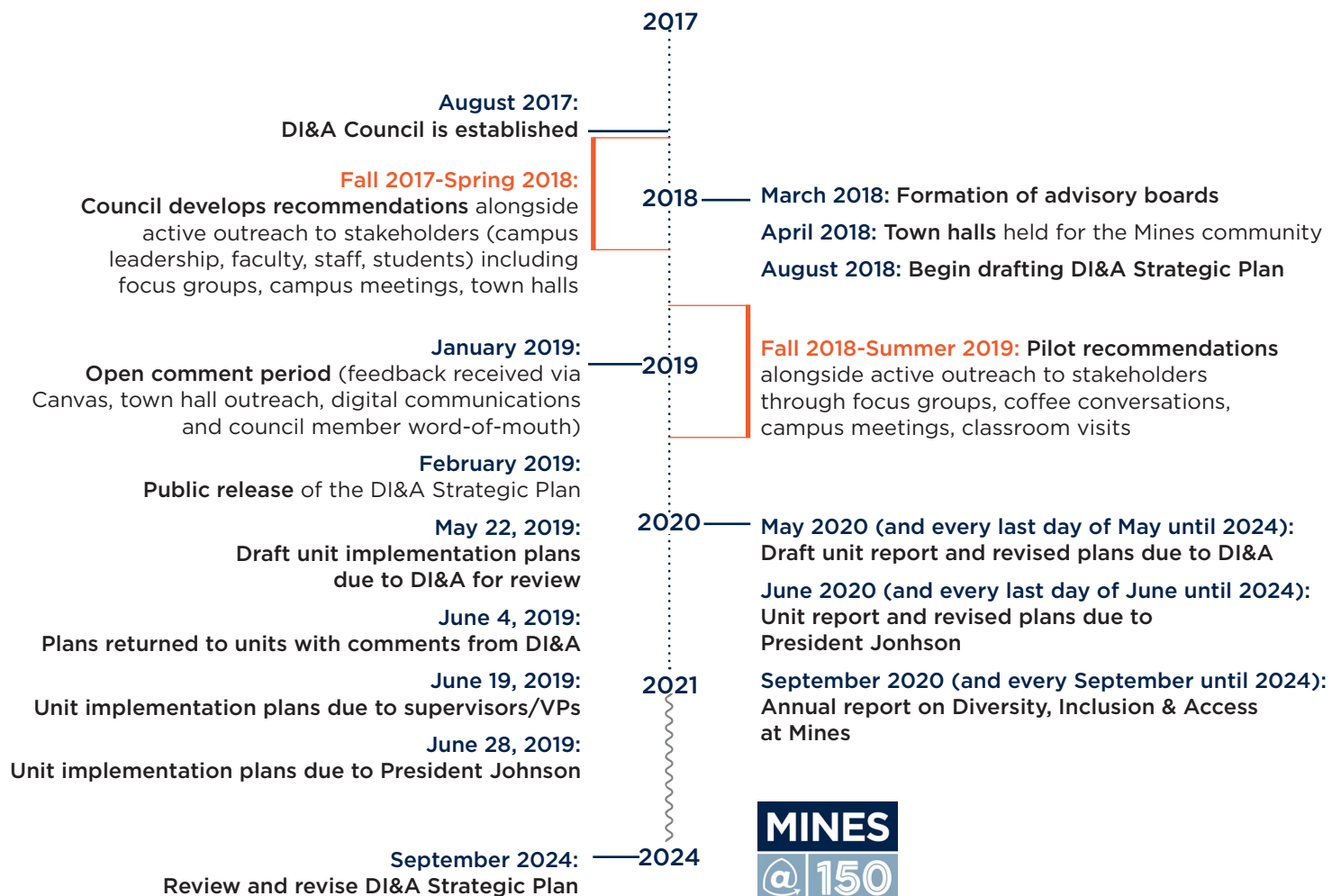


REPORTING

The DI&A Council (to be replaced by the campus hub) will support reporting on the progress toward this plan every year, in collaboration with those who are responsible and accountable for all recommendations. In order to adequately track success toward this plan, Mines will increase its data accessibility. Each recommendation has associated metrics (see Appendix); annual reporting will be measured against baseline data. In particular, we will conduct regular climate surveys and improve the quality of the data for our community, including first-generation, LGBTQ+, veteran and differently abled, and more refined data for specific groups, such as Asians and those who identify with more than one ethnicity.

TIMELINE

We aim to achieve our goals and document progress toward the 27 recommendations by Mines' 150th anniversary in 2024. The DI&A Council began piloting programs to support these recommendations in summer 2018 and will continue collaborating with those accountable and responsible for implementation of all the recommendations herein. Units are expected to complete their first implementation plan by May 22, 2019. This DI&A Strategic Plan is meant to be revised, revisited and updated as the Mines community grows and changes. At minimum, this plan will be updated every five years.



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“Mines is a place where we welcome, respect and support people of all backgrounds. The responsibility for ensuring that inclusive community extends to us all.”

**Inquiry and Innovation • Inspiration
Challenge • Openness • Respect
Diversity • Compassion • Collaboration**

MINES CORE VALUES

