# DIVERSITY, INCLUSION \& ACCESS 

# Academic Department Self-Assessment Survey Aggregate Results 

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## Academic Department Self-Assessment Data

## Executive Summary

As part of Colorado School of Mines Strategic Plan for Diversity, Inclusion \& Access (DI\&A) and Mines@150 efforts, data collection has been made a priority. The Academic Department Self-Assessment Survey is a selfreported data collection instrument that was administered to academic departments across campus in late 2019. The purpose of the survey is to understand Mines' DI\&A-related successes and opportunities in order to meet our four DI\&A goals as outlined in the Strategic Plan by 2024. There are seven sections to the survey, grouped by theme:

1. Vision, Leadership \& Policy
2. Faculty
3. Graduate Students
4. Undergraduate Students
5. Staff
6. Curriculum, Teaching \& Research
7. Departmental Climate

Seven academic departments administered the survey yielding a total of 210 participants (Figure 1).
Of those 210 participants, $60 \%$ were undergraduate or graduate students, which likely attributes to the high number of blank and "I don't know" responses to certain survey questions relating to faculty, staff, and administrative processes. The majority of faculty respondents
 were either Tenured/Tenure Track Faculty (14\%) or Teaching Faculty, including adjuncts (17\%).


Figure 2: Question: Our department is actively committed to issues of DI\&A*?

DI\&A best practices are used in communication, community, and teaching contexts; however, $12 \%$ indicate that DI\&A communications can be improved (Figure 3).


Figure 3: DI\&A Best Practices in Communication, Community, and Teaching

When asked about leaders' abilities to set the tone within their departments to create an engaging and inclusive environment for all groups, we see that men feel more strongly that leaders are successful in this task as compared to women's perspectives (Figure 4). Furthermore, more work needs to be done regarding the representation of marginalized groups in employee staff leadership positions (Figure 5).


Over one-third of respondents agree that their department: (1) supports a research, teaching, and public service agenda that is responsive to diverse local and global needs, (2) offers all students the opportunity to engage in scholarly activities, (3) that their departments' teaching practices are culturally relevant, accessible, and inclusive for all groups, and (4) that departmental events highlight speakers and guests from diverse groups. However, $21 \%$ of respondents say that course offerings do not include explicit attention to DI\&A issues as they
relate to their fields of study; breaking down these data by identity group shows differences in perspectives on this issue (Figure 6).


Figure 6: Respondents' perceptions about if course offerings include explicit attention to DI\&A issues as they relate to their fields of study, broken down by different identity groups. Caucasian: $n=168$, People of Color/Hispanic: $n=36$; No LGBTQ+ affiliation: $n=109$, Yes LGBTQ+ or an Ally: n=97; Faculty/Staff: n=83, Undergraduate and Graduate Students: $n=126$.

Perhaps the reason why Mines' curriculum only sometimes or does not include DI\&A topics within course content is due to the lack of diversity in faculty demographics as compared to Mines' student population. Figure 7 shows Tenured/Tenure Track versus Teaching Faculty perspectives about the diversity of faculty demographic representation within their departments. More Teaching Faculty agree that that faculty demographics reflect the diversity of their students as compared to Tenured/Tenure Track Faculty perspectives (Figure 7).


Figure 7: Perspectives from Tenured/Tenure Track and Teaching Faculty about whether if faculty demographics within their departments reflect the diversity of their students. Tenured/Tenure Track Faculty: n=30; Teaching Faculty (including Adjuncts): $n=36$.

Lastly, $10 \%$ of survey respondents reported that they do not think that all students, faculty, and staff within their departments feel comfortable to be their full selves (Figure 8). This is an improvement from previous survey data reported in the DI\&A Strategic Plan that showed $41 \%$ of respondents who did not think all department members could be their full selves. One caveat is that the most current survey data had $28 \%$ of responses left blank to this question. Perhaps this is due to the length of the survey (this question is in the last section of the survey), or because this particular survey participant


Figure 8: Comfort level for all students, faculty, and staff to be their full selves in the department. group has heavy student representation and they don't feel they have the highlevel view of the department to answer this question meaningfully.
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## Academic Department Self-Assessment Data

## Overview

Colorado School of Mines DI\&A program developed the Department Self-Assessment Survey based on the Equity and Inclusion Self-Assessment by the University of California, Berkeley. This tool was developed by Amy Scharf and Brit Toven-Lindsey at UC Berkeley. It was adapted from the Self-Assessment Worksheet in UC Berkeley's Strategic Planning Toolkit for Equity, Inclusion and Diversity in Academic Units. DI\&A staff adapted this instrument to develop the Departmental Self-Assessment Survey, which identifies key strengths, gaps, and needs in relation to DI\&A at Mines. Indicators found in this report reflect key priorities from Colorado School of Mines Strategic Plan for DI\&A. Please note that this report is intended to open dialogue about our successes and opportunities to grow as a community and build best practices in DI\&A at Mines as we work toward our Mines@150 efforts.

This data collection effort was conducted from March - December of 2019. During this time, notifications were sent out to campus asking departments to self-select for participation in the survey. Participation was optional and so data reflect responses of individuals who volunteered their time to share their perspectives.

## Survey Instrument

The survey instrument is comprised of seven sections:

1. Vision, Leadership \& Policy
2. Faculty
3. Graduate Students
4. Undergraduate Students
5. Staff
6. Curriculum, Teaching \& Research
7. Departmental Climate

Each section had between 5 to 8 questions relating to that theme. On average, the survey takes less than 20 minutes to complete. Each of the questions were rated as a Likert-style scale:
N=No S=Somewhat $\quad$ Y=Yes $\quad$ DK=Don't Know $\quad N / A=$ Not Applicable

This link provides the survey questions in the exact way in which they were asked in the survey. Please note that survey questions were slightly modified within the graphs for easier visualization. For example, survey questions often asked about diversity, equity, and inclusion; however, to maintain consistent messaging to Mines' faculty, staff, and students, we abbreviated this language to "DI\&A" in the graphs. The purpose of this survey tool is to provide a general sense of departments' successes and opportunities to grow within the DI\&A space. The survey scale is intentionally not a numbered scale. The "Somewhat" response indicates where a Unit or Department is doing some, but not all, of the listed items.

## Analyses

Data for the academic departments who participated in the survey were aggregated and analyzed to provide baseline information. Seven academic departments administered the survey yielding a total of 210 participants. Aggregate analyses include AMS, MME, Geophysics, EDS, EB, HASS, and PE (Figure 1).

Analyses for each of the seven survey sections contain graphical representations showing the aggregate results for all questions, as well as data broken down by demographic metrics (identity groups) that highlight key questions with interesting results. Identity groups shown include gender, first generation status, race/ethnicity,
 LGBTQ+ affiliation, and faculty/staff or student responses. In many cases, questions had respondents who left the answer choice blank. We included these blank responses in our analyses to provide $100 \%$ stacked bar graphs. In some cases, the percentage of blank responses is relatively high in comparison to known responses and thus must be carefully interpreted as to not misrepresent the results.

## Results

First, the demographic data of survey respondents are shown to inform interpretation of results. This information is particularly important when considering results for questions related to hiring, faculty development, and administrative processes, for example. Following the demographic information are survey results organized by section found within the instrument. Within each of the seven survey sections, we display the aggregate data and interesting breakdowns by different identify groups that told an interesting story. Please note that not every question is displayed by identity group breakdown. This report only shows the aggregate responses from all departments who participated. Each department received their individualized results in a separate report.

## Survey Respondents

There were 210 individuals who participated in the Academic Department Self-Assessment Survey ( $\mathrm{n}=210$ ). Over half ( $60 \%$ ) of respondents are undergraduate or graduate students. Of the remaining $40 \%$ who are faculty and staff, $14 \%$ are Tenured/Tenure Track Faculty and $17 \%$ are Teaching Faculty, which include Adjuncts. The remainingrespondents included other Mines employeessuch as Administrative Faculty or PostdoctoralFellows, for example (Figure 10).


The following graphs provide information about participants' demographic breakdowns by different identity groups. We looked at first generation status, gender, LGBTQ+ affiliation, and race/ethnicity.


Figure 11: Survey respondents' demographics by (1) First Generation Status, (2) Gender, and (3) LGBTQ+ affiliation.

The primary race/ethnicity of survey participants was Caucasian ( $80 \%$ ) with the next leading demographic being individuals from multiple races (6.2\%), see Figure 12.


## Final Thoughts

The Department Self-Assessment Survey instrument is only one way in which DI\&A at Mines is providing data in service of our Strategic Plan. Other data collection efforts used to inform DI\&A activities include Town Halls and the forthcoming "Modern Think" Climate Survey, which will be administered by Human Resources in 2021. Opportunities for modifying the Department Self-Assessment instrument for future data collection efforts is in consideration.

Below are the aggregated Academic Department Self-Assessment Results. Please contact DI\&A staff with any inquiries regarding these data or next steps.

The following graphs are organized by survey section. Aggregate responses are shown first, followed by key demographic breakdowns by perspectives from different identity groups. Fields that were left blank in the survey are included to provide 100\% stacked bar graphs. These are indicated by "Blank" in the key. For graphs that indicate, "Part I" and "Part II," these questions were contained in the same survey section, but had to be broken up in two separate graphs. For questions that indicate "DI\&A*", the question language in the graph was modified from the original question, which stated, "equity, inclusion, and diversity."

Vision, Leadership \& Policy


Vision, Leadership \& Policy
Female vs. Male Perspectives


## Vision, Leadership \& Policy First Generation vs. Not First Generation Perspectives



Vision, Leadership \& Policy
Caucasian vs. People of Color/Hispanic Perspectives



## Vision, Leadership \& Policy Faculty/Staff vs. Student Perspectives



## Questions about Faculty: Part I

| 10\% | 10\% | 10\% | 11\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 5\% | 4\% | 8\% | 10\% |  |
| 14\% | 10\% |  |  | $\square$ Blank |
| 41\% | 28\% | 32\% | 31\% | Not Applicable Don't Know Yes Somewhat |
|  | 20\% | 29\% | 18\% | $\square$ No |
| 22\% |  |  | 18\% |  |
| 8\% |  | 4\% | 13\% |  |
| Our department actively values and seeks out faculty with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability, and religious backgrounds. | Current faculty demographics reflect or exceed the diversity of our students. | Faculty searches in the department regularly attract a diverse pool of highly qualified candidates or attract a pool that represents the availability of PhDs in this field. | We have a stro mentoring syste effective in sup faculty membe P\&T process, as expanding their and professiona | culty <br> hich is <br> ng all <br> the <br> as in <br> demic <br> wh. |

## Questions about Faculty: Part II



The department provides a supportive and welcoming environment for all faculty members to pursue their careers. Faculty from underrepresented groups are fully included in the department.



All faculty in the department are The department encourages and comfortable and knowledgeable rewards faculty members' about working with diverse student populations.
evarus
contributions to DI\&A*

Questions about Faculty: Part I
Tenured/Tenure Track vs. Teaching Faculty Perspectives


Questions about Faculty: Part II Tenured/Tenure Track vs. Teaching Faculty Perspectives


## Questions about Faculty

Female vs. Male Perspectives


## Questions about Faculty

First Generation vs. Not First Generation Perspectives


## Questions about Faculty

## Caucasian vs. People of Color/Hispanic Perspectives



Questions about Faculty
No Affiliation vs. LGBTQ+ and Allies' Perspectives


## Questions about Faculty Faculty/Staff vs. Student Perspectives



Questions about Graduate Students

Questions about Graduate Students: Part I


Our department actively values and seeks to enroll graduate students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability, and religious backgrounds.

Our graduate outreach and Our graduate applicant and admissions processes admit pools reflect or employ targeted practices exceed the diversity in the for attracting diverse availability pools of our populations.

## Questions about Graduate Students: Part II



Questions about Graduate Students Female vs. Male Perspectives


## Questions about Graduate Students

 First Generation vs. Not First Generation Perspectives

Questions about Graduate Students
Caucasian vs. People of Color/Hispanic Perspectives


Questions about Graduate Students No Affiliation vs. LGBTQ+ or Allies' Perspectives


## Questions about Graduate Students Faculty/Staff vs. Student Perceptions



Questions about Undergraduate Students: Part I


Questions about Undergraduate Students: Part II

| 19\% | 19\% | 20\% | 19\% |
| :---: | :---: | :---: | :---: |
| 13\% | 10\% | 11\% | 11\% Blank |
| 27\% | 20\% | 29\% |  Not Applicable <br> 37\% Don't Know |
| 21\% | 22\% | 22\% | $\square$ Yes $\square$ Somewhat $\square$ No |
| 12\% | 19\% | 15\% | $29 \%$ |
| 8\% | 10\% | 4\% | 1\% |
| Our undergraduate students engage in scholarly inquiry about topics related to DI\&A* and public service. This kind of inquiry is actively supported and valued. | We have a strong undergraduate mentoring system, which is effective in supporting all students both academically and professionally. | Extra support is provided to ensure the success of undergraduate students from underresourced backgrounds and those facing other academic or social challenges. | Success rates within the department are comparable across undergraduate students of all identity groups and backgrounds. This includes both degree completion rates and job placement. |

## Questions about Undergraduate Students Female vs. Male Perspectives



Questions about Undergraduate Students First Generation vs. Not first Generation Perspectives


Questions about Undergraduate Students
Caucasian vs. People of Color/Hispanic Perspectives


Questions about Undergraduate Students No Affiliation vs. LGBTQ+ and Allies' Perspectives


Questions about Undergraduate Students
Faculty/Staff vs. Student Perspectives


## Questions about Staff



Our department actively values and seeks to hire a diverse staff.

We employ best practices for fair and inclusive hiring and advancement.

Staff from underrepresented identity groups are proportionally represented in leadership and management positions as compared with their overall numbers in the department.

Questions about Staff: Part II


Staff members engage in professional development or dialogue about topics related to DI\&A* and include attention to these issues in their work.

All staff have departmental support We provide staff with opportunities to continue their professional to engage in community-based growth and career advancement. learning and public service.

Questions about Staff Female vs. Male Perspectives


Questions about Staff
First Generation vs. Not First Generation Perspectives


## Questions about Staff

Caucasian vs. People of Color/Hispanic Perspectives


## Questions about Staff

No Affiliation vs. LGBTQ+ and Allies' Perspectives


Questions about Staff Faculty/Staff vs. Student Perspectives


## Curriculum, Teaching \& Research: Part I



The department supports a research, teaching, and public service agenda that is responsive to the needs of our increasingly diverse state, national, and global context.

Curriculum, Teaching \& Research: Part II


Our program offers students from all groups, including underrepresented groups, the opportunity to engage in research and other scholarly activities.

Faculty research agendas address issues of DI\&A* as related to our field of inquiry.

To the extent that the department holds internal and external speaker events, lecture series, colloquia, or conferences, these events include speakers from diverse and underrepresented groups.

## Curriculum, Teaching \& Research Female vs. Male Perspectives



Curriculum, Teaching \& Research First Generation vs. Not First Generation Perspectives


## Curriculum, Teaching \& Research Caucasian vs. People of Color/Hispanic Perspectives



## Curriculum, Teaching \& Research

 No Affiliation vs. LGBTQ+ and Allies' Perspectives

## Curriculum, Teaching \& Research

Faculty/Staff vs. Student Perspectives


Departmental Climate

Departmental Climate: Part I


Visible images and materials throughout the department are welcoming and inclusive to diverse groups.

All department-sponsored There is a clear culture of The department provides events and activities are physically accessible to participants with disabilities.
respect, collegiality, intergroup dialogue, and collaboration across
differences in all levels and positions of the department.
opportunities for students, faculty, and staff from underrepresented or marginalized groups to connect with others who share their backgrounds and affiliations.

Departmental Climate: Part II


If issues of insensitivity, exclusion, disrespect, or harassment arise, they are addressed directly and in a timely fashion.

The department provides a comfortable environment for discussion of personal and academic topics related to

DI\&A*

Departmental services, courses, meetings, and administrative practices reflect sensitivity to all groups and are conducted in culturally competent ways.

All students, faculty, and staff feel comfortable and welcome to be their full selves within the department.

## Departmental Climate Female vs. Male Perspectives



Departmental Climate
First Generation vs. Not First Generation Perspectives


## Departmental Climate

Caucasian vs. People of Color/Hispanic Perspectives


No Affiliation vs. LGBTQ+ and Allies' Perspectives


Not LGBTQ+ Yes or an Ally Not LGBTQ+ Yes or an Ally Not LGBTQ+ Yes or an Ally Not LGBTQ+ Yes or an Ally

All department-sponsored events and activities are physically accessible to participants with disabilities.

The department provides opportunities for students, faculty, and staff from underrepresented or marginalized groups to connect with others who share their backgrounds and affiliations.

The department provides a comfortable environment for discussion of personal and academic topics related to DI\&A*

All students, faculty, and staff feel comfortable and welcome to be their full selves within the department.

Departmental Climate Faculty/Staff vs. Student Perspectives


