STRATEGIC PLAN FOR DIVERSITY, INCLUSION & ACCESS

APPENDIX
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This section describes the programs and actions that should be taken to achieve each recommendation to improve diversity, inclusion and access at Mines. All recommendations are based on best practices and align with areas of importance to the university.

Recommendations were prioritized via a simple ranking system. Points were assigned to different criteria to create the prioritization score. Scores were assigned by DI&A Council members, and in some cases responsible or accountable parties were consulted. Scores for cost to implement, time to implement, and complexity were given points of 1, 3 or 5 for low, medium and high, respectively. Recommendations with a high need for the fall 2019 semester were identified by the DI&A Council and executive leadership. Exceptionally high need was given a score of -2, while high need was given a score of -1. Additionally, recommendations received a score of -1 if they already have a pilot program running and/or already have existing infrastructure.

A responsibility assignment matrix identifies the various offices and positions on campus who will support completion of the recommendations. Also referred to as a RACI matrix, responsible parties do the work to complete the task, while accountable parties are ultimately answerable for completion. Consulted identifies those whose opinions should be sought during implementation and informed are those who should be updated on progress. Lastly, metrics are identified by which progress should be measured.

The core recommendations have a prioritization score, RACI and metrics. Some of the sub-recommendations have separate scores and RACI information; if nothing is given, then the sub-recommendations have the same score, RACI and metrics as the core recommendation.

### Prioritization Matrix Key

<table>
<thead>
<tr>
<th>COST TO IMPLEMENT</th>
<th>TIME TO IMPLEMENT</th>
<th>COMPLEXITY</th>
<th>PRIORITIZATION SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H= &gt;$250,000</td>
<td>H= &gt;1 year</td>
<td>H= significant difficulty/resistance</td>
<td></td>
</tr>
<tr>
<td>M= $50,000-$250,000</td>
<td>M= 6 months-1 year</td>
<td>M= moderate difficulty/resistance</td>
<td></td>
</tr>
<tr>
<td>L= $50,000</td>
<td>L= &lt;6 months</td>
<td>L= little to no difficulty/resistance</td>
<td></td>
</tr>
</tbody>
</table>

### Recruitment

1. Create a strategy for pipeline coordination and excellence.
   - Responsible: DI&A Council, Admissions, graduate dean
   - Accountable: Academic Affairs
   - Consulted: Admissions, Student Life, faculty and staff who run K-14 programs, K-14 career or guidance counselors
   - Informed: All faculty and staff who run K-14 programs
   - Metrics: Demographics of K-14 participants, application and enrollment numbers
   - a. Establish strategic, high-impact expanded pathways for student access to Mines via pipeline programs, based on performance, affinity for our degree programs and interest in teamwork.
   - b. Ensure consistent marketing and branding in pipeline programs.
   - c. Identify pipeline schools, support the organically developed programs that already exist and create a central repository to ensure high-quality programming.
   - d. Develop relationships and formal, strategic partnerships with pipeline schools (K-12, CC, HBCU, HSIs) to recruit undergraduate students.

2. Ensure the university is financially accessible and attractive to students from target populations.
   - Responsible: Admissions, Financial Aid, Foundation, graduate dean
   - Accountable: Academic Affairs
   - Consulted: Department heads, partner institution provosts
   - Informed: Everyone engaged in recruitment, students at pipeline schools
   - Metrics: Demographics of recruitment schools, number of applications
   - e. Create faculty exchanges to bring faculty members from minority serving institutions, specifically community colleges with whom we have articulation agreements.

3. Expand K-14 Office programs to create a central repository to ensure high-quality programming.
   - Responsible: Admissions, K-14 Office, graduate dean
   - Accountable: Academic Affairs
   - Consulted: Everyone engaged in recruitment, academic counselors
   - Informed: Everyone engaged in recruitment, students at pipeline schools
   - Metrics: Demographics of recruitment schools, number of applications
   - a. Develop strategic, high-impact expanded pathways for student access to Mines via pipeline programs, based on performance, affinity for our degree programs and interest in teamwork.
   - b. Ensure consistent marketing and branding in pipeline programs.
   - c. Identify pipeline schools, support the organically developed programs that already exist and create a central repository to ensure high-quality programming.
   - d. Develop relationships and formal, strategic partnerships with pipeline schools (K-12, CC, HBCU, HSIs) to recruit undergraduate students.
a. Ensure Mines’ financial aid packages are competitive, include signature programming and provide better accessibility for undergraduate students from all backgrounds.

b. Ensure Mines’ graduate scholarships and stipends are competitive and will increase enrollment from diverse populations.

3. Implement a coordinated campus strategy for graduate student recruitment (e.g., at major conferences, target recruitment from external federally funded programs with underrepresented students.)

- Responsible: Graduate dean, department heads
- Accountable: Graduate dean, department heads
- Consulted: Departmental graduate coordinators, current graduate students, Office of Research and Technology Transfer
- Informed: Faculty
- Metrics: Number of student interactions, demographics of students, application and enrollment numbers

b. Coordinate a campus-wide Research Experience for Undergraduates (REU) program (i.e., semester and summer research experience for undergraduates) and recruit from pipeline schools to support our graduate school demographic aspirations and provide a signature student experience.

- Responsible: Academic Affairs, Office of Research and Technology Transfer
- Accountable: Academic Affairs, Office of Research and Technology Transfer
- Consulted: Everyone engaged in REUs
- Informed: Partner REU schools, students, faculty
- Metrics: Demographics of participants, eventually application and enrollment numbers

4. Broaden the diversity of faculty and staff by continuing and institutionalizing hiring best practices.

- Responsible: Human Resources, search committee chairs
- Accountable: Human Resources
- Consulted: D&A Council, new faculty
- Informed: Faculty and staff
- Metrics: Number of groups trained, interviewing and hiring outcomes, effectiveness of training, search committee makeup, search committee feedback (for all recommendations)

b. Require evaluation of contributions to diversity for hiring decisions at Mines.

- Metrics: Evaluate quantity and quality of committee review and diversity points on rubric, evaluate interview process

Retention

1. Identify critical transition points and challenges for underrepresented students and provide support through thoughtful mentorship and professional development programs.

- Responsible: Campus Life and Student Success (CLASS), graduate dean
- Accountable: Vice president of student life, graduate dean
- Consulted: Students, Center for Academic Services and Advising, department heads
- Informed: Advisors, faculty, students
- Metrics: Participation, retention

a. Assess the challenges for underrepresented students with the goal of improving support services and eliminating barriers to success.

- Metrics: Depends on what is identified, change in application and enrollment demographics

b. Identify, track and report on data related to inclusion, access and achievement barriers while pinpointing the root causes and solutions for these barriers.

- Metrics: Turnover, promotions, leadership makeup, hiring, climate, Drop Fail Withdrawn (DFW) rates, compare with national assessment data, retention, transfer within Mines

c. Review academic policies surrounding extenuating circumstances for students, recognizing the importance of non-academic circumstances as they contribute to a student’s academic and social success.

- Metrics: Depends on what is identified, change in application and enrollment demographics

2. Evaluate the current advising structure for students and consider new models to support retention.

- Responsible: CECS (former), D&A, CLASS
- Accountable: CECS (former), D&A
- Consulted: CECS (former) program managers, Center for Academic Services and Advising (CASA), advisors, students, CERSE (former), CASE (former)
- Informed: CASA, advisors, students
- Metrics: Student retention, student performance
APPENDIX

a. Advising structures include entry transition, foundation advising, upperclassmen, graduation and graduate students.

b. Consider a hybrid advising program with a combination of professional advisors and faculty mentorship to support student retention and students’ sense of community.

3. Develop structures and programming for professional development and mentorship with the aim of supporting individual planning for career paths and advancement and enable all faculty and staff to participate.

   Responsible: Supervisors, department heads, Human Resources, promotion and tenure committee
   Accountable: Human Resources, chief of staff, division heads, promotion and tenure committee
   Consulted: All faculty and staff
   Informed: All faculty and staff
   Metrics: Number of mentees, satisfaction
      a. Evaluate needs for underrepresented employees, and ensure that all who are interested can participate.

4. Establish initiatives to identify and develop a diverse leadership team.

   Responsible: Human Resources, chief of staff
   Accountable: Human Resources, chief of staff
   Consulted: Legal counsel, Department of Personnel and Administration, existing leaders, target employees
   Informed: All faculty and staff
   Metrics: Demographic percentages in leadership, number of people who take advantage of training
      a. Create new pathways to leadership positions and new leadership opportunities.
      b. Ensure all leaders are prepared to support DI&A and implement this plan.
      c. Ensure succession planning with a diversity component.
      d. Ensure all Mines employees have access to these benefits and programs.

   Metrics: Class evaluations, number trained, climate results
      a. Provide feedback to faculty and TAs.

5. Establish and maintain Mines employee resource groups (ERGs) sponsored by Mines leadership.

   Responsible: DI&A Council
   Accountable: DI&A team, executive leadership team
   Consulted: All
   Informed: All
   Metrics: Base on guidelines, climate results, council diversity (metrics should vary based on the activities of the ERG)
      a. ERGs should be active and well-structured, with guidelines to focus on specific programming and/or outreach to achieve the goals of this strategic plan and to support MINES@150.

APPENDIX

Culture of Inclusion

1. Establish standards for effective teamwork and inclusion in the classroom.

   Responsible: Trefny Center for Innovative Instruction
   Accountable: Provost
   Consulted: Vice provosts and deans, department heads, faculty senate
   Informed: instructors and students
   Metrics: Number of faculty reached by the Trefny Center, number of faculty who report using methods
      a. Integrate into syllabi, course evaluations, instructor and TA trainings.
      Responsible: Trefny Center and It’s On Us for syllabi
      Metrics: Class evaluations, number trained, climate results
      a. Provide feedback to faculty and TAs.

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

   Responsible: Human Resources, administrative and operating policy
   Accountable: Human Resources
   Consulted: All supervisors and unit directors
   Informed: All faculty and staff
   Metrics: Campus climate survey, compare our practices to peers
      a. Include all of the Mines community.
      b. Continue to implement the survey to track progress (e.g. annually or biannually).
      c. Evaluate integration of faculty, staff and students into department or division decision making and culture.
      Responsible: Unit directors
      Accountable: Unit directors, chief of staff, Human Resources
      Consulted: All faculty and staff
      Informed: All faculty and staff
      Metrics: Campus climate survey results, departmental attendance lists, number of groups invited

3. Utilize a vetted and professionally developed climate and culture survey.

   Responsible: DI&A Council, Human Resources
   Accountable: President
   Consulted: Those who are already surveying (e.g. faculty senate, Title IX, students, MEP)
   Informed: All
   Metrics: Campus climate survey results, response rate
      a. Include all of the Mines community.
      b. Continue to implement the survey to track progress (e.g. annually or biannually).
      c. Evaluate integration of faculty, staff and students into department or division decision making and culture.
      Responsible: Unit directors
      Accountable: Unit directors, chief of staff, Human Resources
      Consulted: All faculty and staff
      Informed: All faculty and staff
      Metrics: Campus climate survey results, departmental attendance lists, number of groups invited
4. Embed implicit bias trainings as part of onboarding, teacher training, leadership preparation and other relevant processes or committees.

**Responsible**: Human Resources, executive leadership

**Accountable**: President, Human Resources

**Consulted**: Individuals running programming, implicit bias training experts

**Informed**: All

**Metrics**: Number trained, campus climate survey results, effectiveness of training, number of training programs, percentage of training programs with DI&A

a. Relevant processes or committees include (but are not limited to) hiring; promotion and tenure; awards and honors selection; and Admissions.

b. Implicit bias training should be offered to interested students and student leadership.

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

**Responsible**: Office of Disability Support Services, Environmental Health and Safety

**Accountable**: President’s Office

**Consulted**: Title IX, faculty and students, Trefny Center

**Informed**: All

**Metrics**: Americans with Disabilities Act (ADA) standards, number of class materials, percentage of instructors who are implementing, number of lectures with closed captioning

a. Evaluate physical and technological materials and spaces.

b. Create a strategy and mechanisms to ensure accessibility.

### Shared Responsibility

1. Integrate DI&A into individual performance evaluations.

**Responsible**: Supervisors, Human Resources

**Accountable**: Human Resources, chief of staff, provost

**Consulted**: Deans, department heads, unit directors, supervisors, faculty senate, Administrative Faculty Council (AFC), Association of Classified Employees (ACE)

**Informed**: All employees

**Metrics**: Metrics in evaluations

a. Set clear expectations and implement effective evaluations for employee contributions to DI&A.

b. Integrate DI&A into performance plans, promotion and tenure and annual evaluations.

c. Enable flexibility for employees to contribute in their own unique ways to DI&A.

2. Require every unit to create a measurable, accountable action plan.

**Responsible**: Department heads, unit directors, DI&A

**Accountable**: President, DI&A

**Consulted**: Department heads, unit directors

**Informed**: All

**Metrics**: Vetted plan in place, SMART goals in the plan, change in unit climate (i.e. do people feel responsible), number of departmental activities

### APPENDIX

#### Data and Metrics

1. Establish data collection methods, tools and reporting on DI&A to determine whether the Mines DI&A goals have been met.

**Responsible**: DI&A, Institutional Research (IR)

**Accountable**: President, IR

**Consulted**: College administrators, Arthur Lakes Library, Computing, Communications and Information Technologies (CCIT), Human Resources, Academic Affairs, executive leadership

**Informed**: All employees and unit directors

**Metrics**: Use of tools, data is actually available, Mines has a dedicated role or job responsibility, compare data results over time and data availability to peers, use and hits of the database, quality of the data, number of reports requested

a. Data should improve decisions when supporting underrepresented students and employees.

b. Improve data quality and increase data access.

c. Develop a transparent, university-wide tracking database for demographics.

d. Provide regular reports to all divisions and departments on their statistics and make the information publicly available.

e. Create more transparency in Mines’ centralized grievances reporting system and resolutions while preserving confidentiality.

**Metrics**: Binary visibility, campus climate survey results, number of reports, number of people who took related trainings
2. Establish a coordinated, campus-wide effort to implement and report on the progress of Mines' strategic plan for DI&A.

**Responsible:** DI&A  
**Accountable:** President  
**Consulted:** IR, unit directors  
**Informed:** All  
**Metrics:** Timely completion of reports, use of reports, percentage of units submitting thoughtful and realistic unit implementation plans

- Publish the data and report(s) internally and externally.

## Rewards and Recognition

1. Establish Mines DI&A community grants programs to encourage and reward grassroots activities.

**Responsible:** DI&A Council, Mines Foundation  
**Accountable:** President  
**Consulted:** Mines Philanthropy Council; Philanthrotank; Innovation Center; Multicultural Engineering Program (MEP); Student Activities, Involvement and Leadership (SAIL); innovation funds  
**Informed:** All  
**Metrics:** Amount funded, number funded, number submitted, type of topic submitted, depends on programs funded

- Encourage collaboration, use of best practices and use of metrics to evaluate success.
- Ensure employees and students are encouraged to apply.

2. Establish awards, recognition and promotion publicizing and recognizing individuals and units that have demonstrated successful DI&A efforts.

**Responsible:** DI&A  
**Accountable:** DI&A, Foundation  
**Consulted:** President, Research and Technology Transfer, those who have funding for DI&A  
**Informed:** All  
**Metrics:** Number of awards, number of proposals, impact of awarded programs

- Ensure recognition is meaningful and that rewards are attractive.

3. Pursue external sources of funding to support DI&A programs, recommendations and institutional transformation.

**Responsible:** DI&A, Foundation  
**Accountable:** DI&A, Foundation  
**Consulted:** President, Research and Technology Transfer, those who have funding for DI&A  
**Informed:** All  
**Metrics:** Number of awards, number of proposals, impact of awarded programs

- Pursue external awards, rankings and dissemination of Mines DI&A achievements.

## Foster Dialogue

1. Create and implement a communication plan that informs the community of DI&A resources and fosters dialogue.

**Responsible:** DI&A, President, Office of Communications and Marketing  
**Accountable:** President  
**Consulted:** All  
**Informed:** All  
**Metrics:** Media activity, web clicks/hits/interactions

- Collaborate with Mines' Office of Communications and Marketing.
- Establish DI&A branding and marketing.
- Create clear pathways for faculty, staff and students to communicate with university leadership on DI&A topics and issues.

**Metrics:** Number of issues raised, resolved and responded to

- Build an up-to-date central repository with timely updates.
- Update the DI&A website, including a calendar of events.

**Metrics:** Clicks/hits on website, attendance at events, posts and submissions

- Launch signature programs, events and initiatives for campus-wide community engagement with DI&A issues.

**Metrics:** Attendance and participation rates, campus climate survey results, develop specific metrics for each program

2. Institute a campus hub that serves as an interconnected, physical space to welcome engagement and interaction around DI&A and support diverse students, staff and faculty.

**Responsible:** DI&A  
**Accountable:** President, DI&A  
**Consulted:** Foundation, MEP, WISEM, International Office, Admissions, student organizations  
**Informed:** All  
**Metrics:** Percentage of campus participating, programming and participation, visibility

- This hub will support an inclusive Mines community, include programming advocacy, provide access to expert resources and enhance teaching and learning. Examples of programming include providing students, faculty and staff with opportunities for service learning and community-based learning and integrate examples and opportunities with Mines' external partners (e.g. corporate and nonprofit) who engage in similar services. House the reporting and oversight for this plan in the hub.
SELF ASSESSMENT RESULTS

Report: Analysis and results of a self-assessment survey administered to the Mines DI&A Council, Spring 2018

Pragnya L. Eranki, Amy E. Landis and Arielle Rainey

Results from survey of best practices

The DI&A Council was surveyed on their perception of how well Mines employs 39 different DI&A best practices. The first task assigned to all teams was completion of a survey of best practices for DI&A and evaluation of DI&A across several thematic areas (Table 1). The majority of responses to all themes and best practices were “somewhat” and “no.” “Yes” responses were uncommon for all themes and best practices. The best practices Mines employed the most as of spring 2018 were those related to hiring (15 percent of respondents said yes, Mines employs these best practices), culture of inclusion (16 percent) and mentorship and professional development (19 percent). These results are also presented throughout the DI&A Strategic Plan.

Throughout the process, the 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 related to 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 (i.e. they are not connected, consistent or well communicated, therefore, such efforts may not serve or reach everyone on campus). The survey was also administered separately to leadership. The results from leadership tended to be slightly more positive (i.e. a higher percentage of “somewhat” responses versus “no” responses but no change in “yes” responses.)

This survey assisted in understanding how Mines employs DI&A best practices and clarified the current status of DI&A awareness at Mines. Next steps for leadership and the council were to refine the themes, identify goals and objectives for a DI&A strategic plan for Mines and develop recommendations based on best practices.

<table>
<thead>
<tr>
<th>DI&amp;A THEMES</th>
<th>EXAMPLES OF SURVEYED BEST PRACTICES</th>
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</thead>
<tbody>
<tr>
<td>Theme 1: Admissions and enrollment goals</td>
<td>Data collection and analysis, resources reflect DI&amp;A</td>
</tr>
<tr>
<td>Theme 2: Inclusion in the classroom</td>
<td>Curriculum development and inclusive outreach and engagement practices, welcoming spaces, disability accessible</td>
</tr>
<tr>
<td>Theme 3: Refine and improve hiring</td>
<td>Value and hire diverse staff, succession planning, use clear hiring criteria</td>
</tr>
<tr>
<td>Theme 4: Integrate DI&amp;A into promotion and tenure and annual evaluations</td>
<td>Fair and transparent recognition processes, DI&amp;A in evaluations and promotions</td>
</tr>
<tr>
<td>Theme 5: Create a culture and community of inclusion</td>
<td>Culture of respect, intergroup dialogue, institutional commitment</td>
</tr>
<tr>
<td>Theme 6: Mentorship and professional development</td>
<td>Formal mentoring practices, career advancement opportunities and training</td>
</tr>
</tbody>
</table>

TABLE 1. Evaluation of DI&A across thematic areas

1The survey of best practices was used from UC Berkeley’s toolkit (https://diversity.berkeley.edu/programs-services/diversity-planning/toolkits-and-resources).

APPENDIX

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS

The DI&A Council conducted an analysis of strengths, weaknesses, opportunities and threats (SWOT) regarding DI&A at Mines. A summary is given below, organized into eight groups: admission, inclusion, hiring, annual evaluations, culture, professional development, pathways to engagement and communication.

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Lack of incentives and avenues for incoming students; no documented university processes; no historical data; housing; preconceptions and generalizations about incoming students; emphasis on four-year graduation rates; no access to broader applicant pool; limited institutional support for student clubs and initiatives</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Historically conservative university does not allow for everyone to be their whole selves; limited or no safe spaces, training and dialogues on issues; no coordinated efforts with Trefny Center to support inclusion in classroom; there is a bootcamp, fail-out culture; no training on best practices; indifference toward disabilities; trans issues have not been addressed; rigid class and common exam schedules; no handicap accessibility on campus; do not cater well to graduated professionals</td>
</tr>
<tr>
<td>Hiring</td>
<td>There are inconsistent search committee policies and training; no recognition of implicit and explicit biases; no best practices; faculty and leadership diversity is low; there is confusion around opportunity hires</td>
</tr>
<tr>
<td>Annual Evaluations</td>
<td>There is a lack of trust for employees with alternate schedules; no measurements of productivity, effectiveness and impact of service; contributions to DI&amp;A are not rewarded and are overburdening; all groups of faculty (e.g. research faculty) are not valued and there are disparities in expectations and evaluations; evaluation of faculty burnout; faculty evaluations by students are outdated</td>
</tr>
<tr>
<td>Culture</td>
<td>Slapped, reactive (v. proactive) efforts; no broad initiatives; there is difficulty talking about DI&amp;A issues; perceived financial challenges impede engagement; leadership responses to DI&amp;A issues is not expedient; slow culture change; pressure to maintain reputation; no shared responsibility</td>
</tr>
<tr>
<td>Professional Development</td>
<td>No diversity in leadership and nominations; limited professional development opportunities; limited people are doing all DI&amp;A work; no mentorship culture and such efforts are not rewarded; inconsistent handling of faculty complaints</td>
</tr>
<tr>
<td>Communication</td>
<td>No apparent or sufficient organized resources; no communication on existing resources; no marketing division for guidance on best practices; Inconsistent dissemination of information; poor online presence</td>
</tr>
<tr>
<td>Pathways to Engagement</td>
<td>Difficulty identifying pathways to engagement; no critical mass for initiatives</td>
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</tbody>
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FEEDBACK FROM TOWN HALLS

Campus-wide town halls were held in April 2018. At that point in time, the DI&A Council had created a draft of recommendations for Mines' Strategic Plan for DI&A, which were presented to the community at three town halls. The town halls gathered feedback, which was used to update and prioritize recommendations for the strategic plan. Each town hall was 1.5 hours and anyone from the Mines community was welcome to attend. Attendance was taken at the door and corroborated with a head count (which is why the estimates in Table 2 are approximate—attendance varied between sign-in sheets and head counts). Feedback from Mines community members was collected through a digital polling system, PollEverywhere. This feedback was summarized, reviewed by the DI&A Council and incorporated into this strategic plan.

TABLE 2.
Attendance at Town Halls held in 2018

<table>
<thead>
<tr>
<th></th>
<th>APRIL 2</th>
<th>APRIL 5</th>
<th>APRIL 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>~130</td>
<td>~80</td>
<td>~60</td>
</tr>
</tbody>
</table>
FIGURE 1. Results from town hall rankings for each goal

GOAL 1: Attract, retain and graduate a thriving and diverse student body.

- Facilitate instructor and TA training on unconscious bias in class settings.
- Establish a cultural center that supports all diverse student groups while providing consultation to campus.
- Establish purpose-driven mentorship programs with structure, guidelines and expectations.
- Improve onboarding and articulation of expectations and resources.
- Adopt a signature experience that encourages everyone to engage in DI&A discourse (privilege walk).
- Expand and enrich themed learning communities.
- Integrate professional advising with checks of student performance and risk.
- Assess and report on inclusion in each class.

GOAL 2: Attract, retain and promote a thriving and diverse faculty and staff.

- Create transparency and fairness in annual evaluations and promotions with integrated expectations for DI&A contributions.
- Integrate implicit bias trainings into faculty and staff trainings.
- Conduct analyses on trends in departments (e.g. turnover, compensation, promotions).
- Continue to improve Hiring Best Practices Program (from 2017, includes broadening applicant pool, use of rubrics, etc.).
- Integrate staff, postdocs and research faculty into department culture and decision making.
- Establish purpose-driven mentorship programs with structure, guidelines and expectations.
- Integrate implicit bias trainings into faculty and staff trainings.
- Improve onboarding with articulation of expectations and DI&A resources.
- Establish purpose-driven mentorship programs with structure, guidelines and expectations.
- Develop recognition and reward processes that value DI&A efforts.
- Create employee resource groups (similar to affinity groups) that are driven by guidelines connected to Mines’ mission.

GOAL 3: Cultivate a campus culture that promotes and celebrates inclusion and achievement.

- Ensure campus policies, departmental incentives and funding models are aligned with DI&A.
- Regularly conduct climate assessments using a vetted, professionally developed survey.
- Ensure DI&A is strongly embedded in mandatory trainings for those in supervisory roles.
- Foster DI&A dialogue by designing programs that engage directed, sustained conversations on DI&A issues.
- Establish a cultural center that provides expert consultation to campus during implementation of the strategic plan.
- Conduct regular town halls to gather feedback on the strategic plan, recommendations and initiatives.
- Maintain a strong DI&A web presence that reports relevant metrics and programs.
- Create and circulate a set of DI&A PowerPoint slides and talking points that everyone can use to encourage dialogue.

GOAL 4: Inspire shared responsibility, participation and accountability for diversity, inclusion and access efforts across the Mines community.

- Embed cultural competency and implicit bias into all training and academic programs.
- Include diversity expertise and perspectives on all leadership bodies, advisory boards and governance bodies.
- Establish a center with DI&A expertise that provides consultation during implementation and monitoring of strategic plan.
- Establish recognition and rewards programs for DI&A.
- Charge every unit with creating a DI&A implementation and reporting plan.
- Embed DI&A into all job responsibilities.
- Integrate DI&A contributions into individual and unit performance evaluations.
Feedback from the town halls was integrated into this strategic plan in several ways. First, rankings were used to guide the development of the recommendations—that those the community voted highly for were put as a top priority for the council to further refine. In addition, this information was used in the prioritization matrix. Second, verbal and text comments collected from the town halls were used to identify areas that were not adequately covered thus far by the council and also to identify areas where more clarification was needed. For example, feedback from the town halls showed that the DI&A Council and Mines as a whole could greatly improve communication and transparency. Thus, communication became a standalone recommendation. In addition, feedback was implemented to clarify the development process for the strategic plan and its recommendations and ensuring they were based on best practices. Many attendees wanted access to a better quality of data more frequently, thus data and reporting also became standalone recommendations.

FEEDBACK FROM EXTERNAL ADVISORY BOARD

Both the corporate and alumni external advisory boards each held two meetings during the spring 2018 semester. In the first meeting, broad discussions surrounded DI&A practices (at corporations) and experiences (from alumni). In the second meeting, insight and recommendations were gathered based on various goals, objectives and recommendations developed by the DI&A Council. The corporate external advisory board consists of diversity and inclusion leaders from within their companies. The most common high-impact advice from this board includes the following:

- Annual performance reviews include diversity and inclusion
- Leadership commitment and training to support diversity and inclusion is critical to success
- Business or employee resource groups have replaced affinity groups; Employee Resource Groups have evolved to better connect ERGs to the business purpose
- Unconscious bias training has huge impacts but should not be mandatory except for leadership (also supported by research)

DATA SOURCES FOR MINES@150 COMMUNITY

<table>
<thead>
<tr>
<th>MINES GROUP</th>
<th>MINES COMMUNITY DEMOGRAPHIC GOALS</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate students</td>
<td>Demographics of Mines’ undergraduate student population should match the college-bound population in Colorado</td>
<td>WICHE</td>
</tr>
<tr>
<td>Graduate students</td>
<td>Demographics of Mines’ graduate student population should match the population of college graduates in STEM fields at Mines</td>
<td>NSF</td>
</tr>
<tr>
<td>Postdocs, faculty</td>
<td>Diversity of Mines’ faculty and postdoctoral scholar population should match the population of awarded PhDs in STEM fields at Mines</td>
<td>NSF</td>
</tr>
</tbody>
</table>


APPENDIX

FEEDBACK FROM OPEN COMMENT PERIOD

The Mines community was invited to review and provide feedback on the DI&A Strategic Plan during an open comment period held January 15-23, 2019. The open comment period was advertised via personal emails from President Johnson to all of Mines, postings in the Daily Blast, two town halls and signage on campus displays. In addition, members of the DI&A Council personally encouraged their units, classes and colleagues to review the plan and submit feedback.

The DI&A Strategic Plan and appendix were available on Canvas, and feedback was collected via surveys for each of the seven priority focus areas in the plan. The surveys included six-point Likert-scale questions inquiring about individual priorities and perceived priorities for Mines. Each survey also had an open-ended question to collect specific comments and feedback. There were two additional surveys: one titled implementation that asked respondents about general priority for DI&A at Mines, and one other open-ended response for all other comments not specifically related to a priority focus area.

Approximately 4 percent of the Mines community participated in the open comment period; the breakdown of response by role is given in Figure 2c. Respondents overwhelmingly reported that DI&A was a personal priority (Figure 2a) and a priority for Mines (Figure 2a). Similarly, the survey results (Table 2) indicate that each priority focus is both a priority and achievable. Open-ended comments were coded by keywords then sorted and grouped by topics. The majority of open-ended comments were related to implementation suggestions (Figure 3). The other comments were specific requests for edits to the DI&A Strategic Plan, concern about workload required to implement the plan, general comments of praise and general comments of disappointment. The last group of comments was related to sustainability, which in this case means concern or advice on how Mines will sustain DI&A efforts in the long run. Implementation comments will be used to develop the guidance documents and resources to support implementation planning. The other comments were used to update and improve the DI&A Strategic Plan; some examples specifically addressed the university’s plan for sustaining DI&A efforts, changes to some of the terminology used herein and general editorial suggestions.

<table>
<thead>
<tr>
<th>FIGURE 2a. Mines community ranks DI&amp;A as Mines priority</th>
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<tbody>
<tr>
<td>Essential 65%</td>
</tr>
<tr>
<td>High Priority 14%</td>
</tr>
<tr>
<td>Moderate/Somewhat 8%</td>
</tr>
<tr>
<td>Low/Not 13%</td>
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<thead>
<tr>
<th>FIGURE 2b. Mines community ranks DI&amp;A as personal priority</th>
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<tbody>
<tr>
<td>Essential 54%</td>
</tr>
<tr>
<td>High Priority 24%</td>
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<tr>
<td>Moderate/Somewhat 3%</td>
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<tr>
<td>Low/Not 19%</td>
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TABLE 2. Survey responses for each priority focus area

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<th>Personal Priority</th>
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<th>Moderate/Somewhat</th>
<th>Low/Not</th>
<th>NR</th>
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<td>12%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Retention</td>
<td>88%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
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<td>22%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Data &amp; Metrics</td>
<td>63%</td>
<td>25%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Foster Dialogue</td>
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<td>22%</td>
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<tr>
<td>Culture of Inclusion</td>
<td>85%</td>
<td>5%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Rewards &amp; Recognition</td>
<td>42%</td>
<td>42%</td>
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<table>
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<tr>
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<th>Moderate/Somewhat</th>
<th>Low/Not</th>
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<td>5%</td>
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<tr>
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<th>Disagree</th>
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</tbody>
</table>
Inquiry and Innovation • Inspiration
Challenge • Openness • Respect
Diversity • Compassion • Collaboration

mines.edu/diversity

An equal-access and equal-opportunity university