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Academic Department Self-Assessment Survey Aggregate Results

May 2020



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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 self-reported 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%).

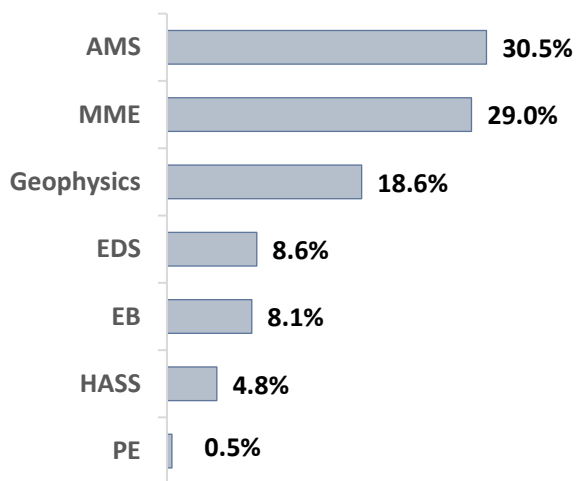


Figure 1: Survey respondents by academic department.

Survey results indicate that over half (56%) of respondents believe that their department is actively committed to issues relating to DI&A (*Figure 2*). In addition, we observe that between one-third and one-half of respondents agree that

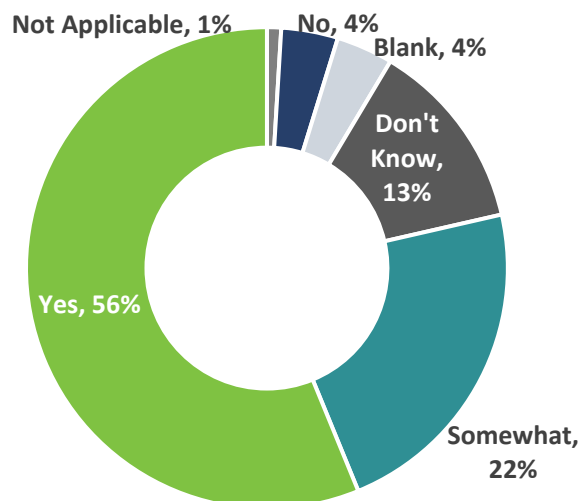


Figure 2: Question: Our department is actively committed to issues of DI&A*?

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

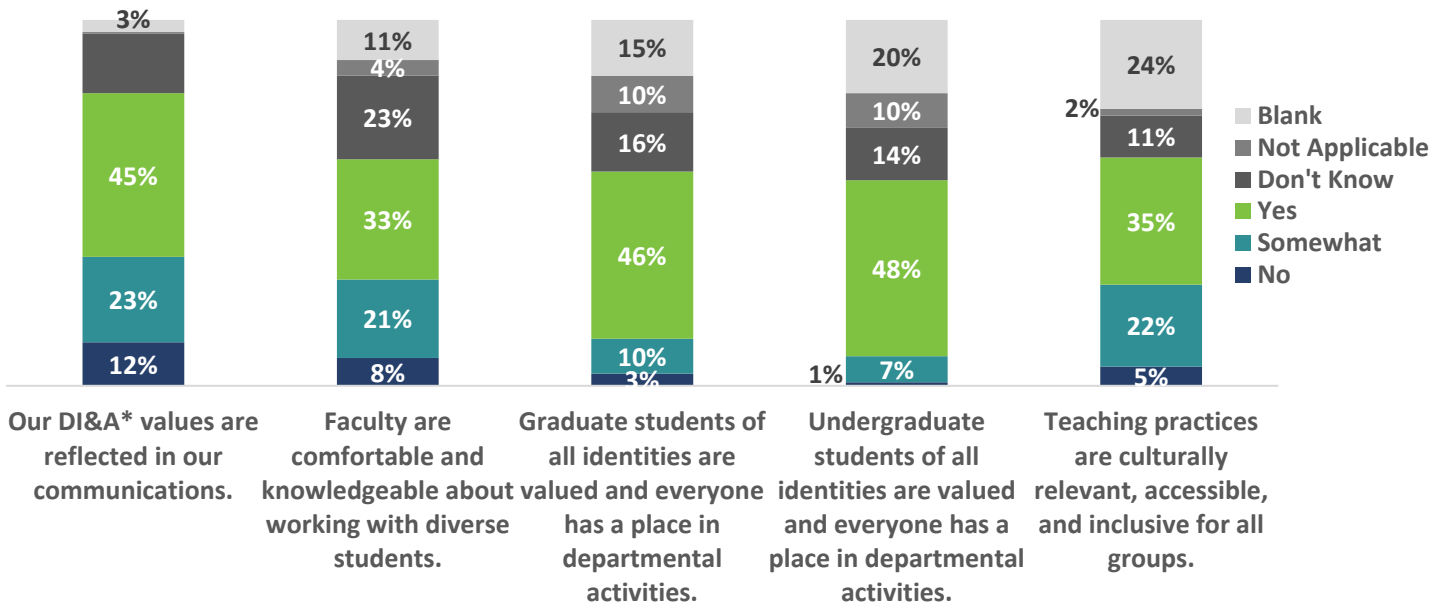


Figure 3: DI&A Best Practices in Communication, Community, and Teaching

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*).

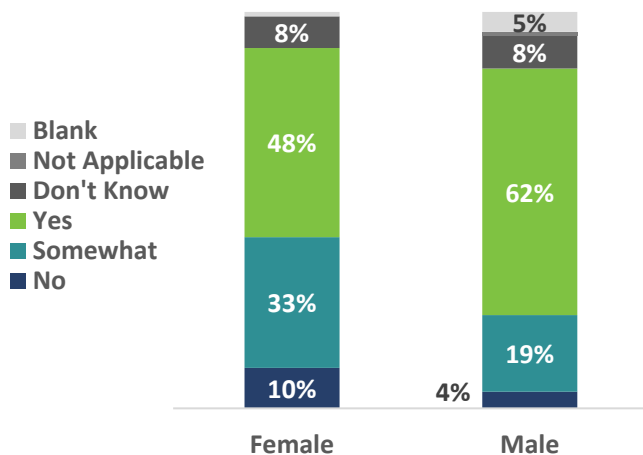


Figure 4: Female vs. Male perspectives about whether leaders create an inclusive environment for all groups in the department. Female n=88; Male n=119

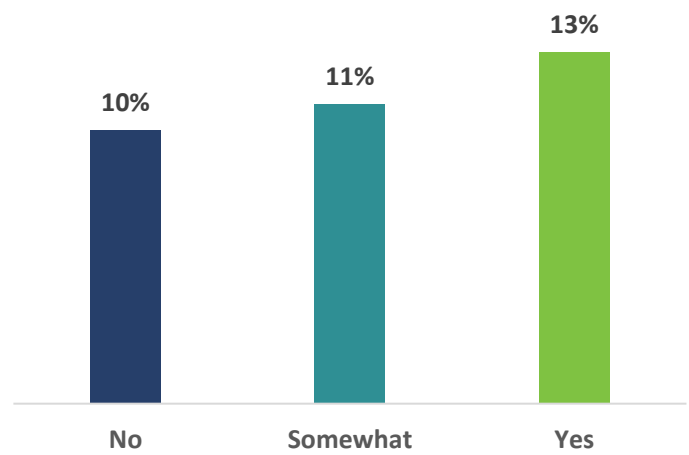


Figure 5: Respondents' perceptions of staff from underrepresented groups being proportionally represented in leadership positions in the department.

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).

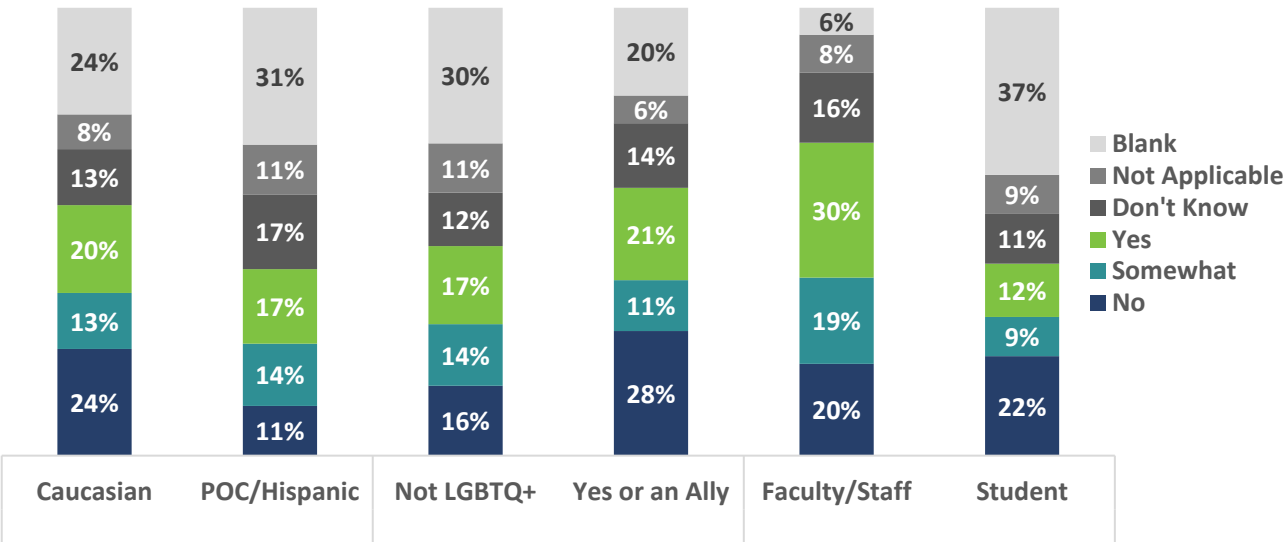


Figure 6: Respondents' perceptions about if course offerings include explicit attention to DI&A issues as they relate to their fields of study, broken down by different identity groups. Caucasian: n=168, People of Color/Hispanic: n=36; No LGBTQ+ affiliation: n=109, Yes LGBTQ+ or an Ally: n=97; Faculty/Staff: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

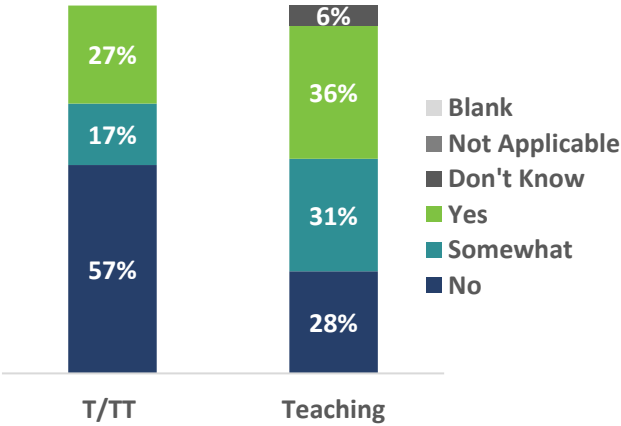


Figure 7: Perspectives from Tenured/Tenure Track and Teaching Faculty about whether if faculty demographics within their departments reflect the diversity of their students. Tenured/Tenure Track Faculty: n=30; Teaching Faculty (including Adjuncts): n=36.

group has heavy student representation and they don't feel they have the high-level view of the department to answer this question meaningfully.

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.

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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

Y=Yes

DK=Don't Know

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.

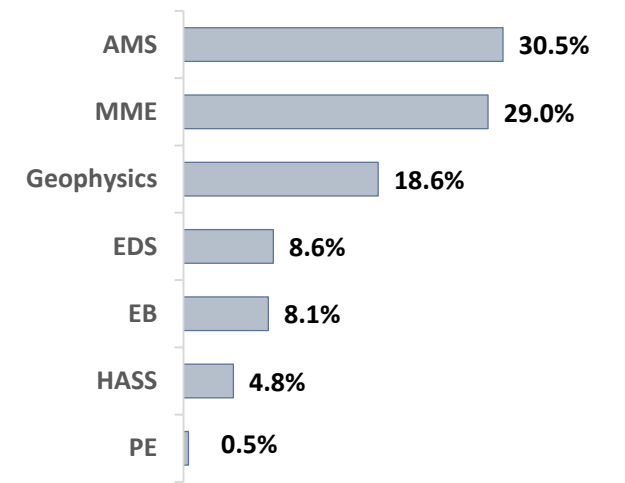


Figure 9: Survey respondents by academic department.

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 (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 remaining respondents included other Mines employees such as Administrative Faculty or Postdoctoral Fellows, for example (Figure 10).

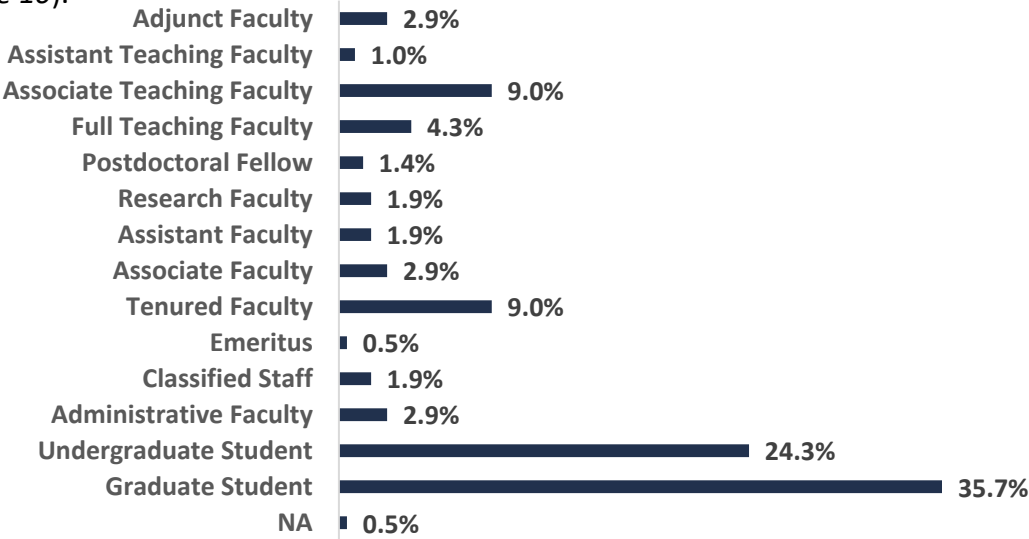


Figure 10: Survey respondents by Department Affiliation.

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.

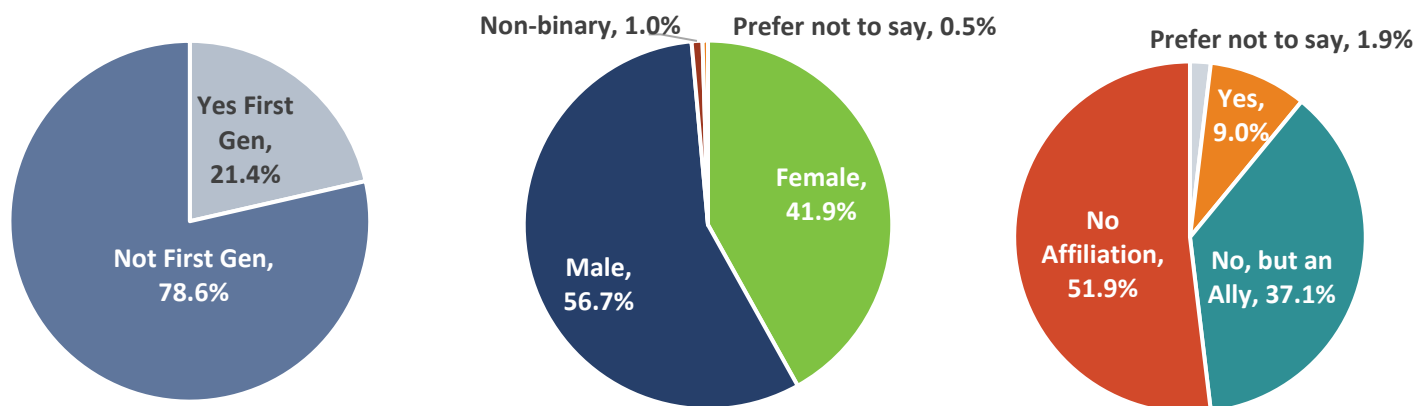


Figure 11: Survey respondents' demographics by (1) First Generation Status, (2) Gender, and (3) LGBTQ+ affiliation.

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.

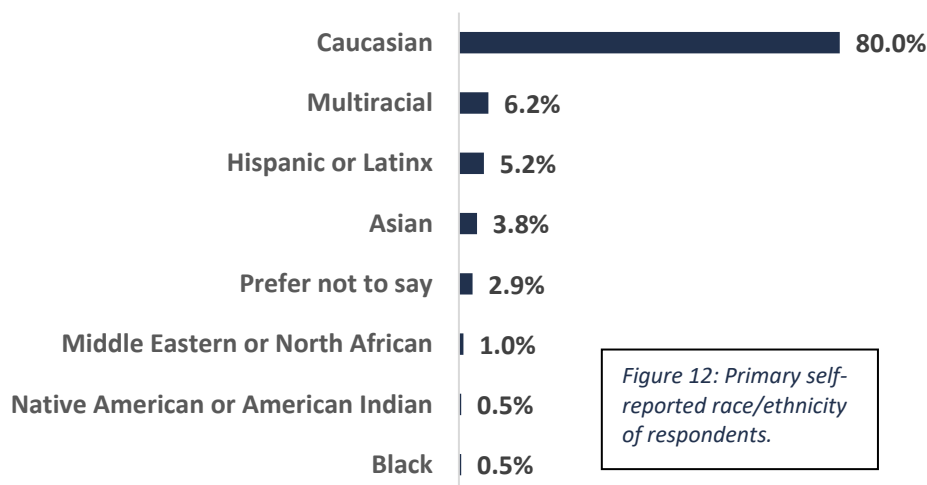


Figure 12: Primary self-reported race/ethnicity of respondents.

Final Thoughts

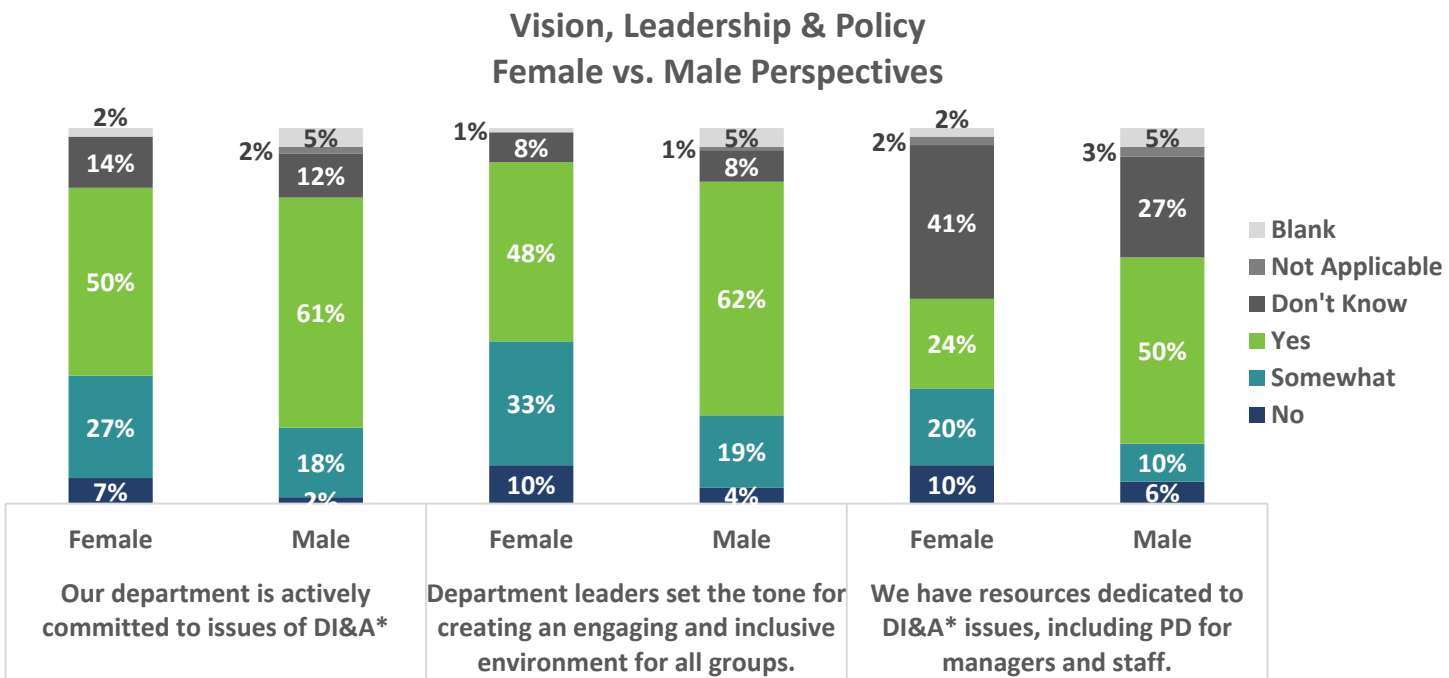
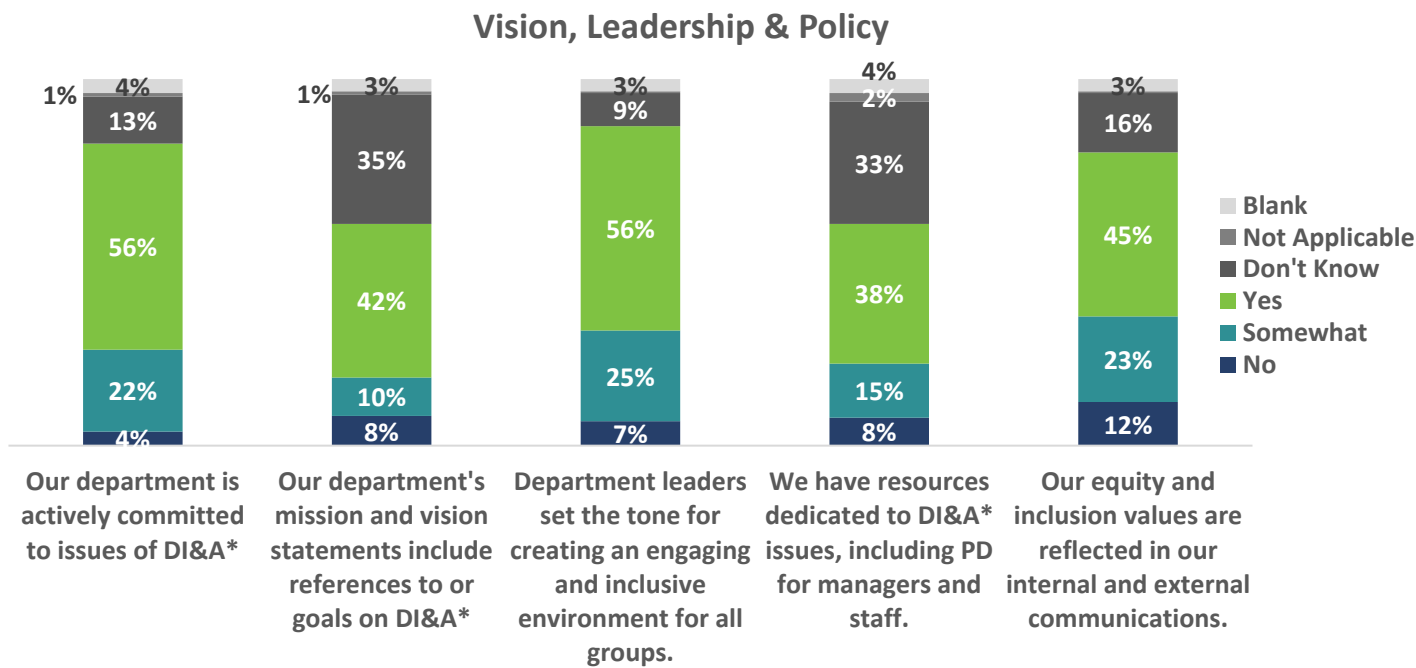
The Department Self-Assessment Survey instrument is only one way in which DI&A at Mines is providing data in service of our Strategic Plan. Other data collection efforts used to inform DI&A activities include Town Halls and the forthcoming "Modern Think" Climate Survey, which will be administered by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

Survey Results

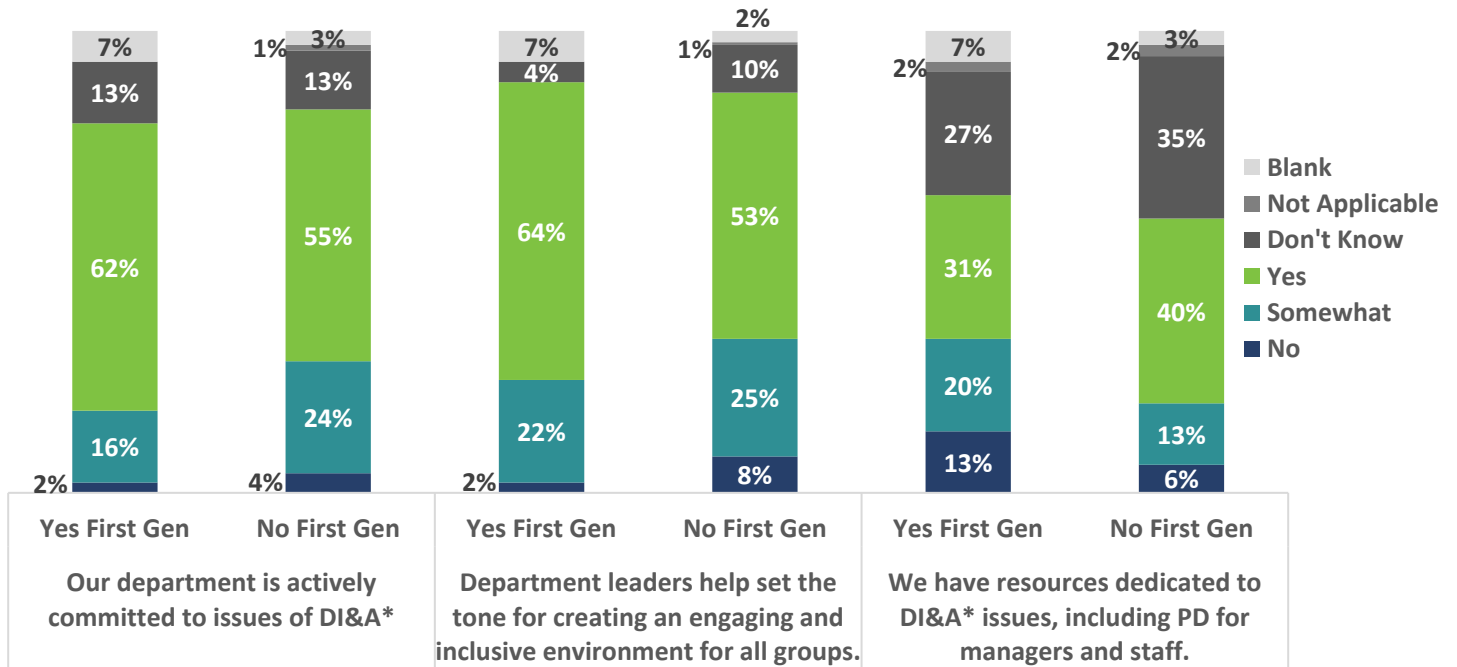
The following graphs are organized by survey section. Aggregate responses are shown first, followed by key demographic breakdowns by perspectives from different identity groups. Fields that were left blank in the survey are included to provide 100% stacked bar graphs. These are indicated by “Blank” in 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



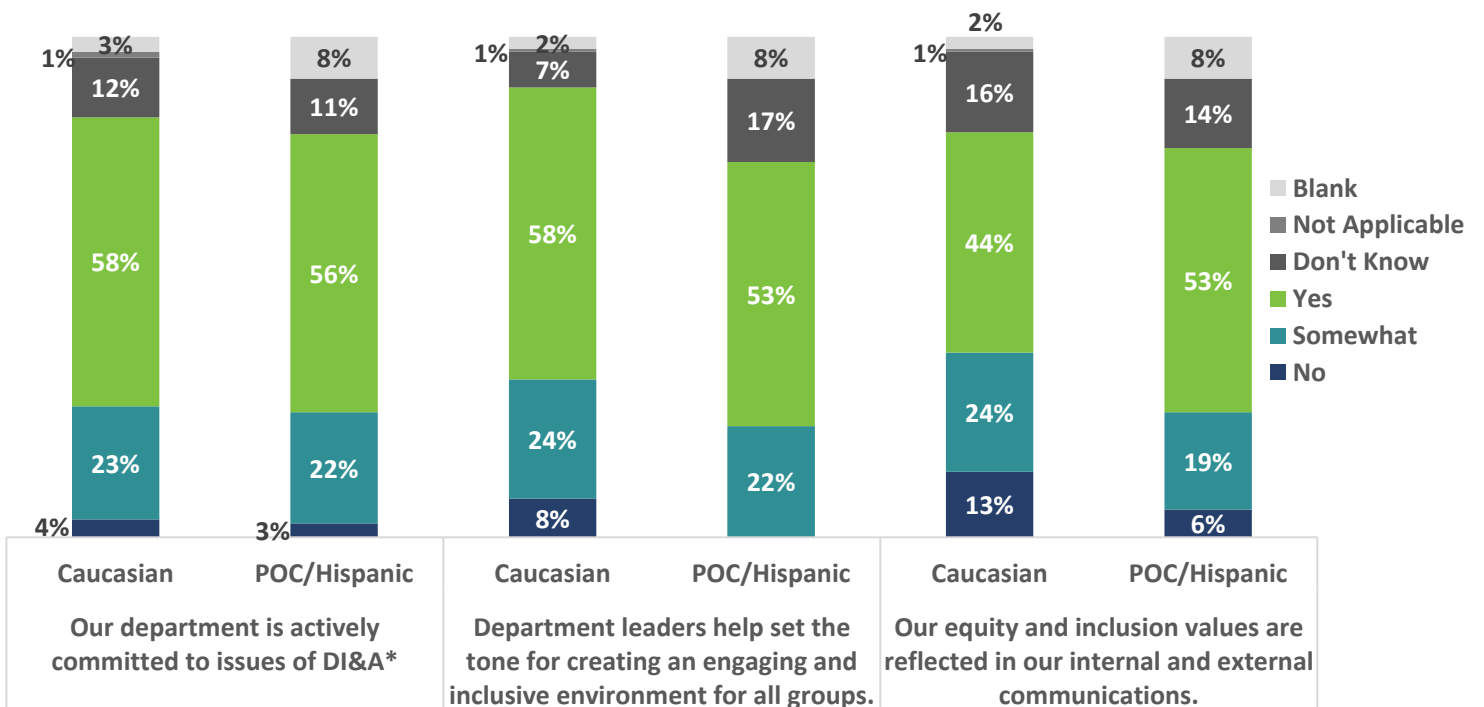
Vision, Leadership & Policy

First Generation vs. Not First Generation Perspectives



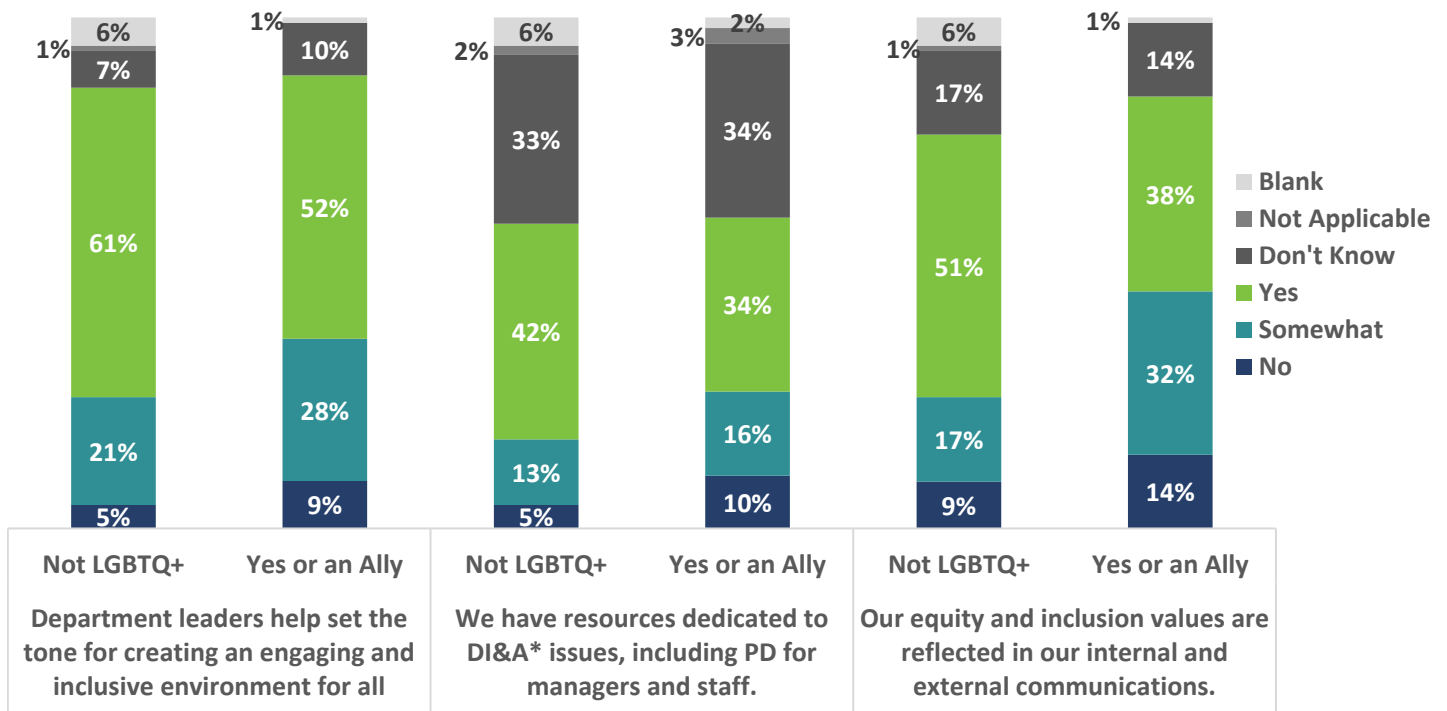
Vision, Leadership & Policy

Caucasian vs. People of Color/Hispanic Perspectives



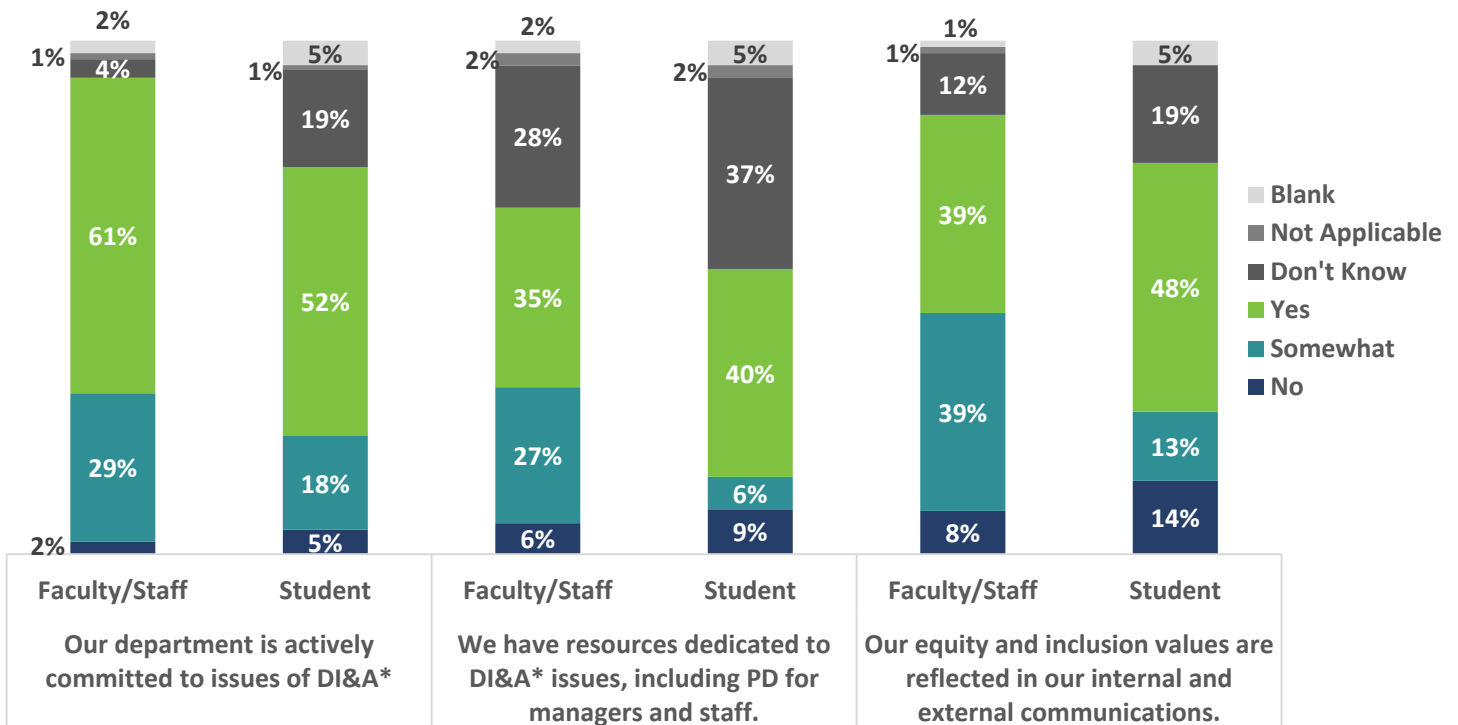
Vision, Leadership & Policy

No Affiliation vs. LGBTQ+ and Allies' Perspectives

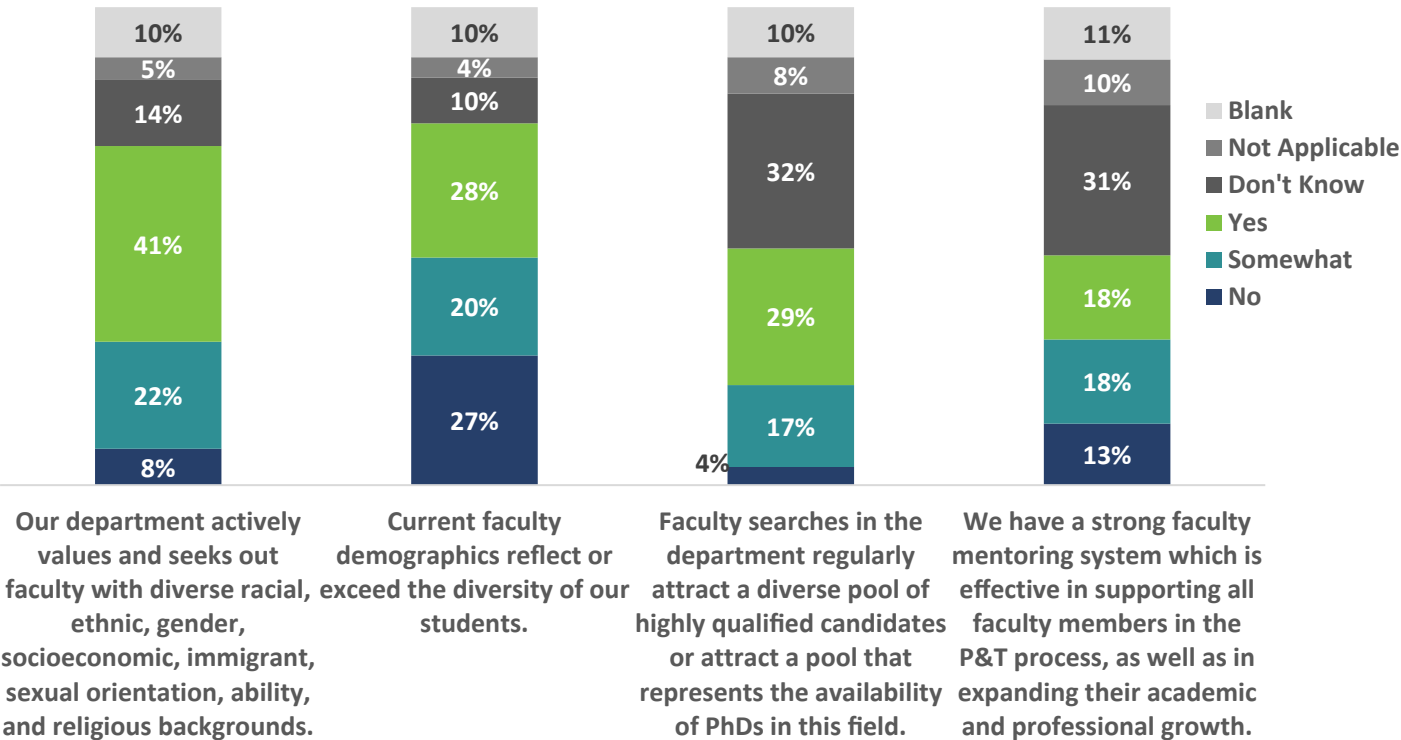


Vision, Leadership & Policy

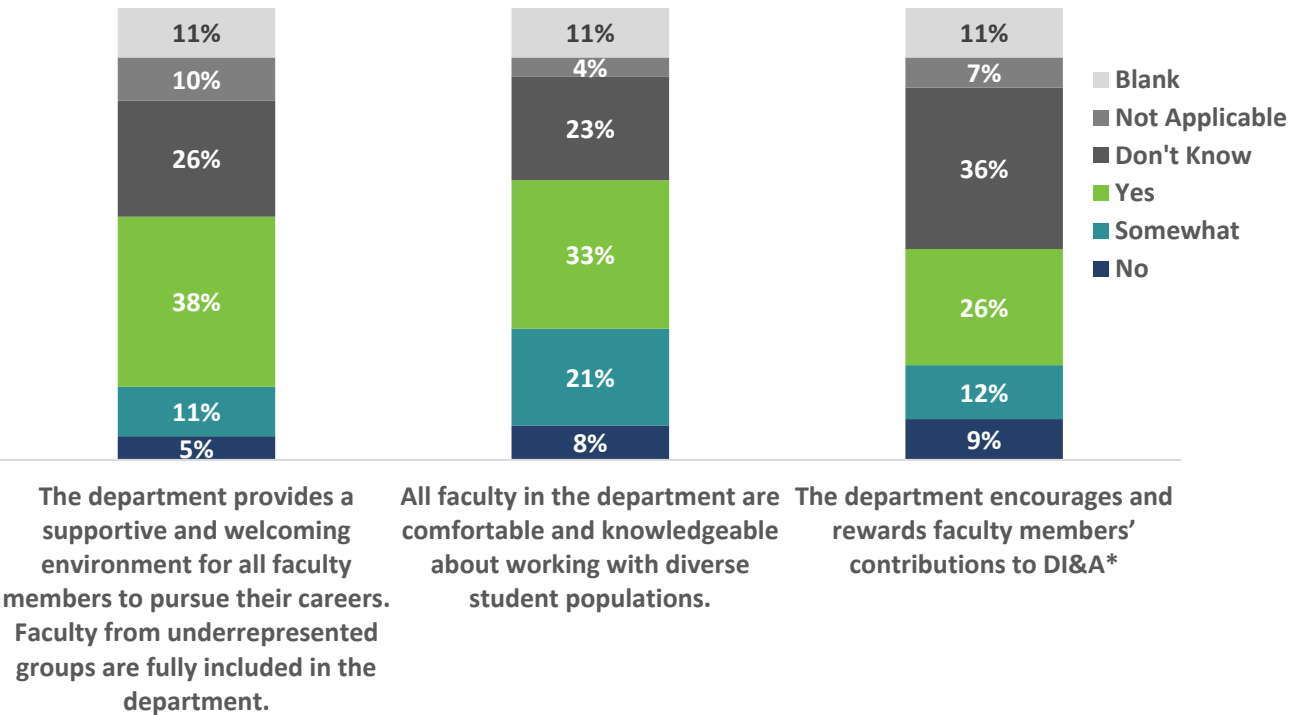
Faculty/Staff vs. Student Perspectives



Questions about Faculty: Part I

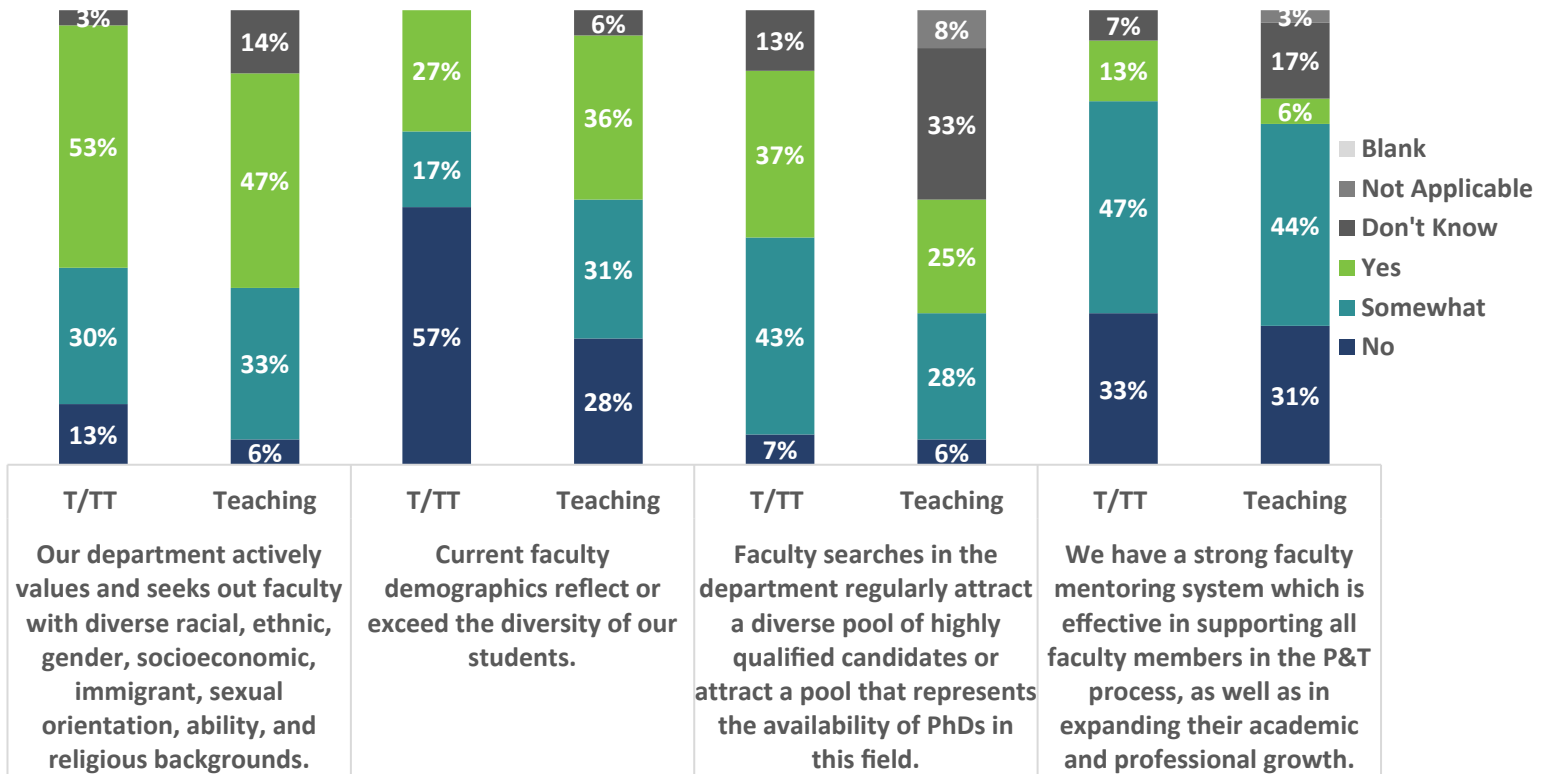


Questions about Faculty: Part II



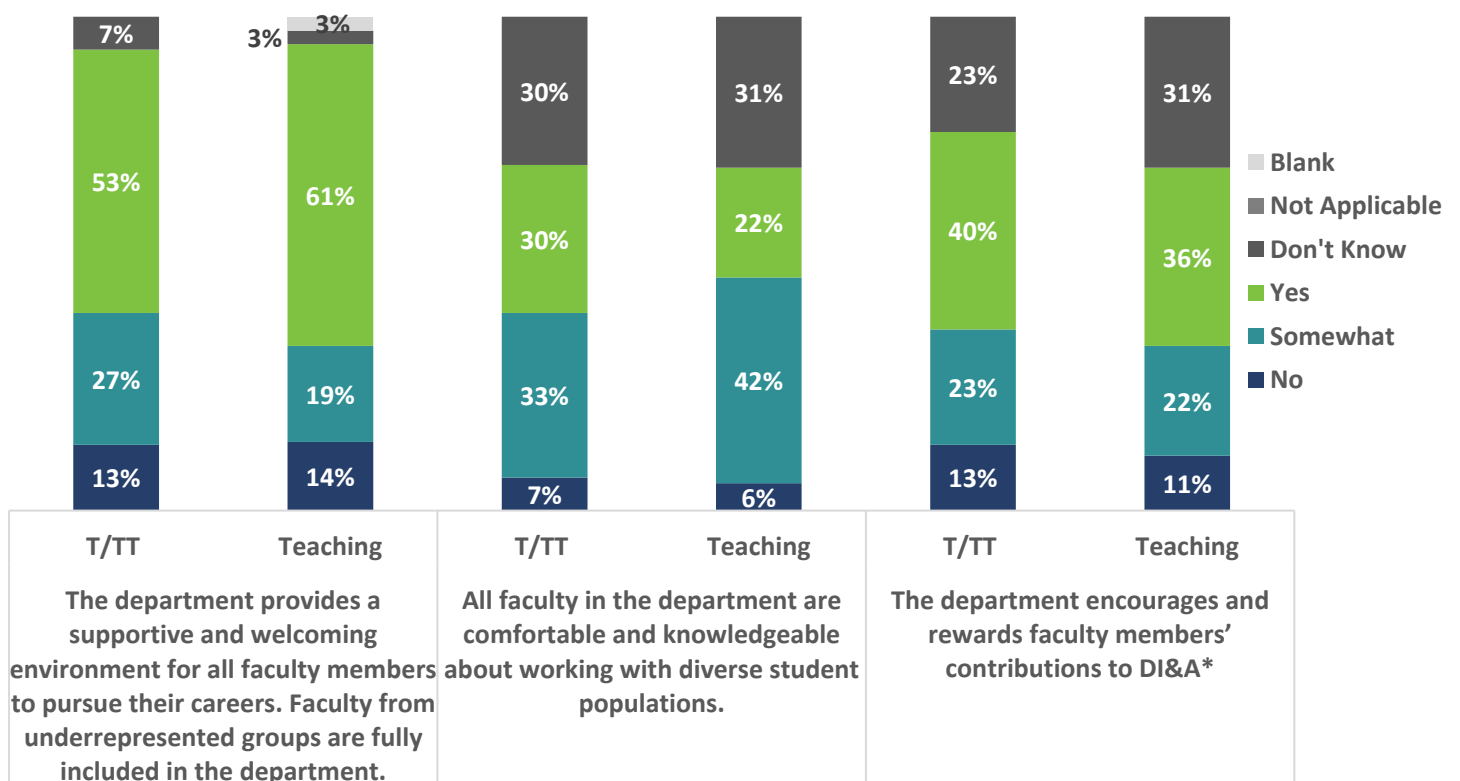
Questions about Faculty: Part I

Tenured/Tenure Track vs. Teaching Faculty Perspectives

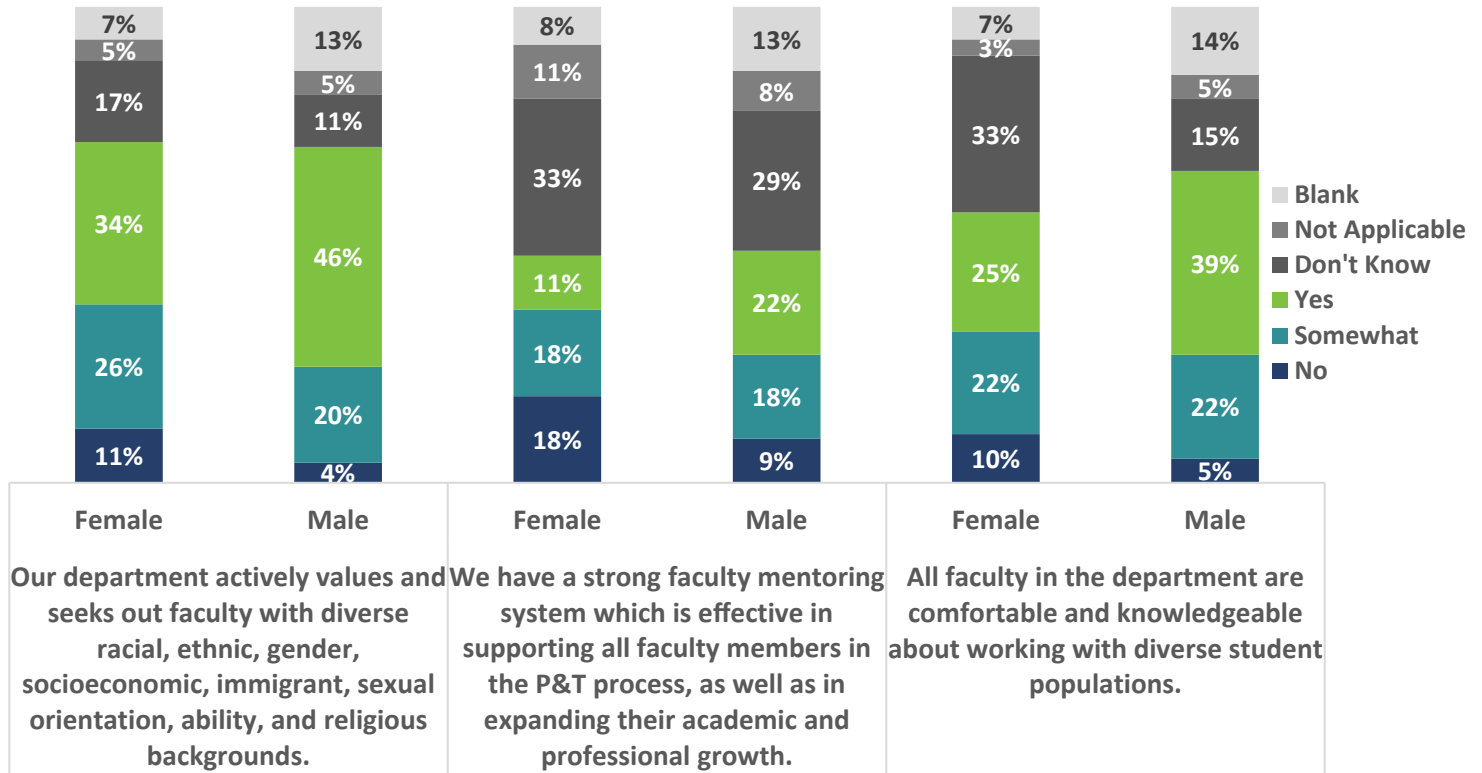


Questions about Faculty: Part II

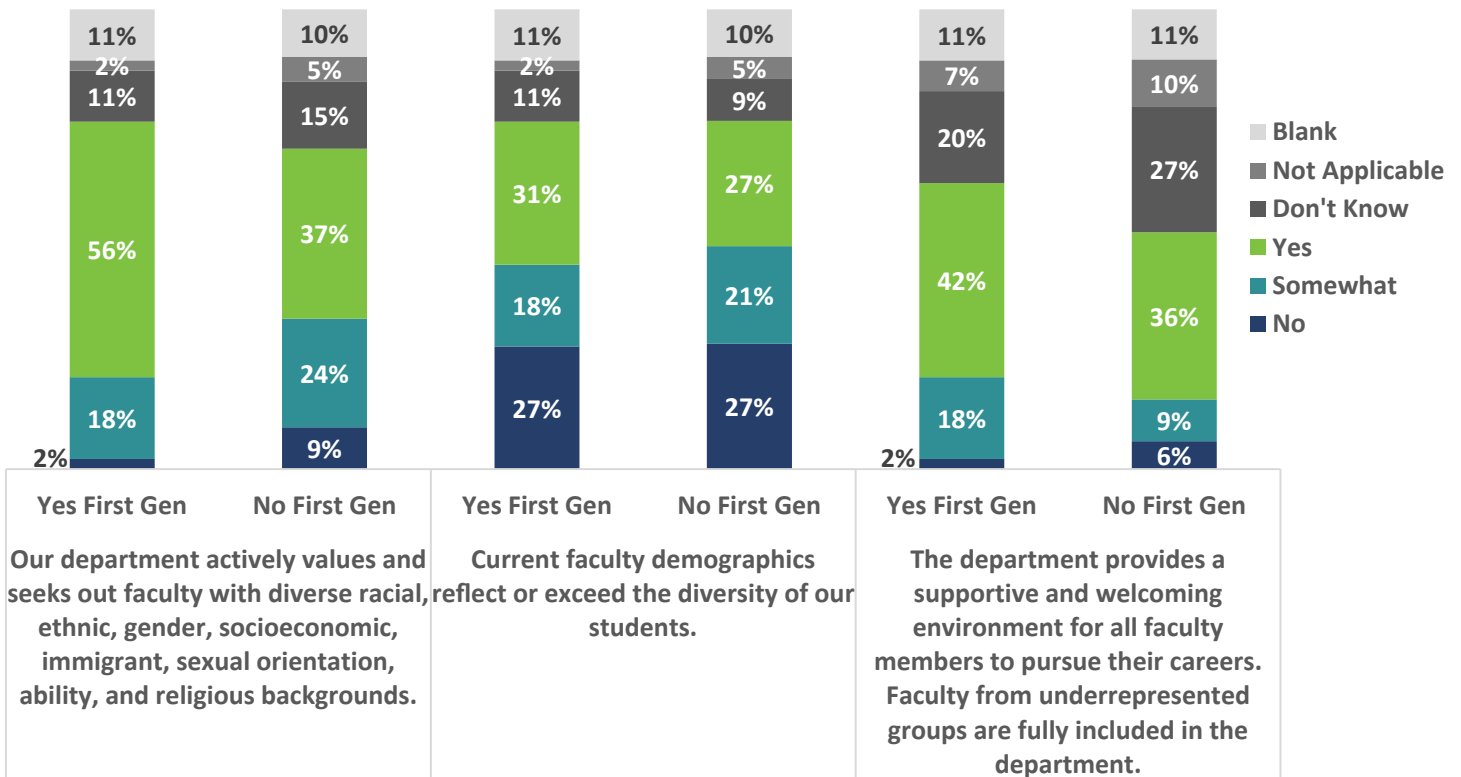
Tenured/Tenure Track vs. Teaching Faculty Perspectives



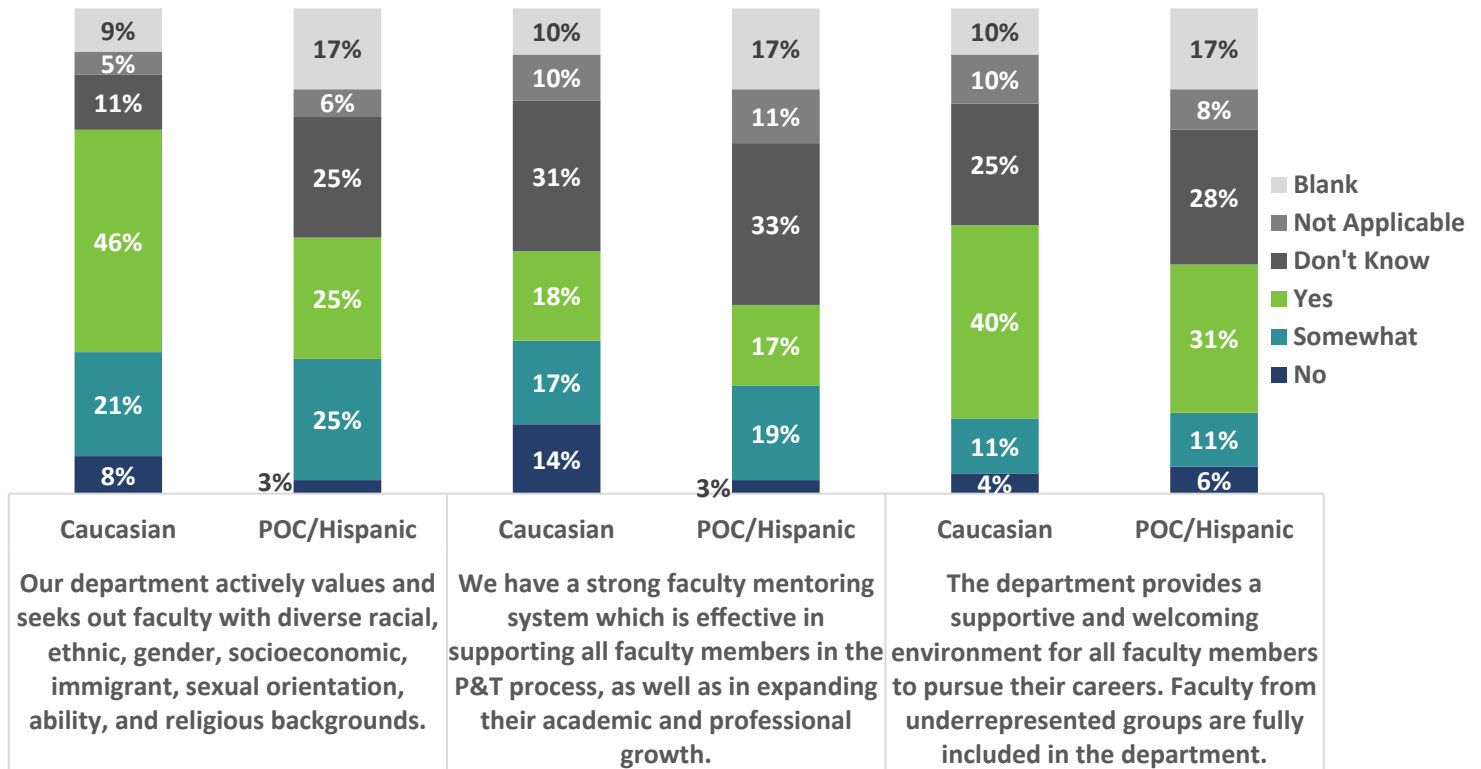
Questions about Faculty Female vs. Male Perspectives



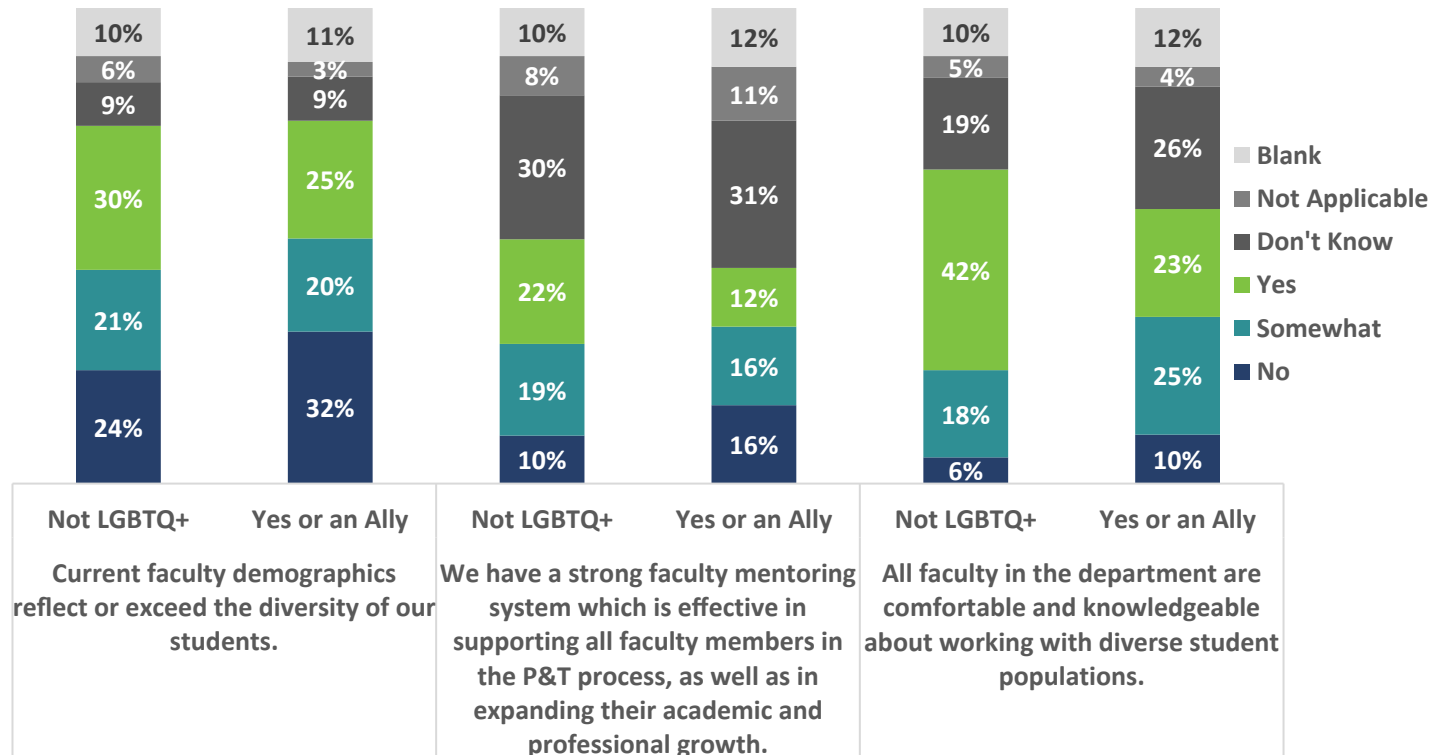
Questions about Faculty First Generation vs. Not First Generation Perspectives



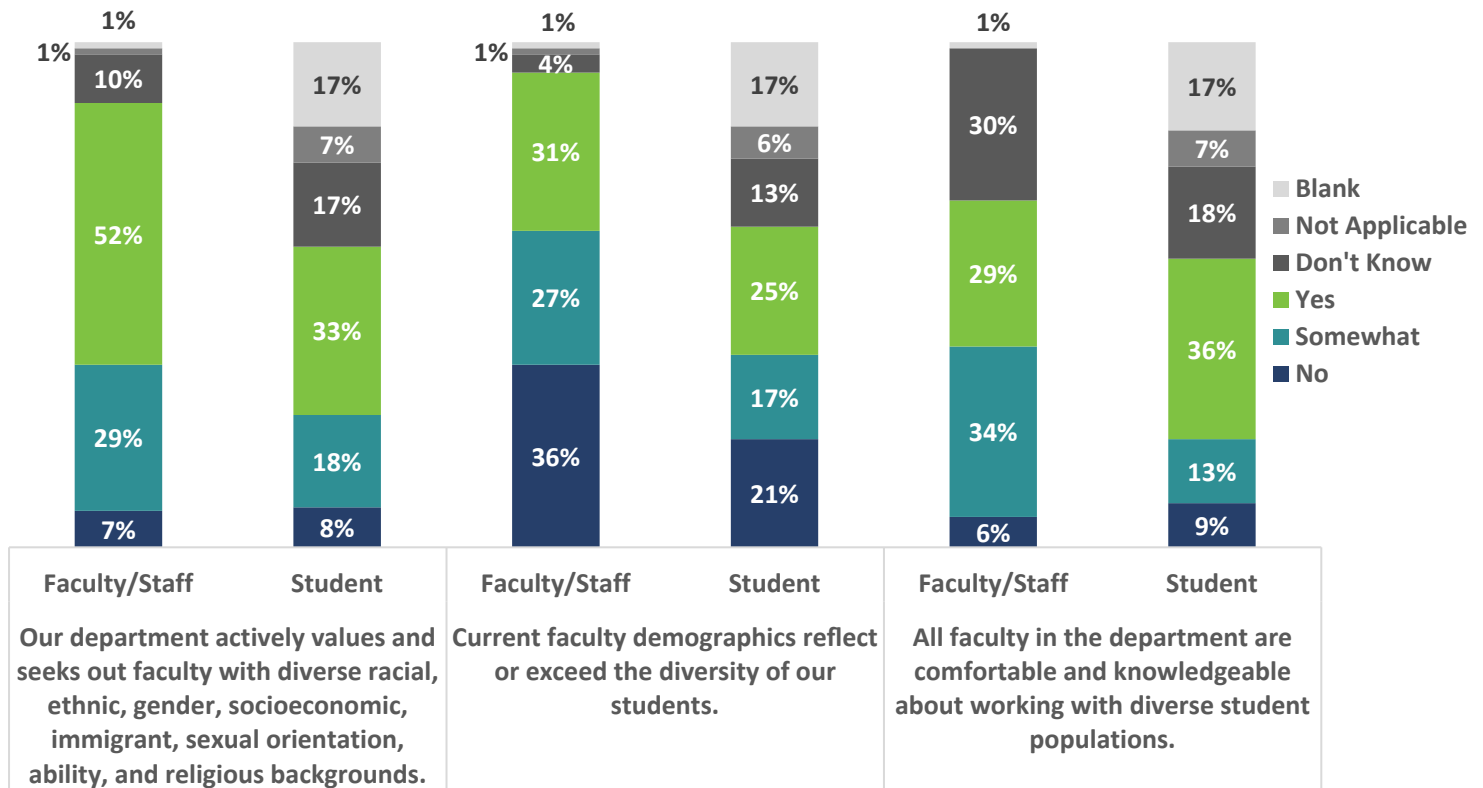
Questions about Faculty Caucasian vs. People of Color/Hispanic Perspectives



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

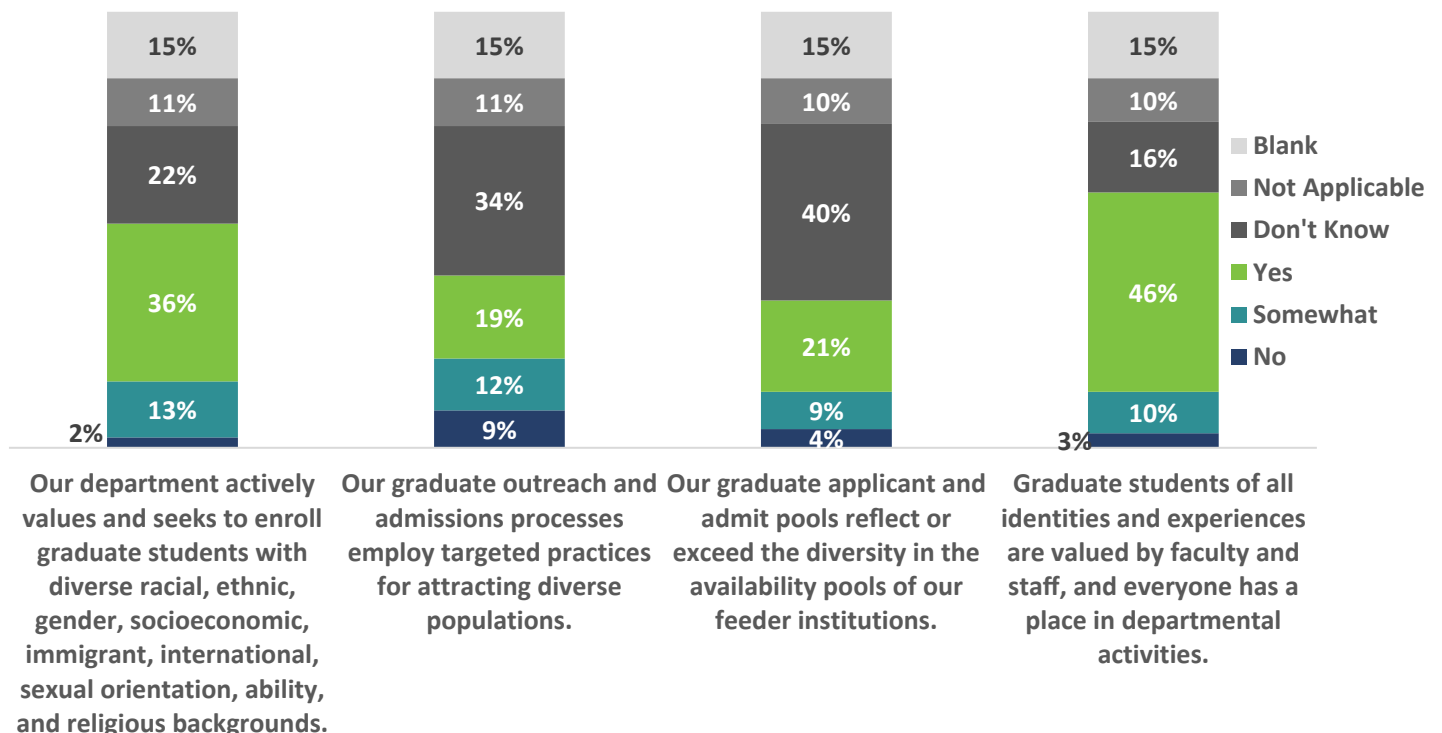


Questions about Faculty Faculty/Staff vs. Student Perspectives

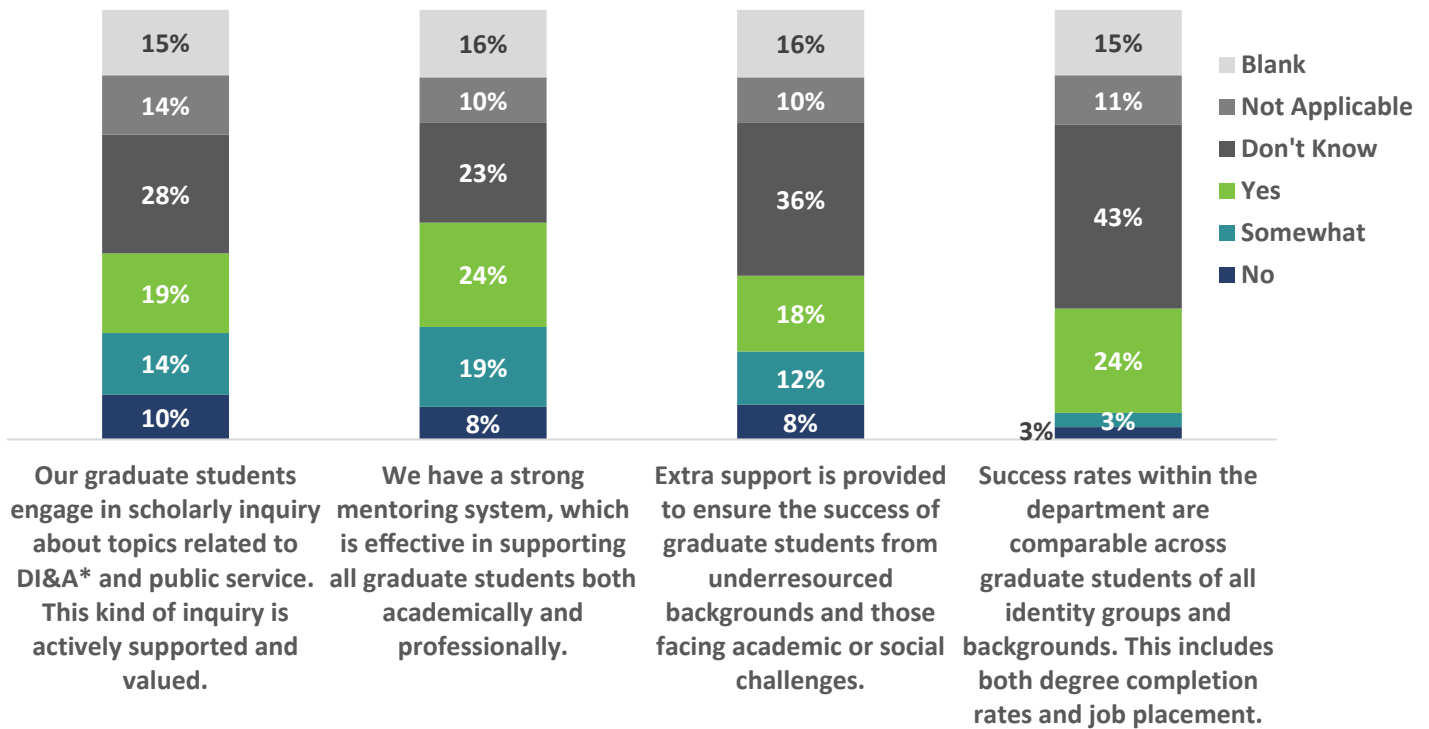


Questions about Graduate Students

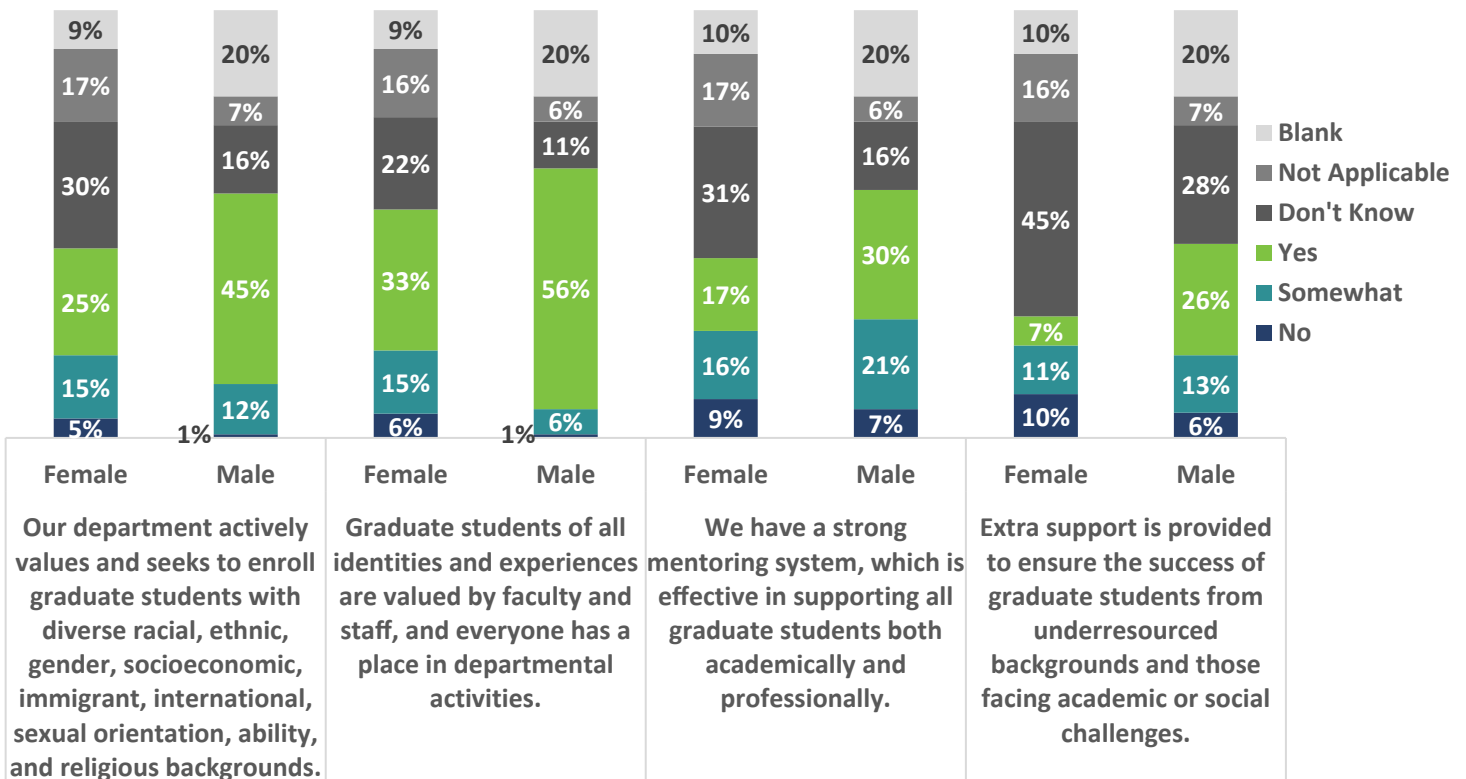
Questions about Graduate Students: Part I



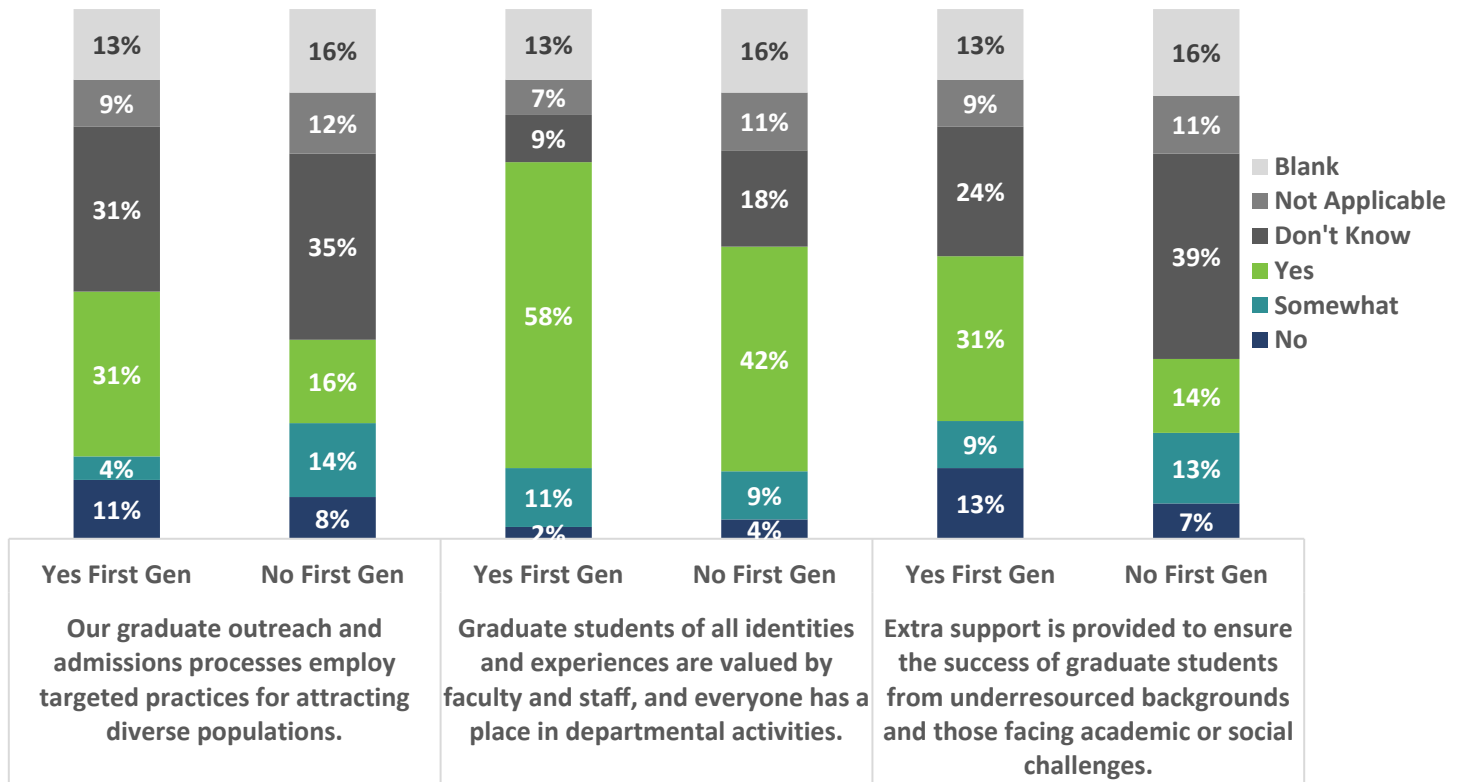
Questions about Graduate Students: Part II



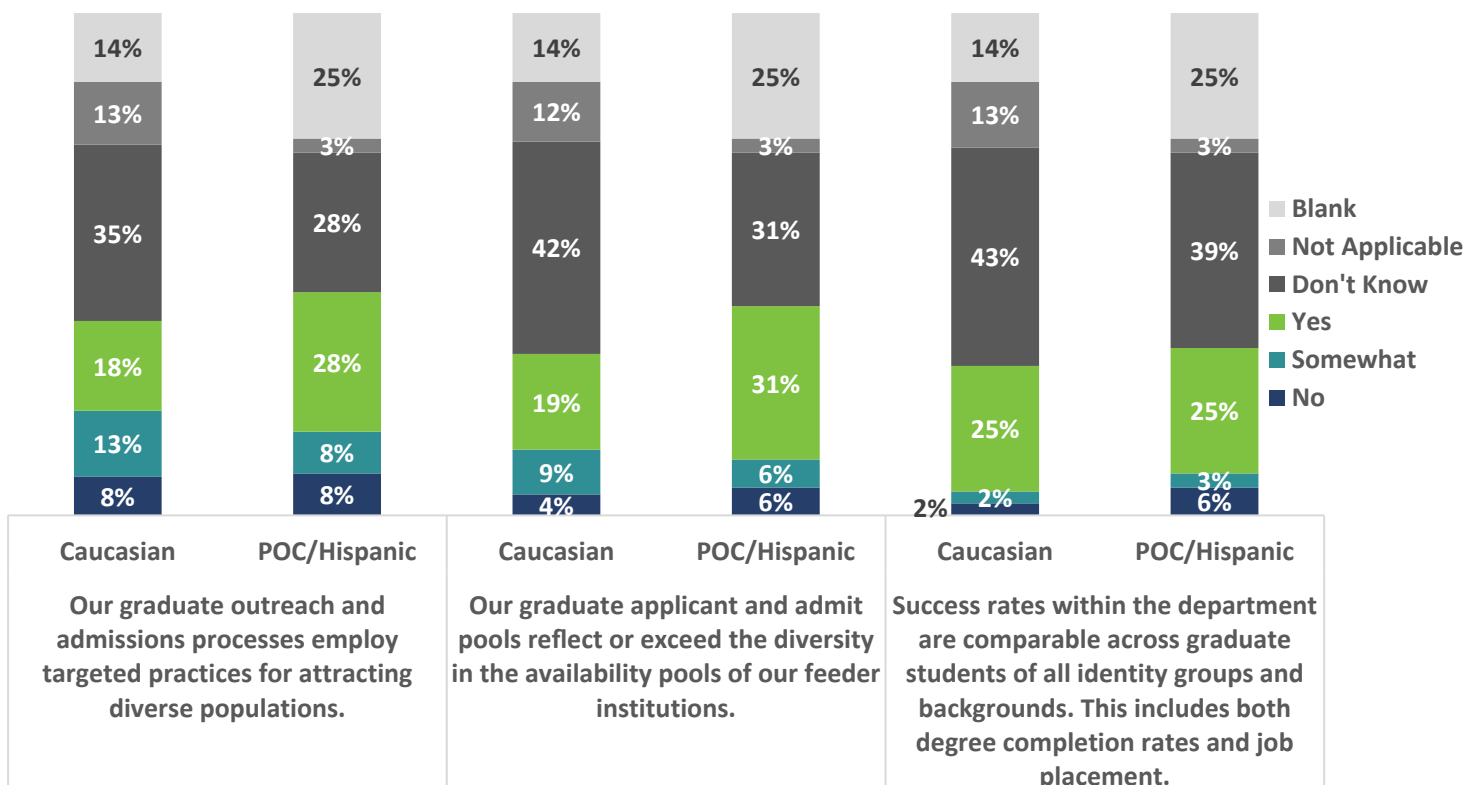
Questions about Graduate Students Female vs. Male Perspectives



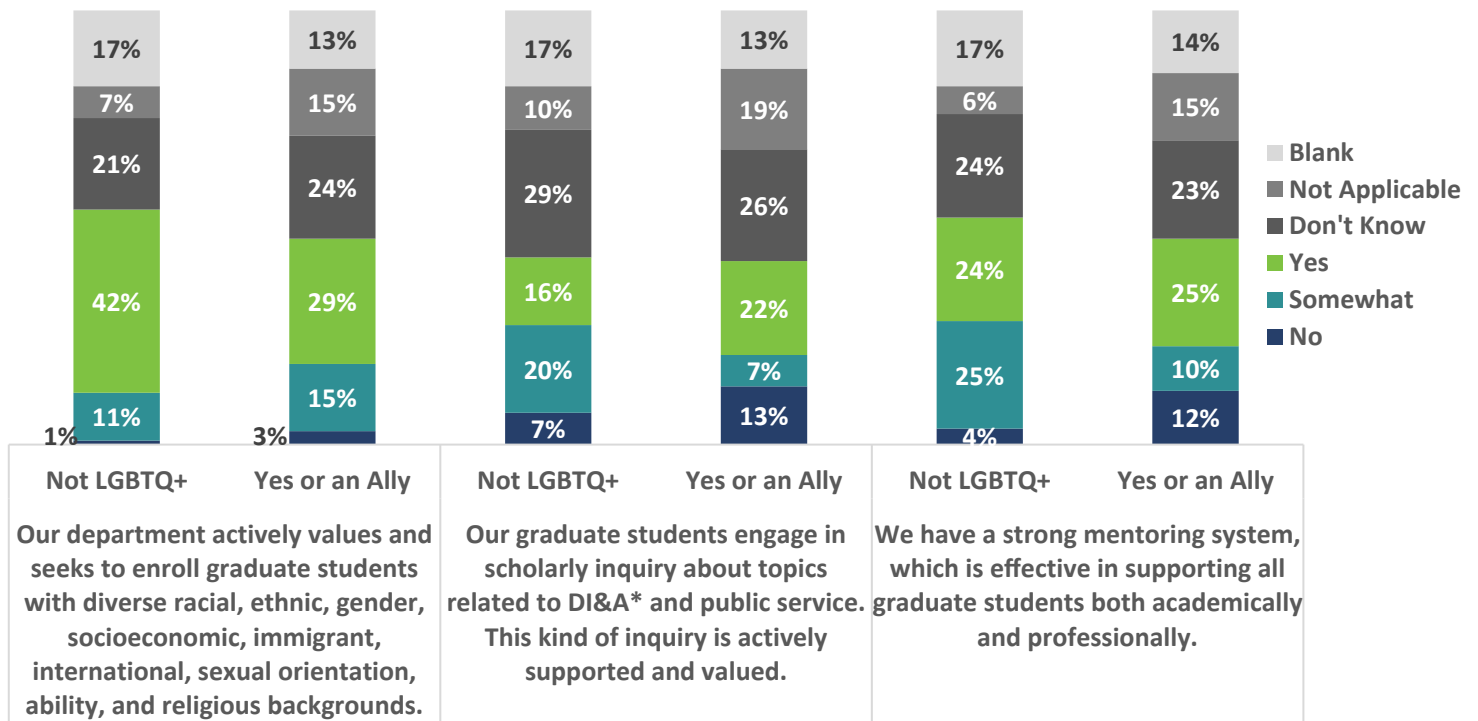
Questions about Graduate Students First Generation vs. Not First Generation Perspectives



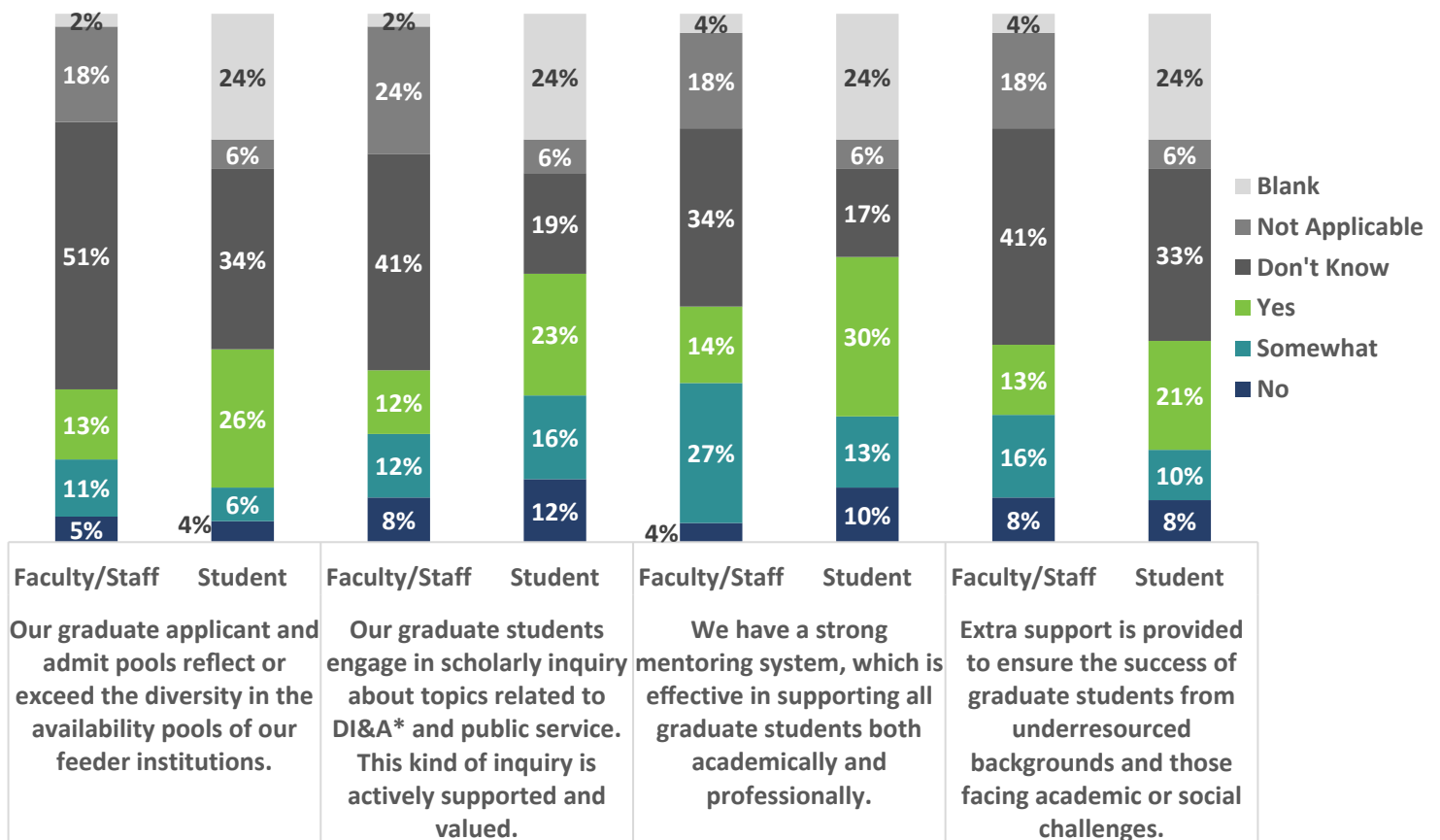
Questions about Graduate Students Caucasian vs. People of Color/Hispanic Perspectives



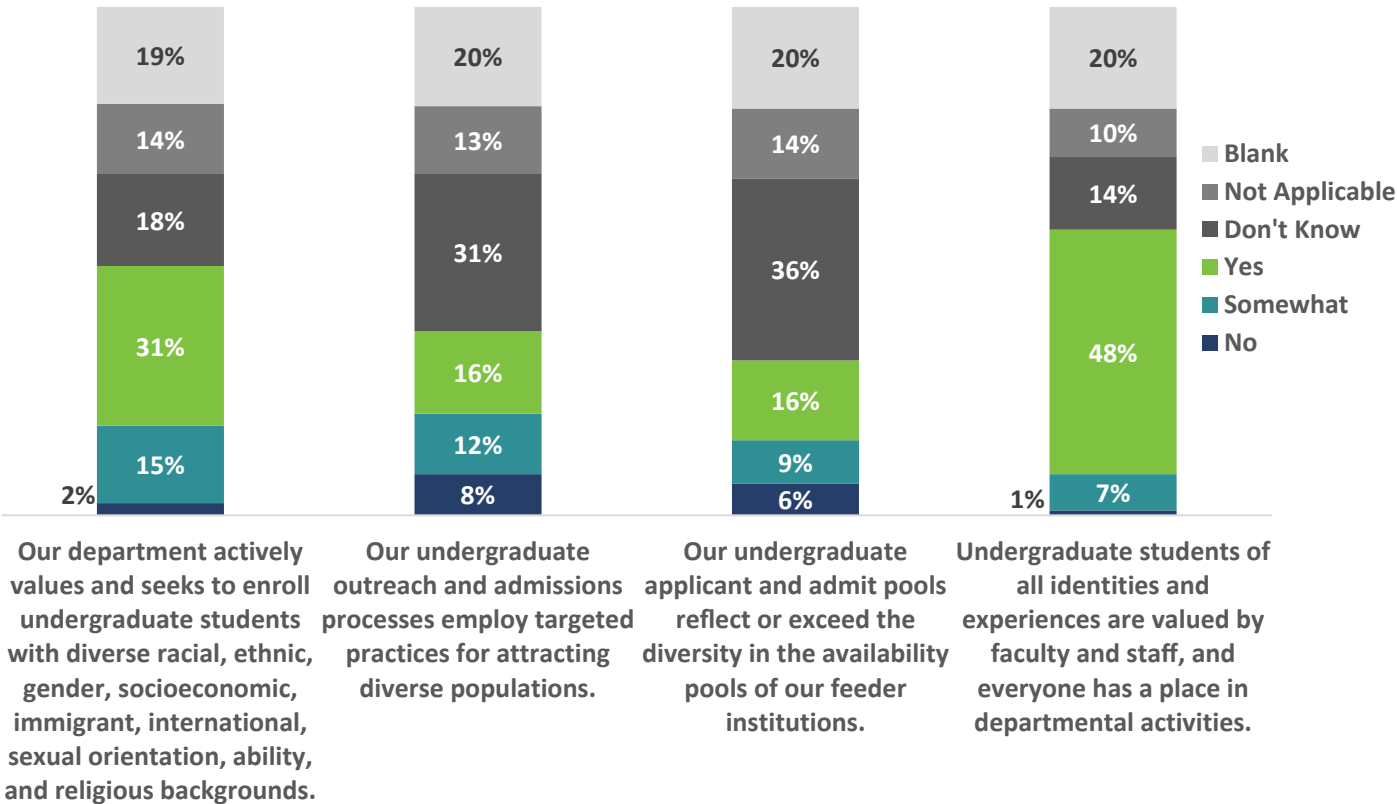
Questions about Graduate Students No Affiliation vs. LGBTQ+ or Allies' Perspectives



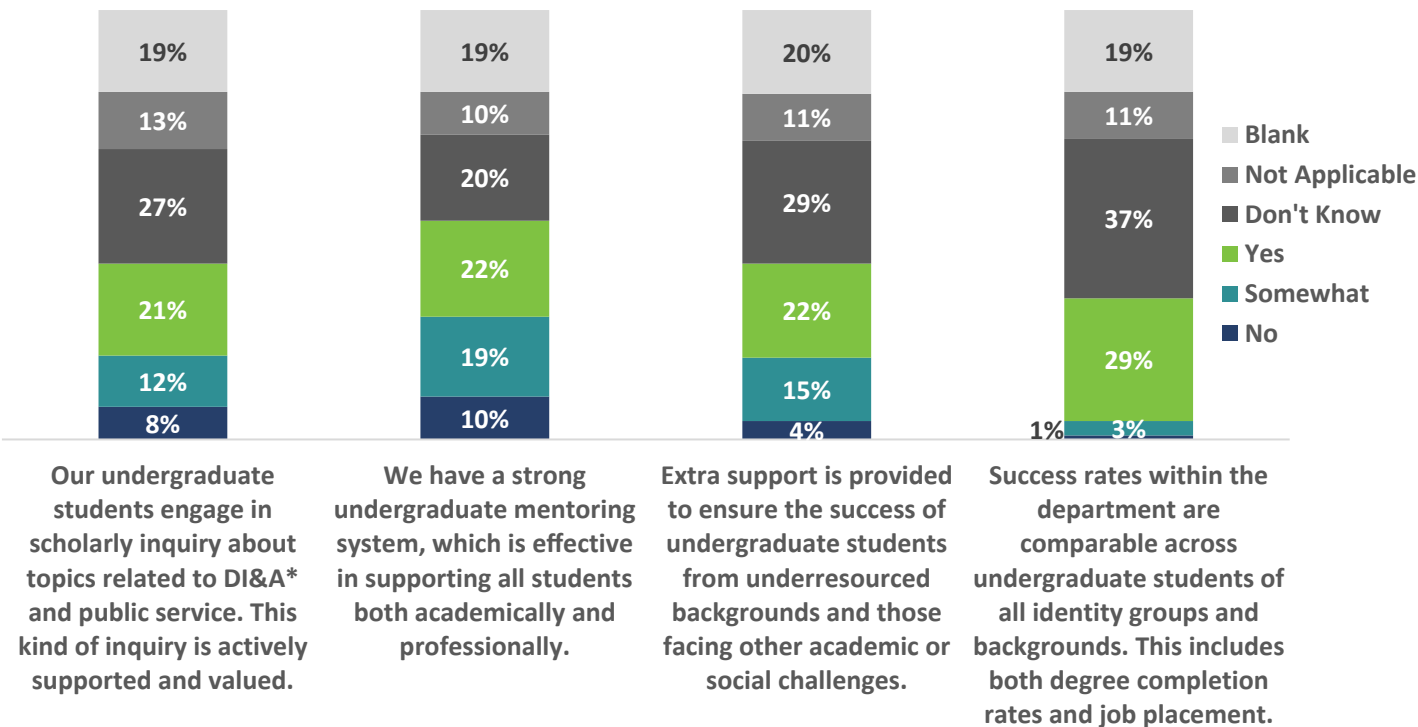
Questions about Graduate Students Faculty/Staff vs. Student Perceptions



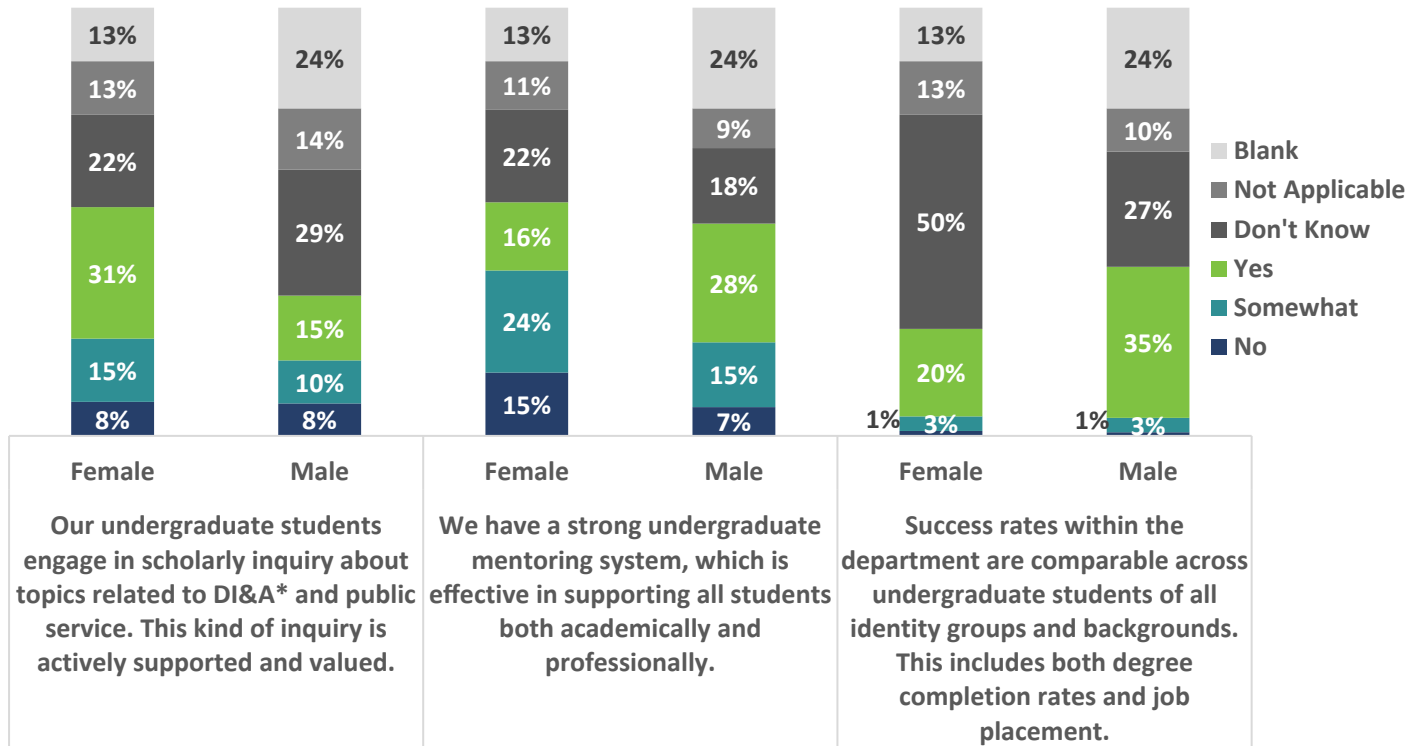
Questions about Undergraduate Students: Part I



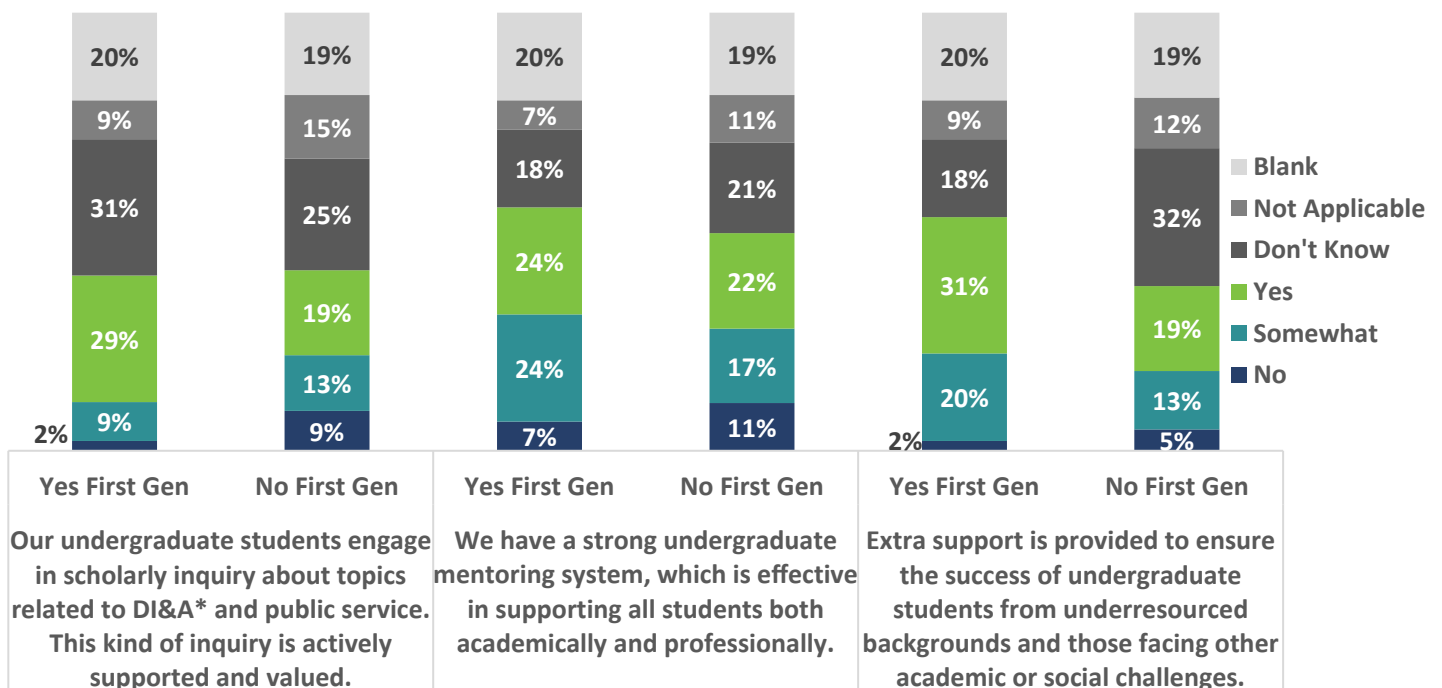
Questions about Undergraduate Students: Part II



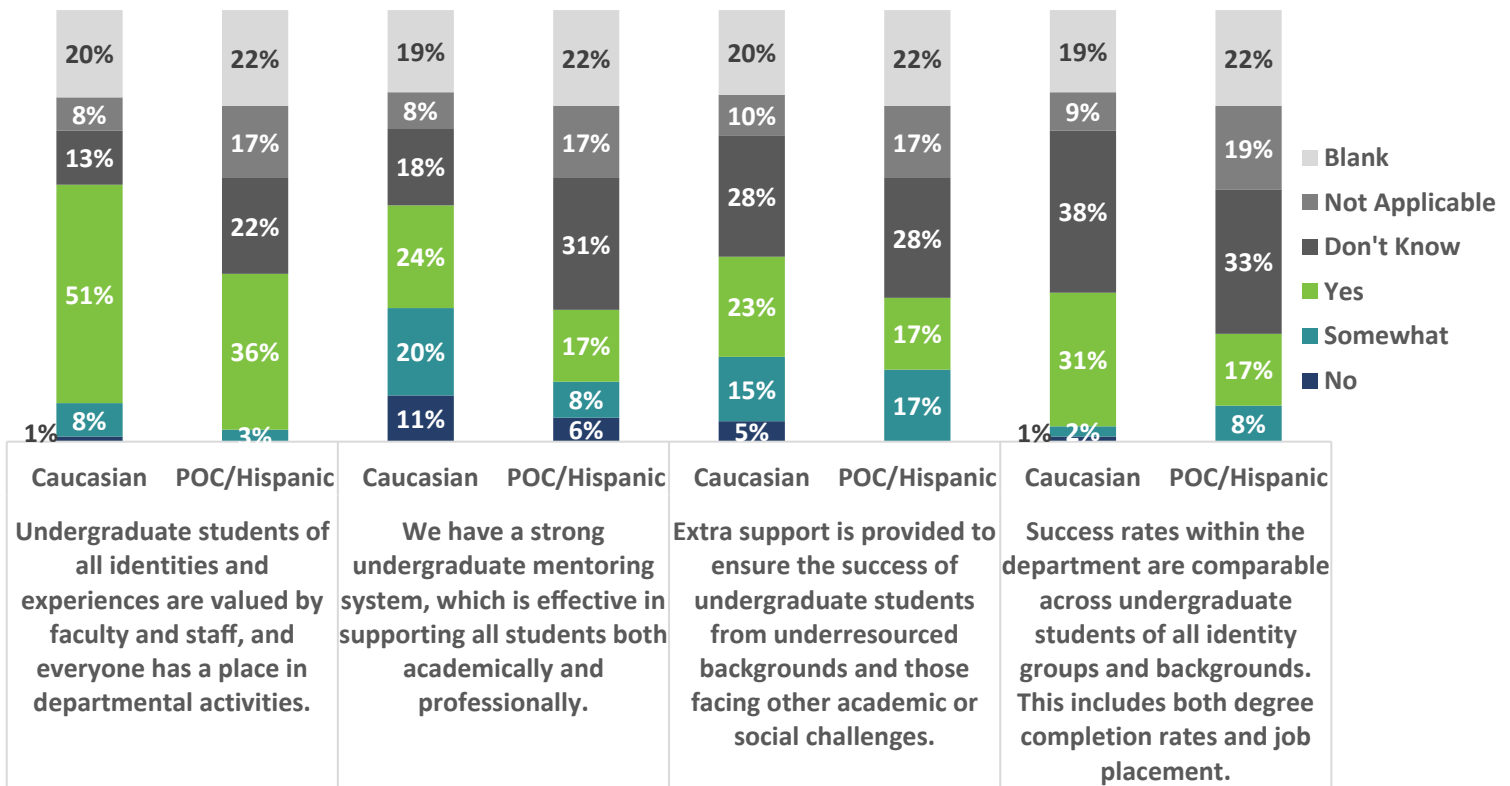
Questions about Undergraduate Students Female vs. Male Perspectives



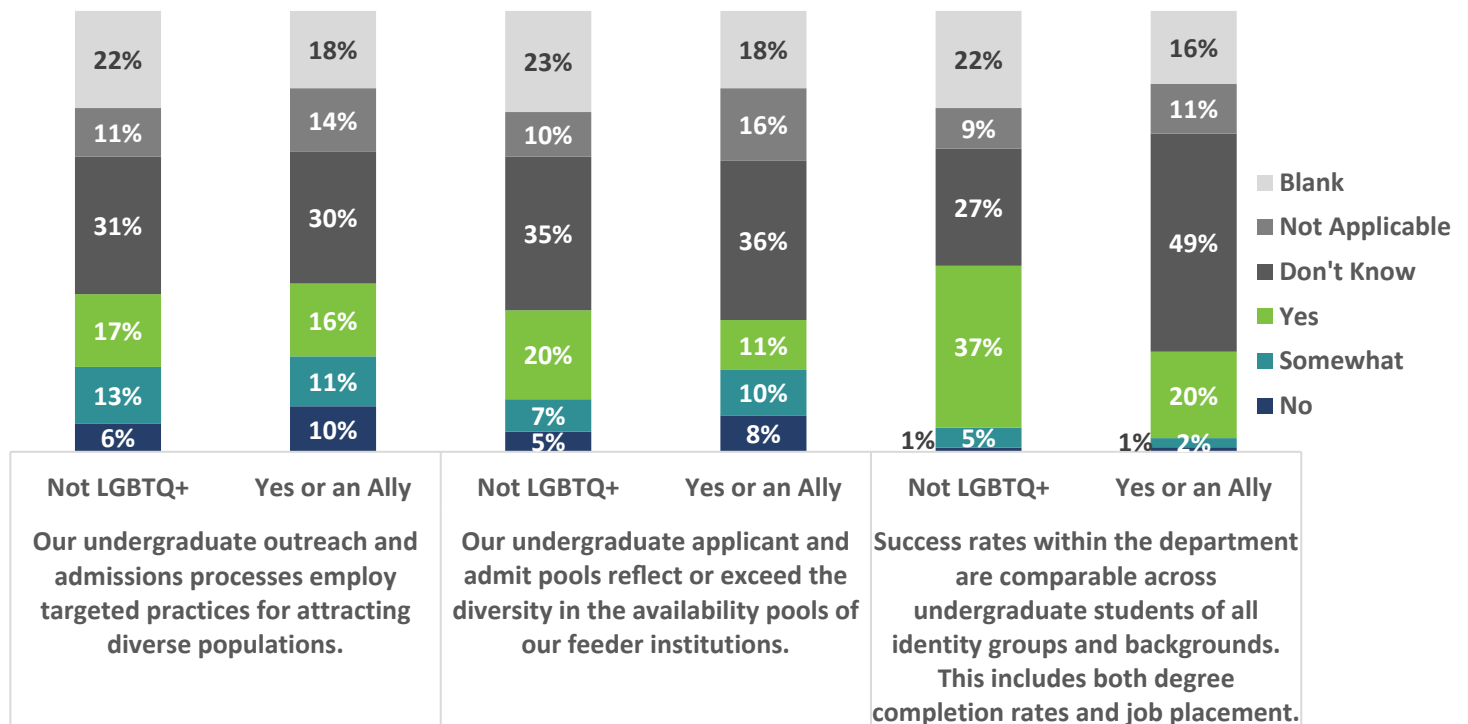
Questions about Undergraduate Students First Generation vs. Not first Generation Perspectives



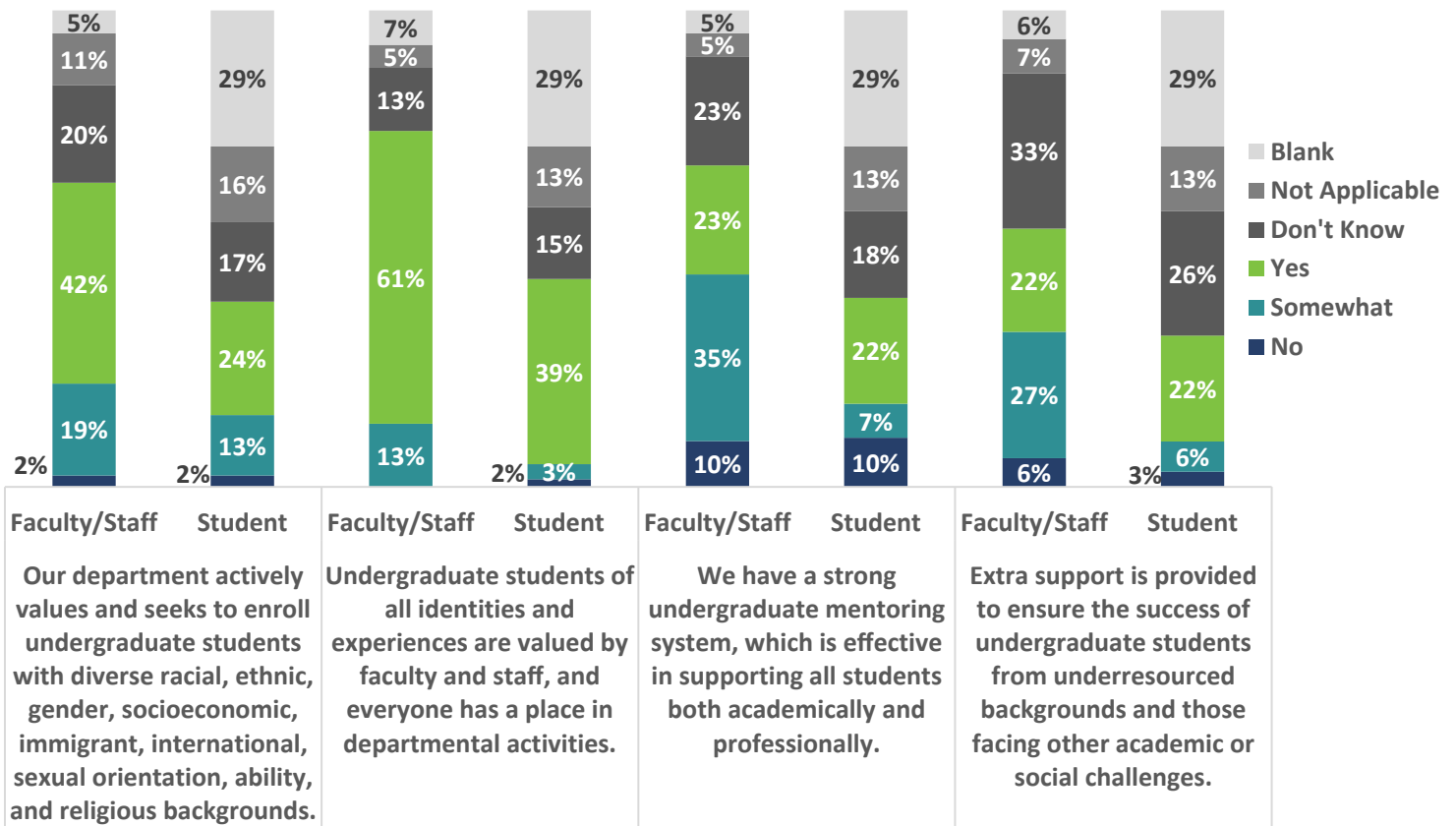
Questions about Undergraduate Students Caucasian vs. People of Color/Hispanic Perspectives



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



Questions about Undergraduate Students Faculty/Staff vs. Student Perspectives

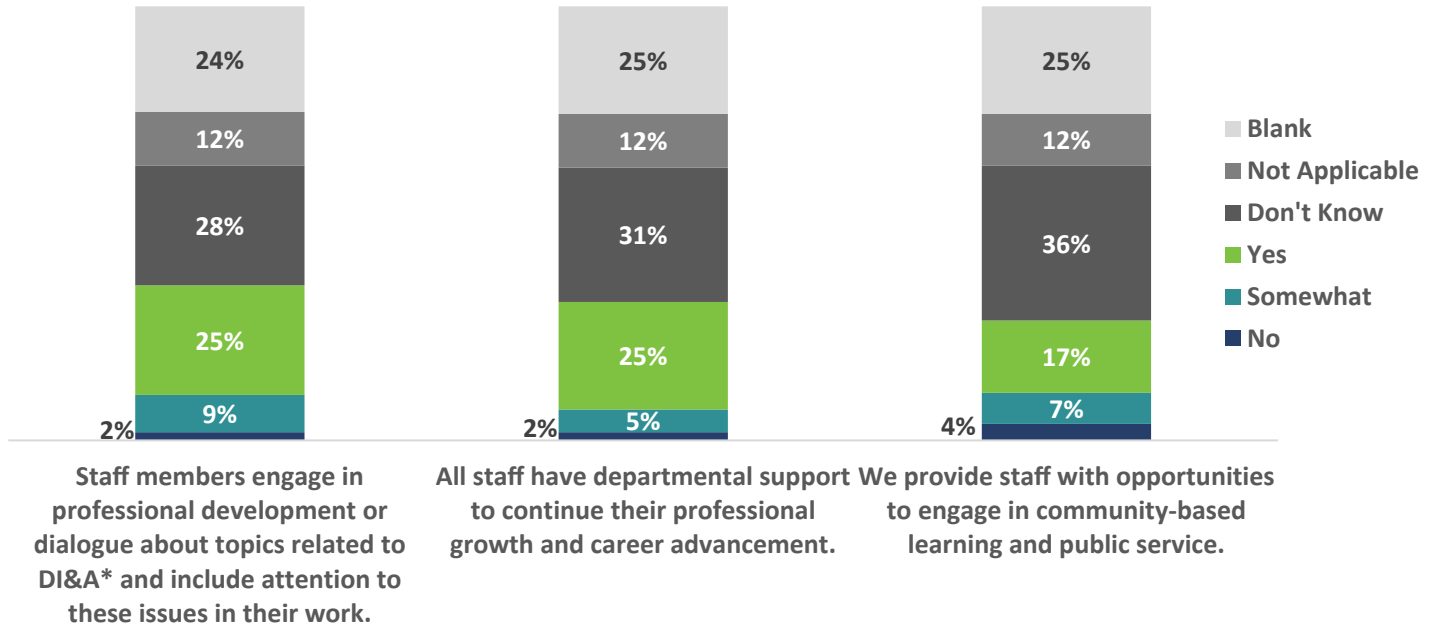


Questions about Staff

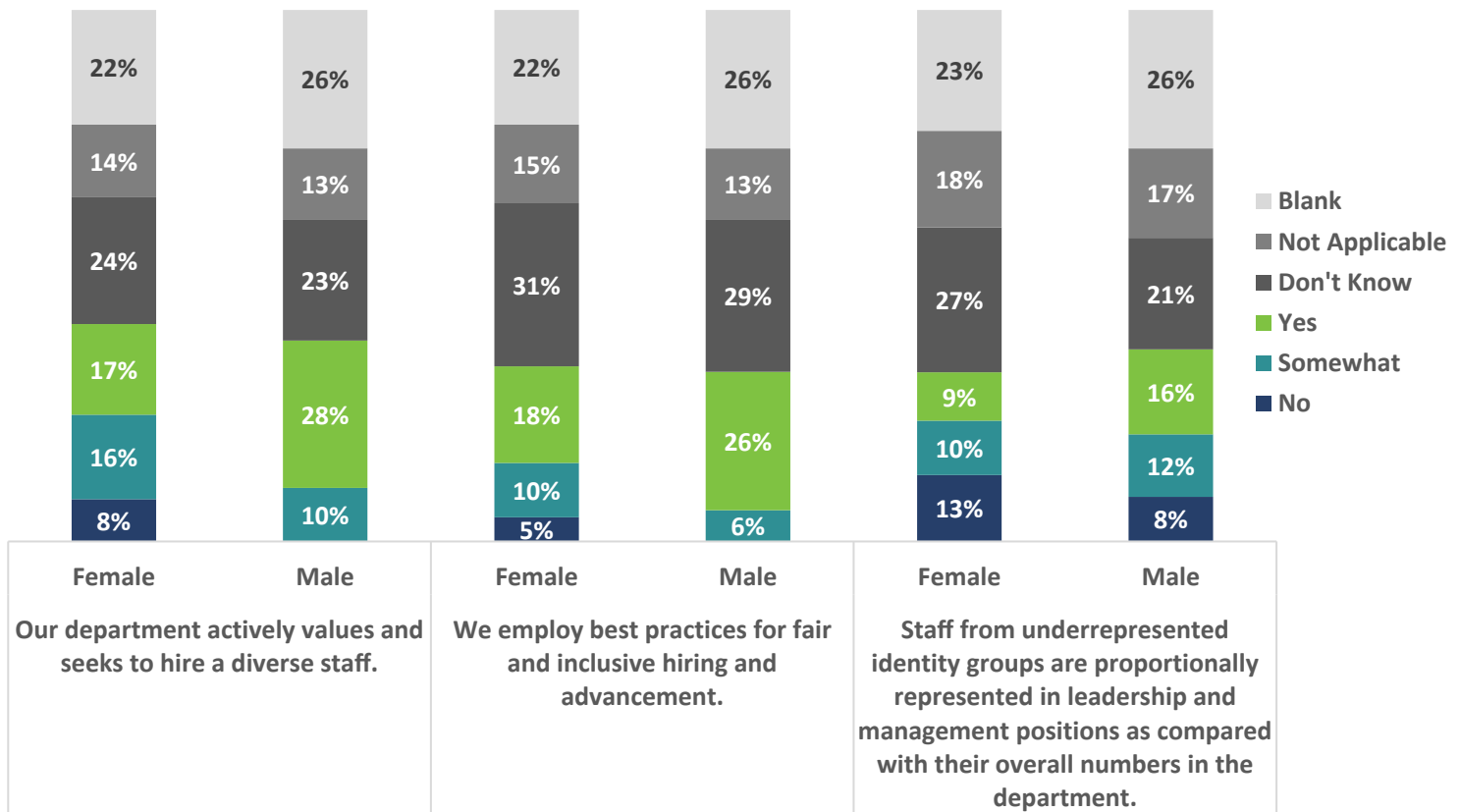
Questions about Staff: Part I



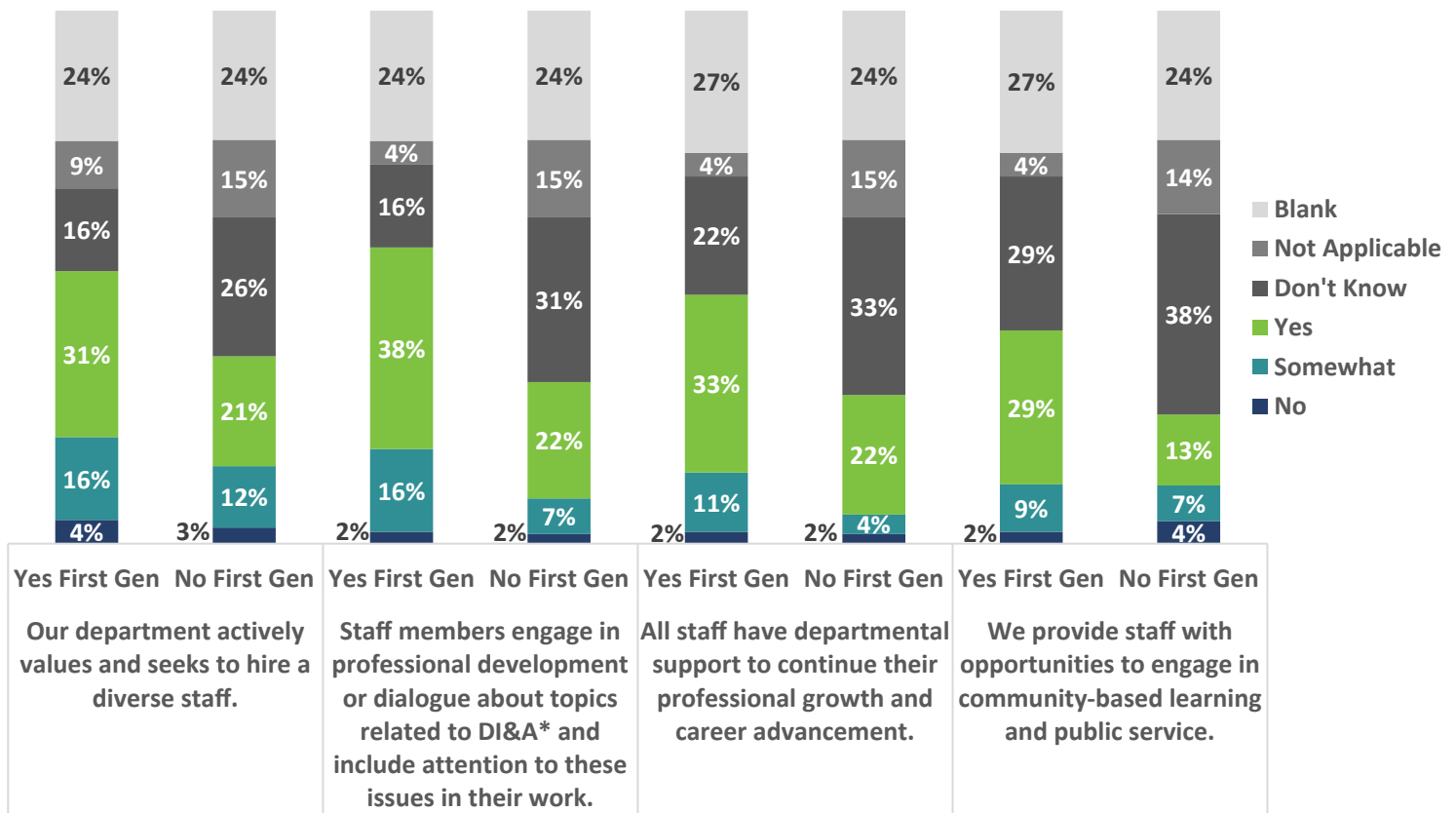
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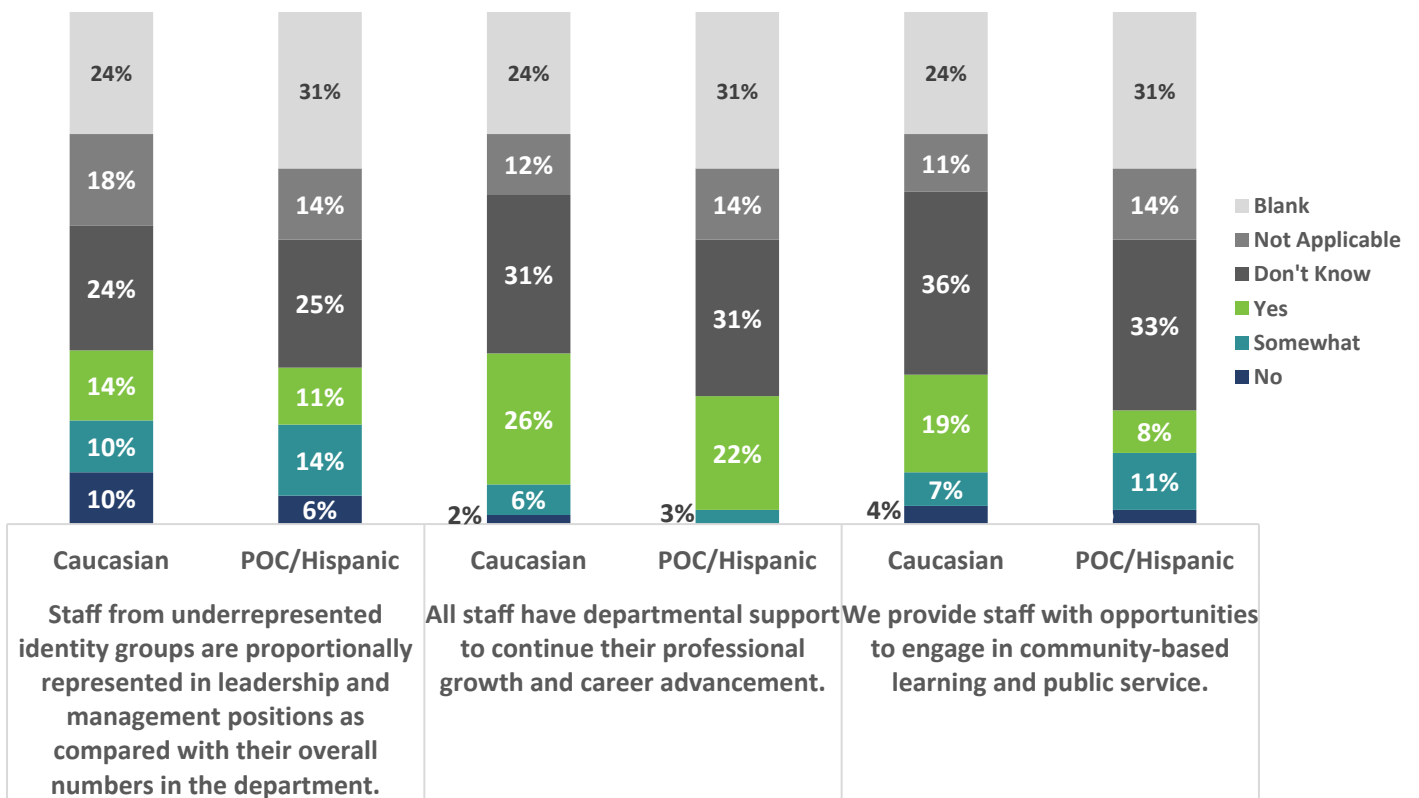
Questions about Staff Female vs. Male Perspectives



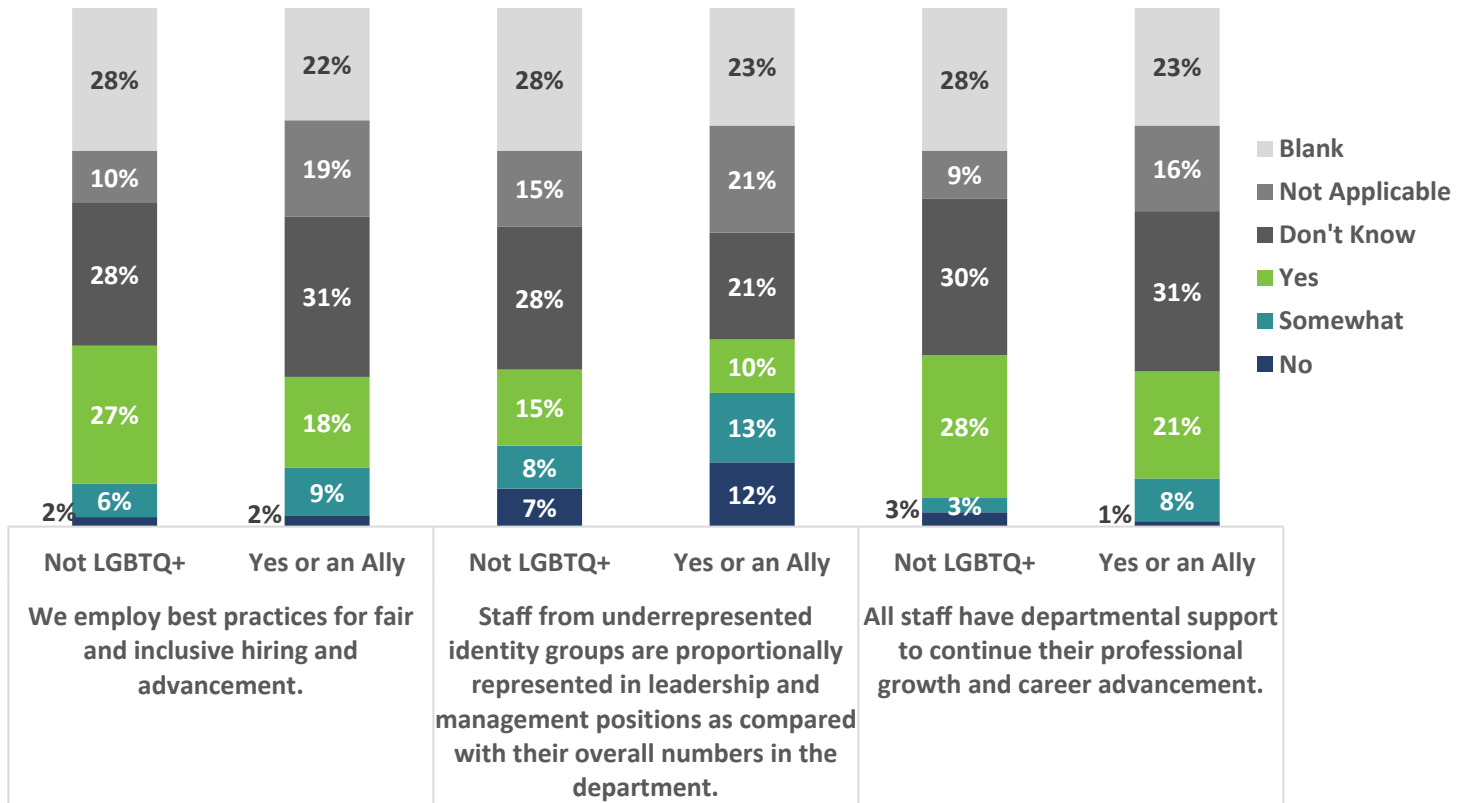
Questions about Staff First Generation vs. Not First Generation Perspectives



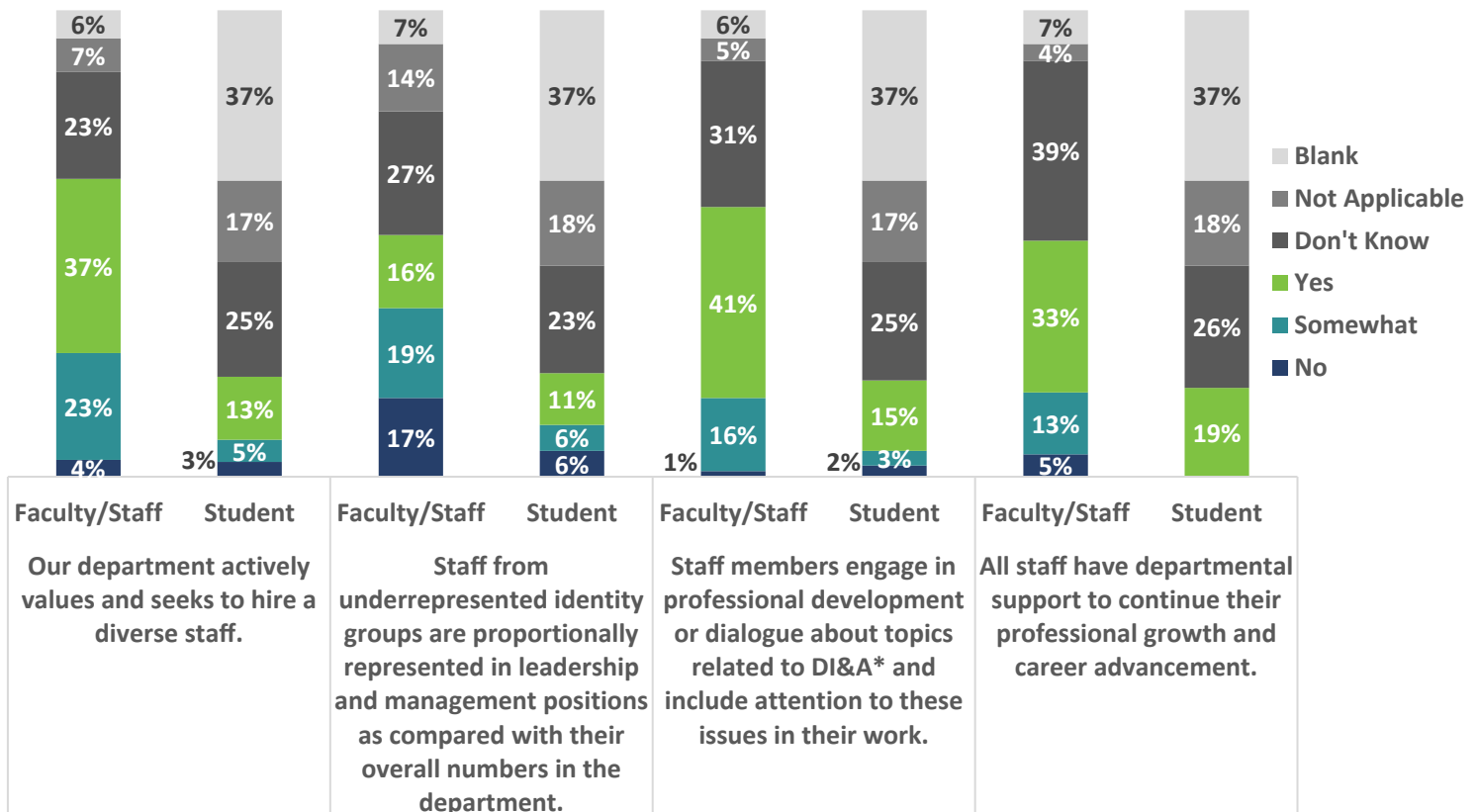
Questions about Staff Caucasian vs. People of Color/Hispanic Perspectives



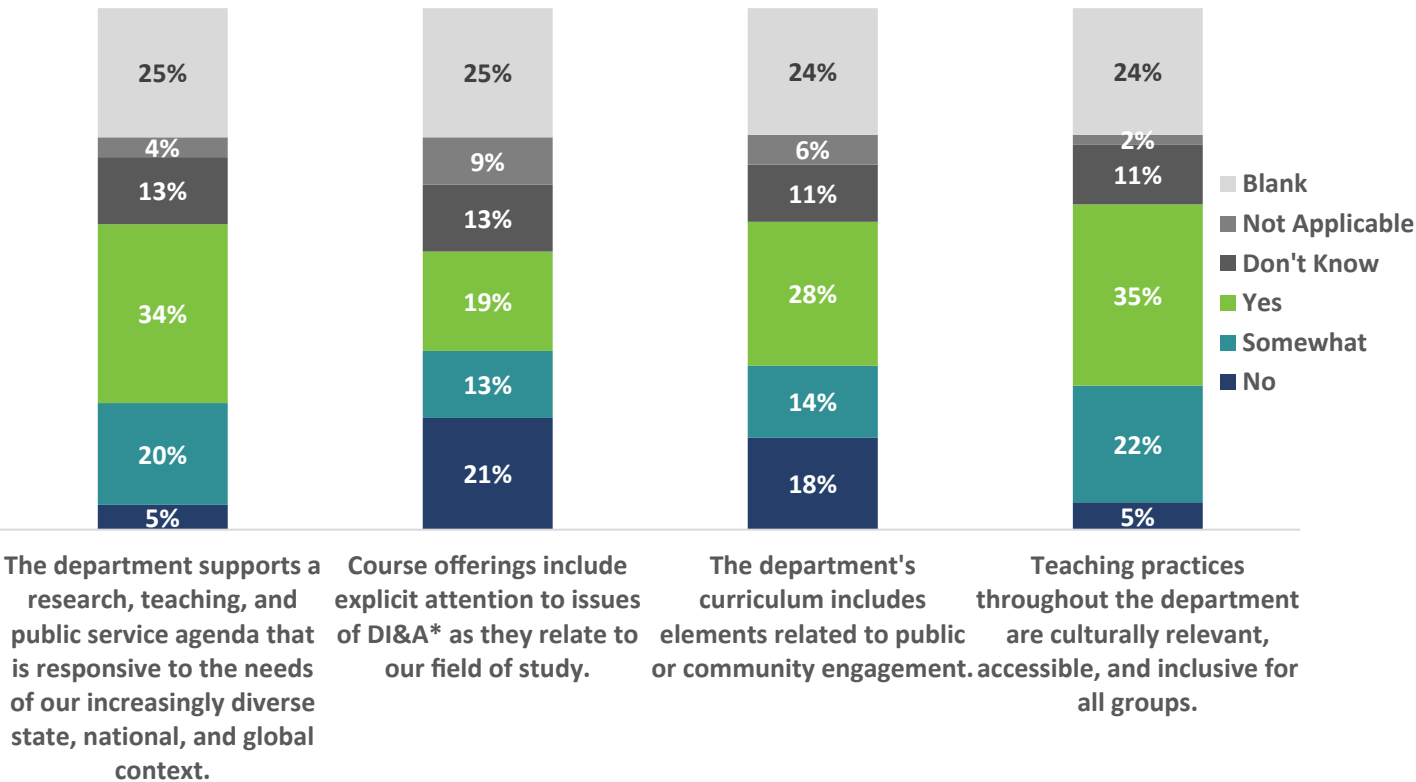
Questions about Staff No Affiliation vs. LGBTQ+ and Allies' Perspectives



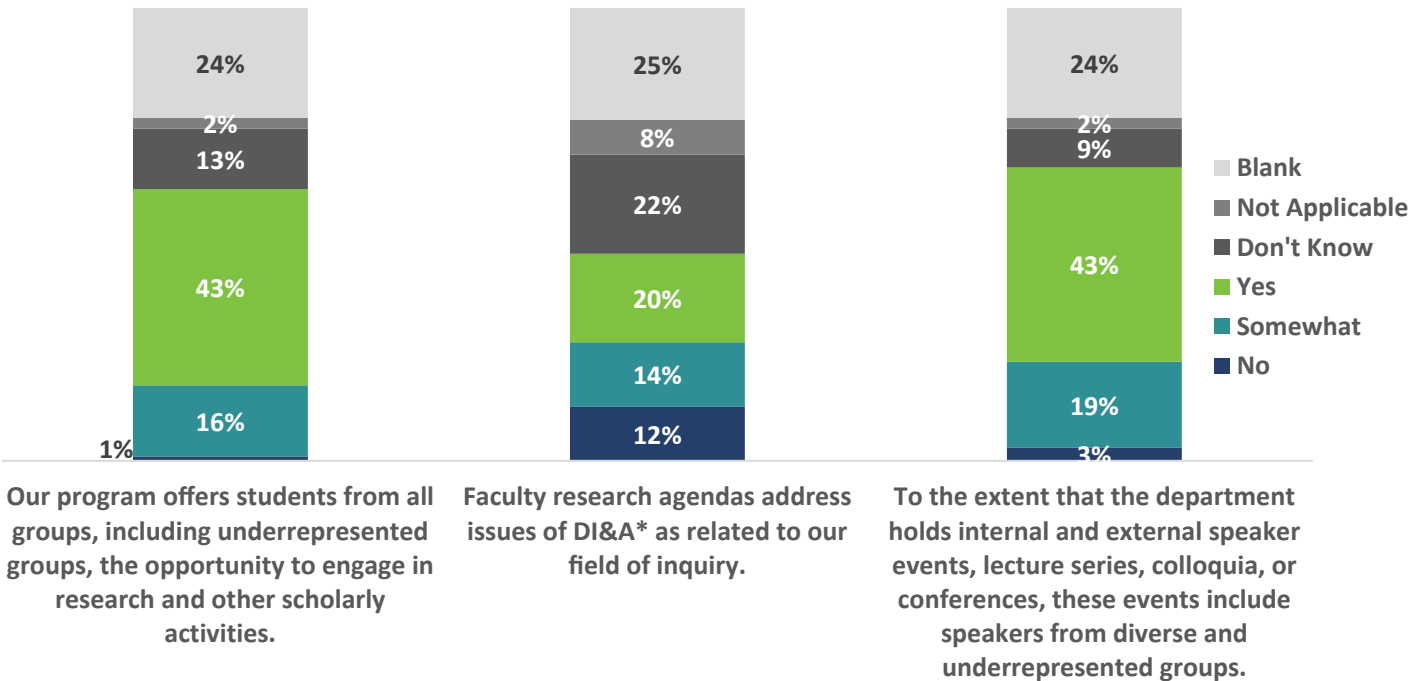
Questions about Staff Faculty/Staff vs. Student Perspectives



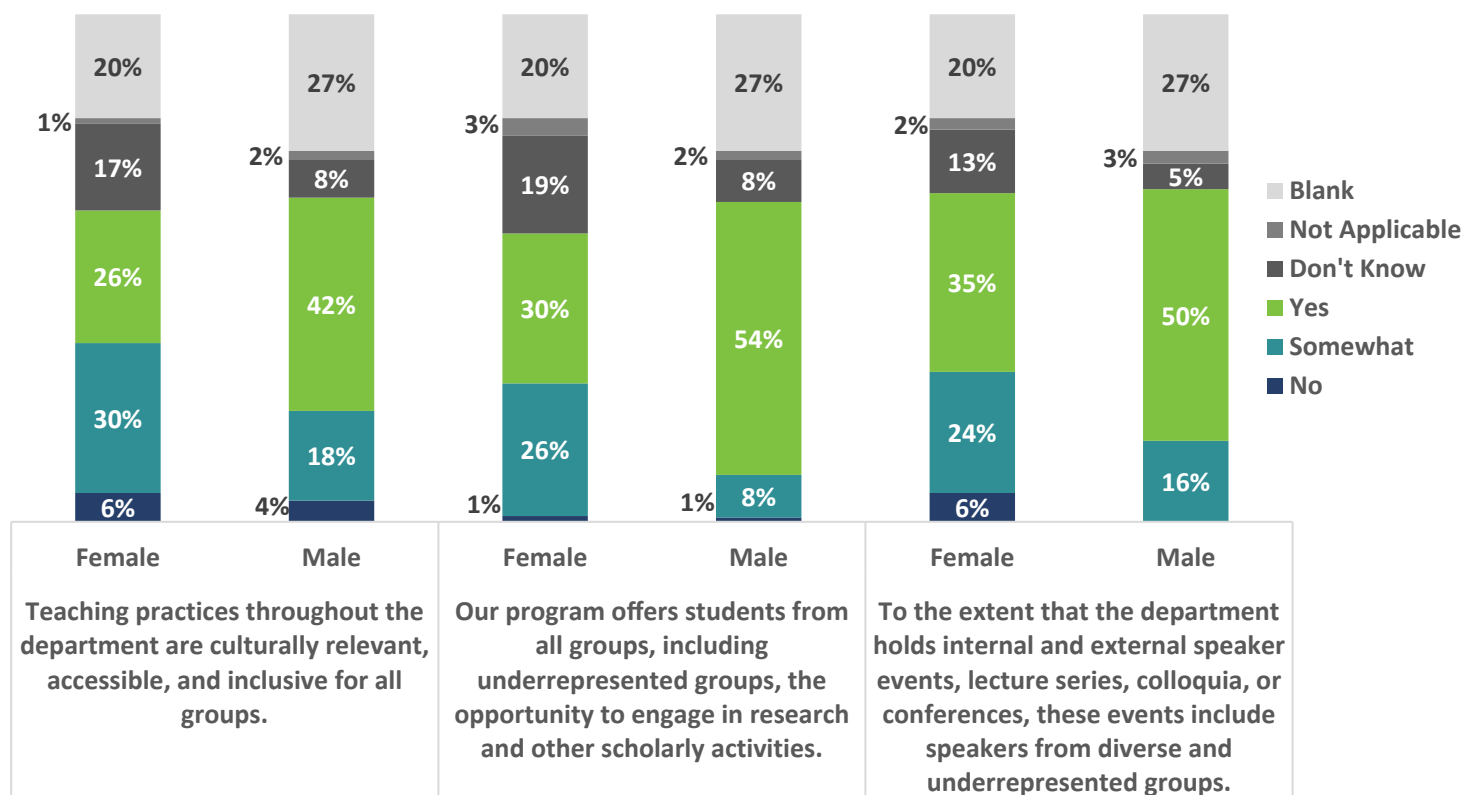
Curriculum, Teaching & Research: Part I



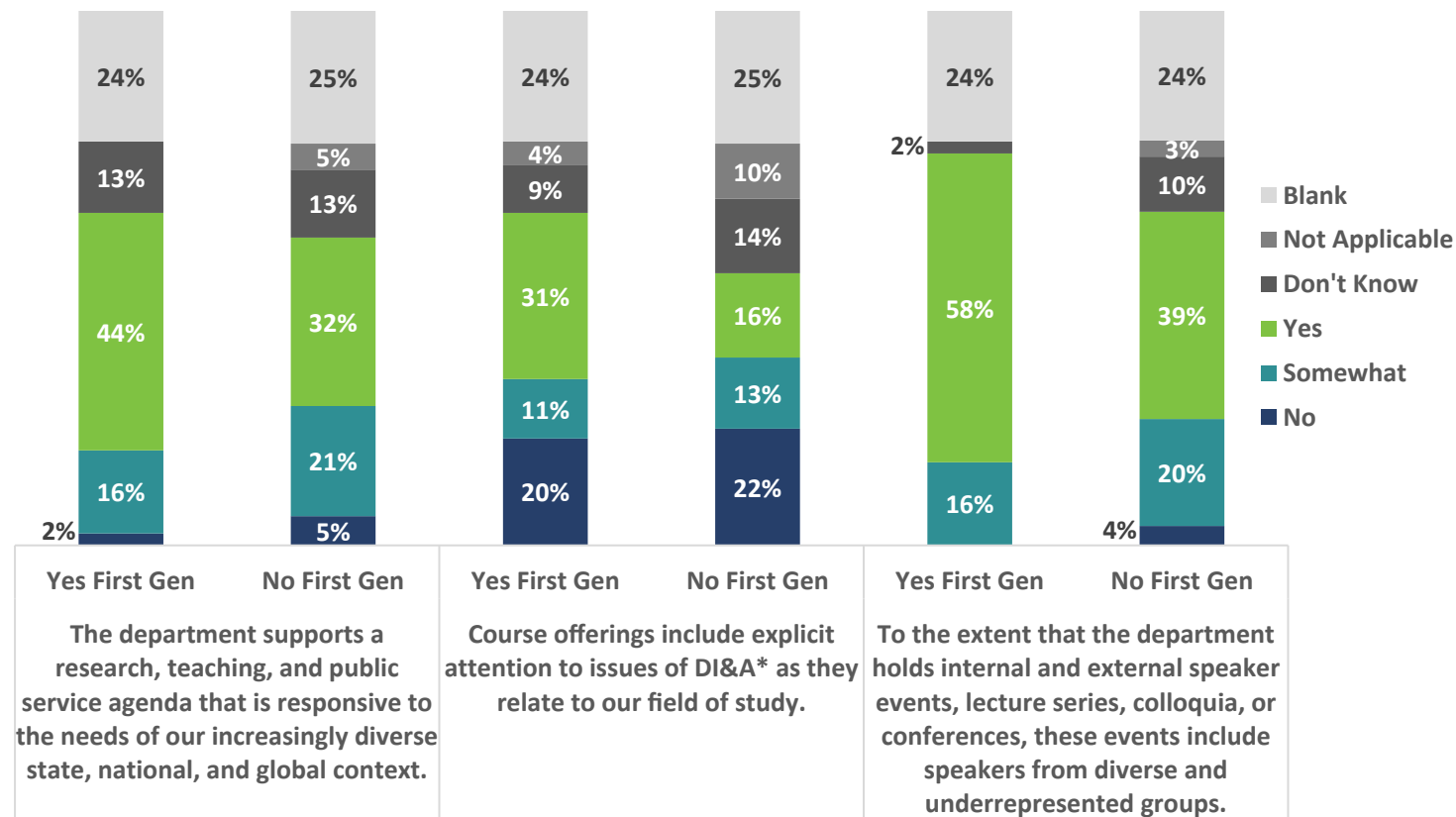
Curriculum, Teaching & Research: Part II



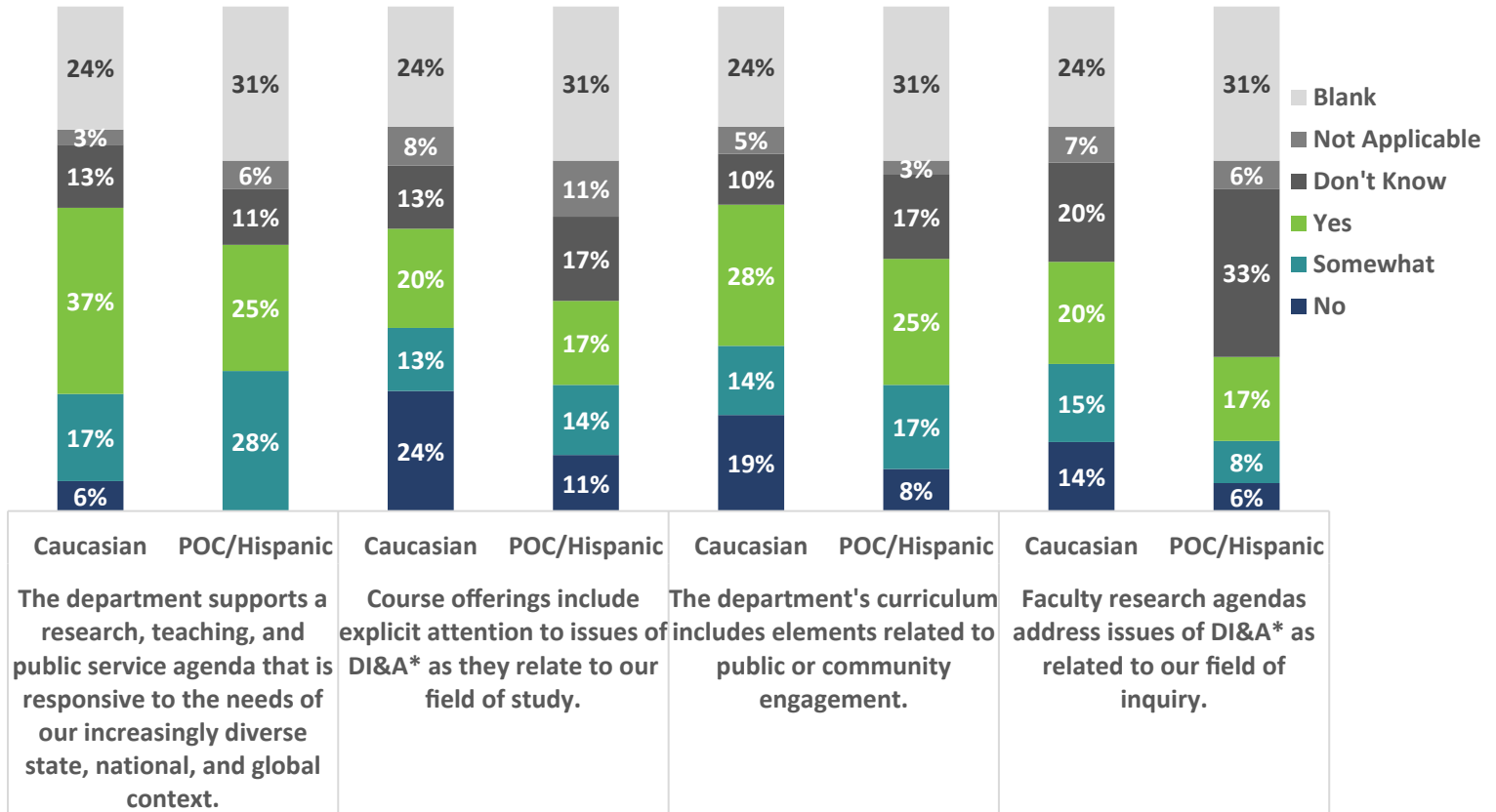
Curriculum, Teaching & Research Female vs. Male Perspectives



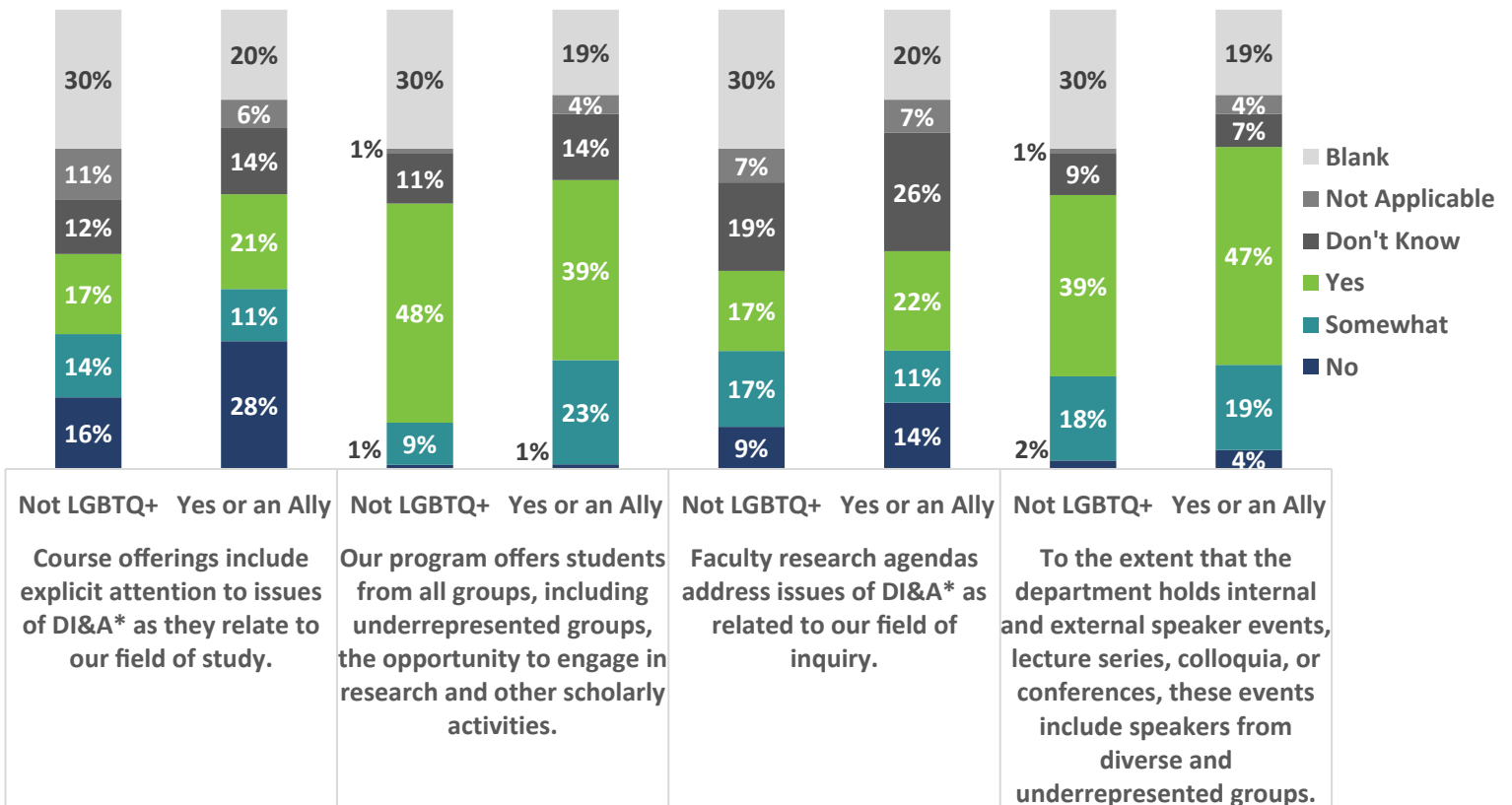
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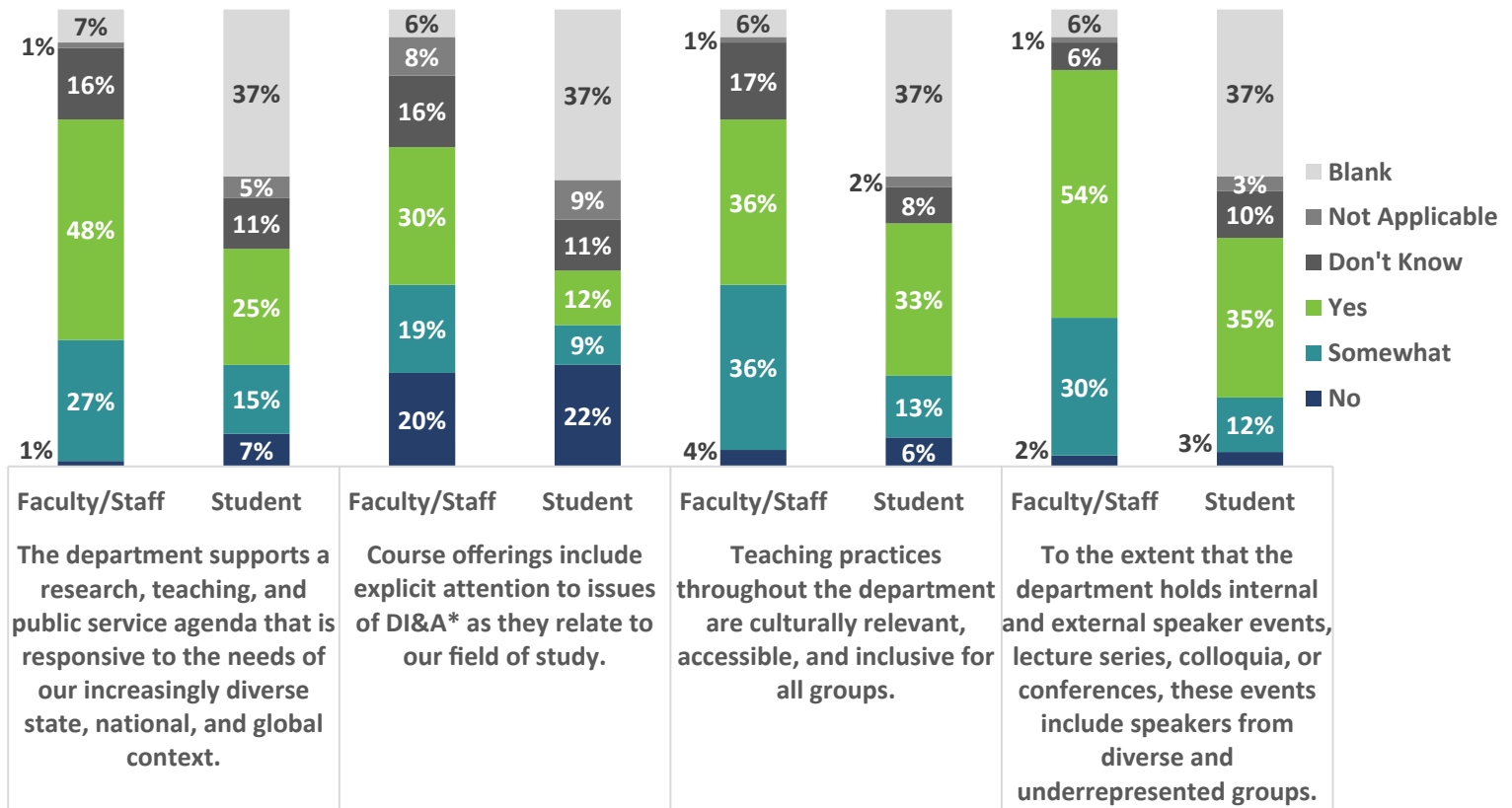
Curriculum, Teaching & Research Caucasian vs. People of Color/Hispanic Perspectives



Curriculum, Teaching & Research No Affiliation vs. LGBTQ+ and Allies' Perspectives

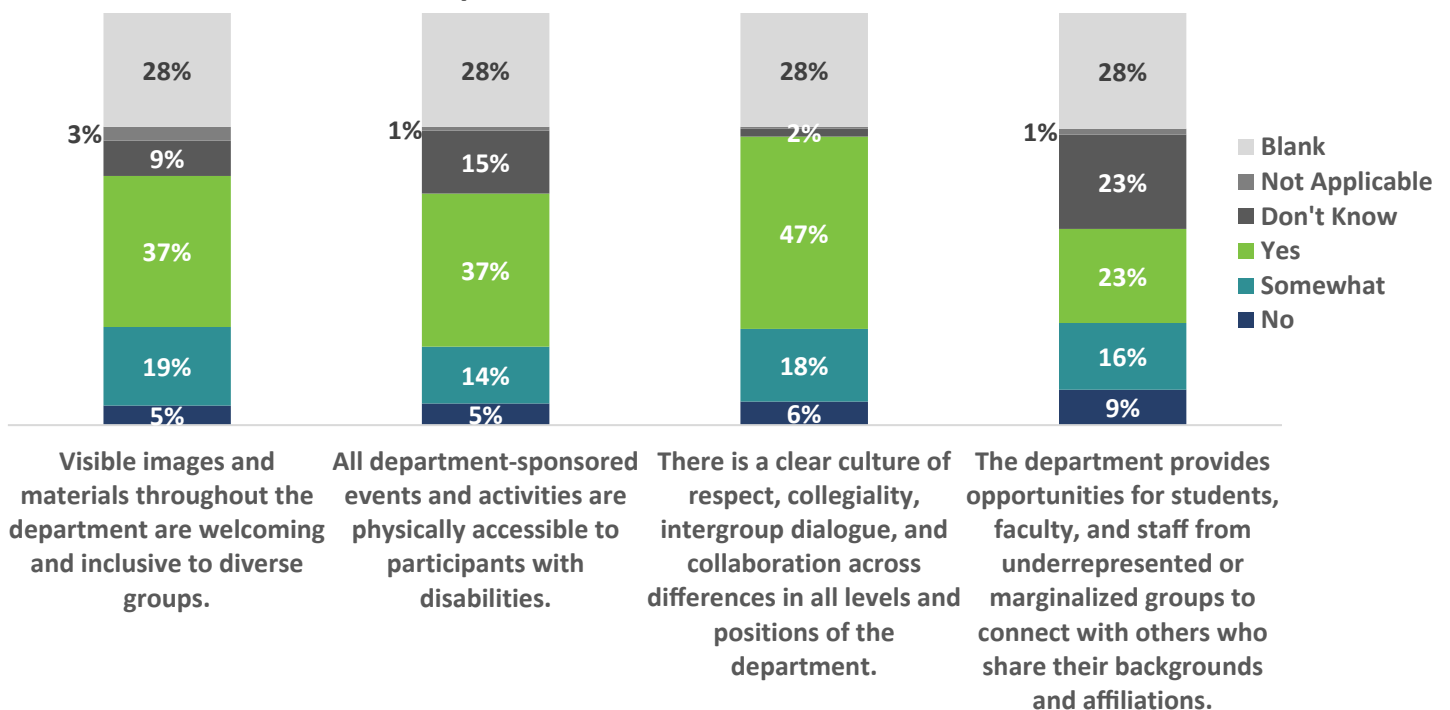


Curriculum, Teaching & Research Faculty/Staff vs. Student Perspectives

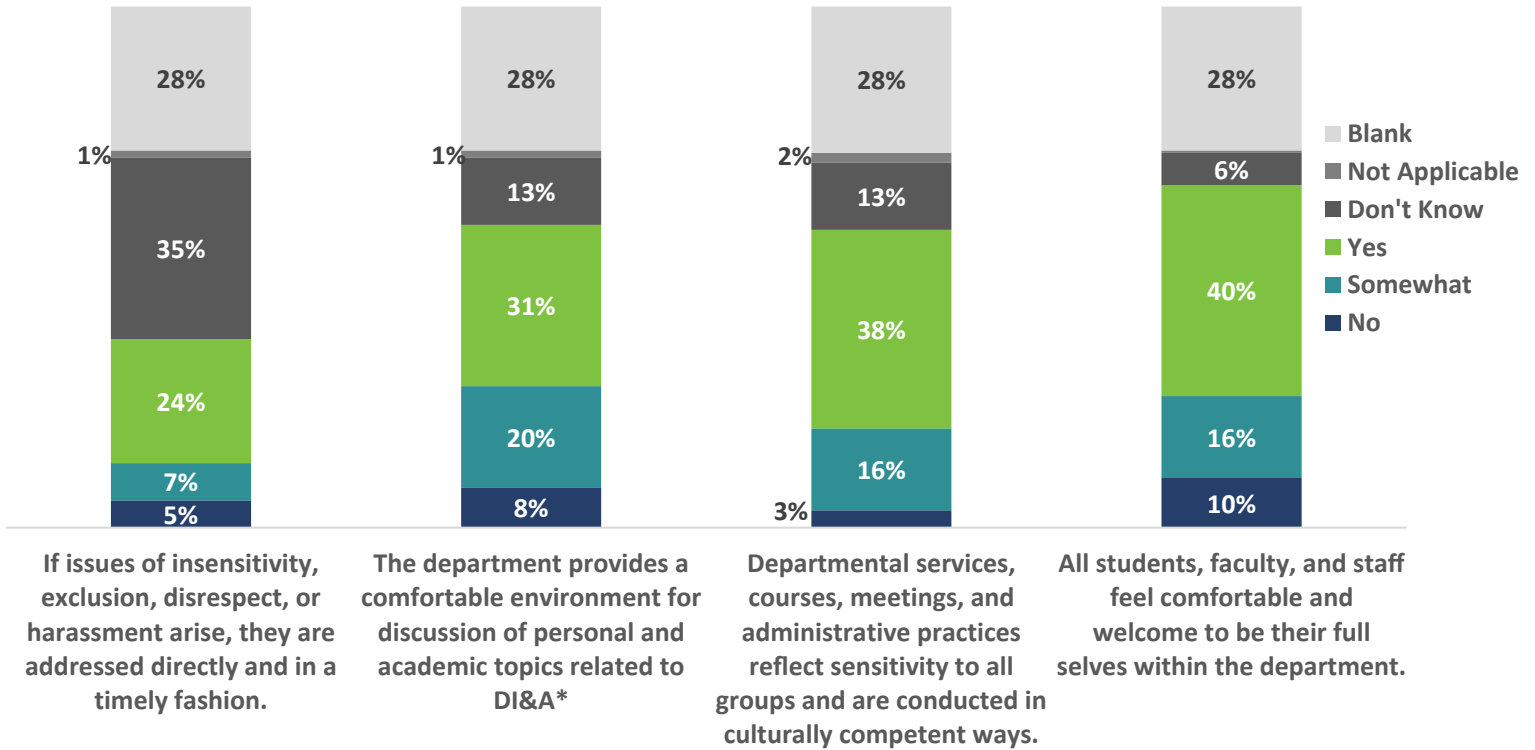


Departmental Climate

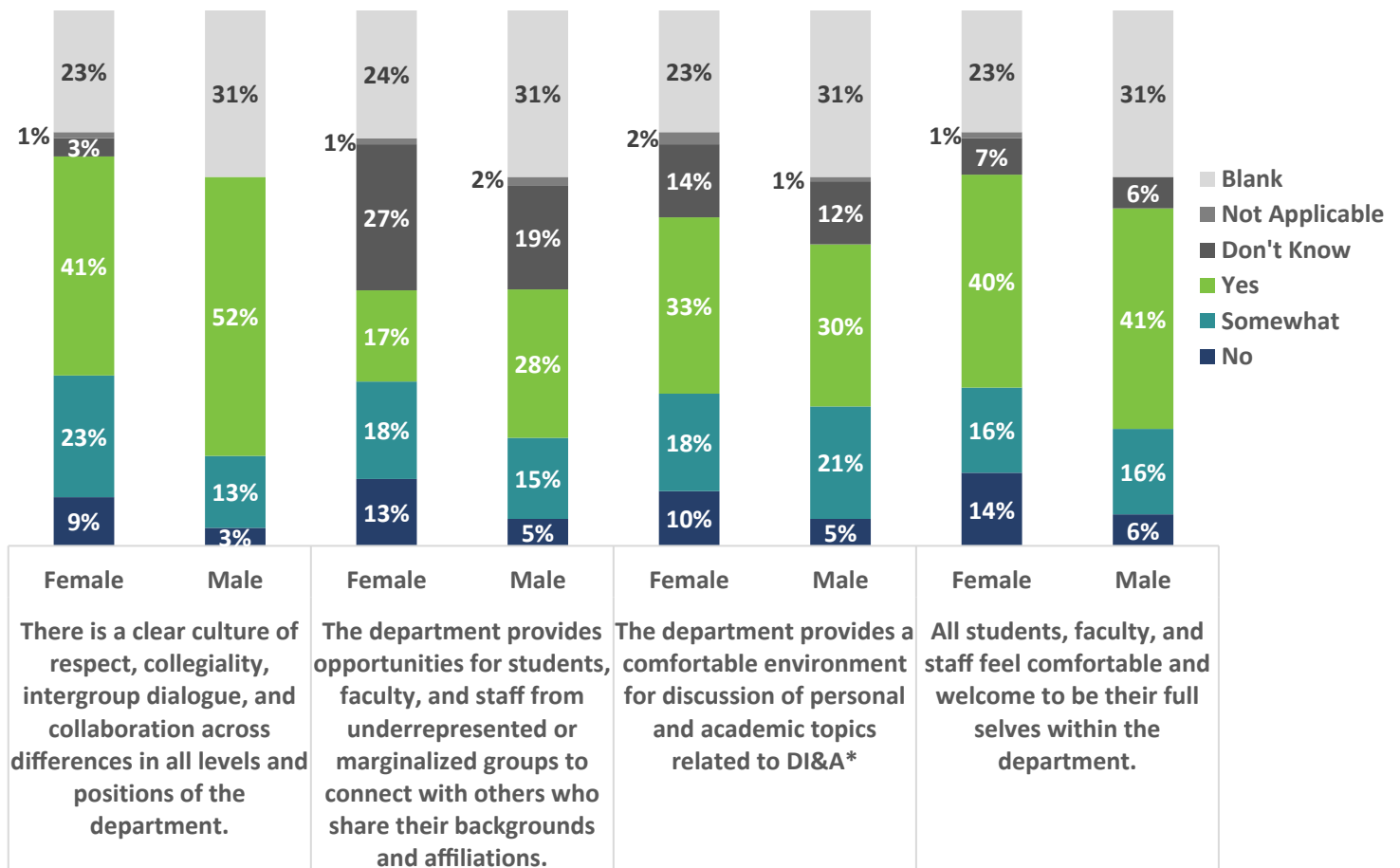
Departmental Climate: Part I



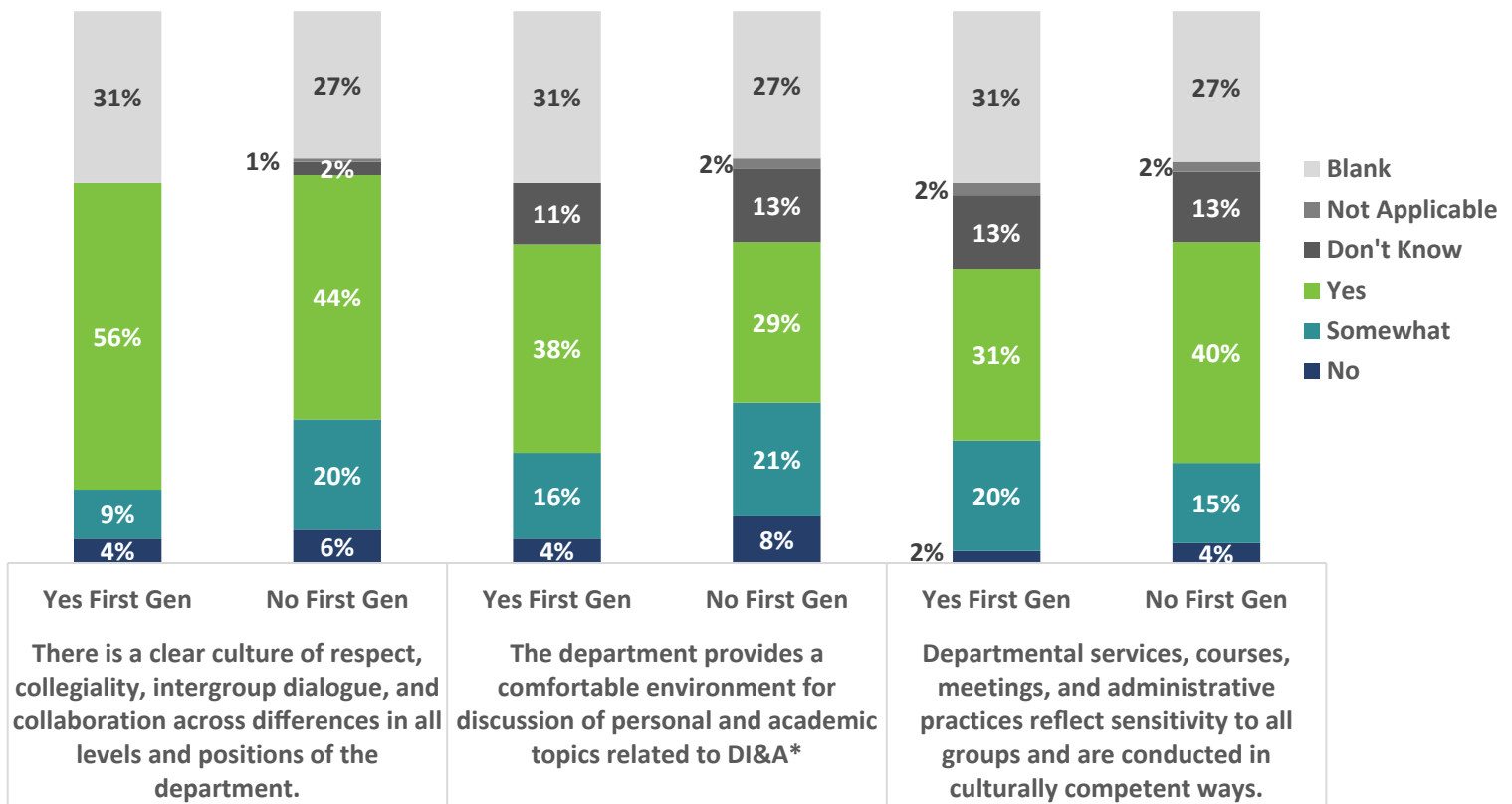
Departmental Climate: Part II



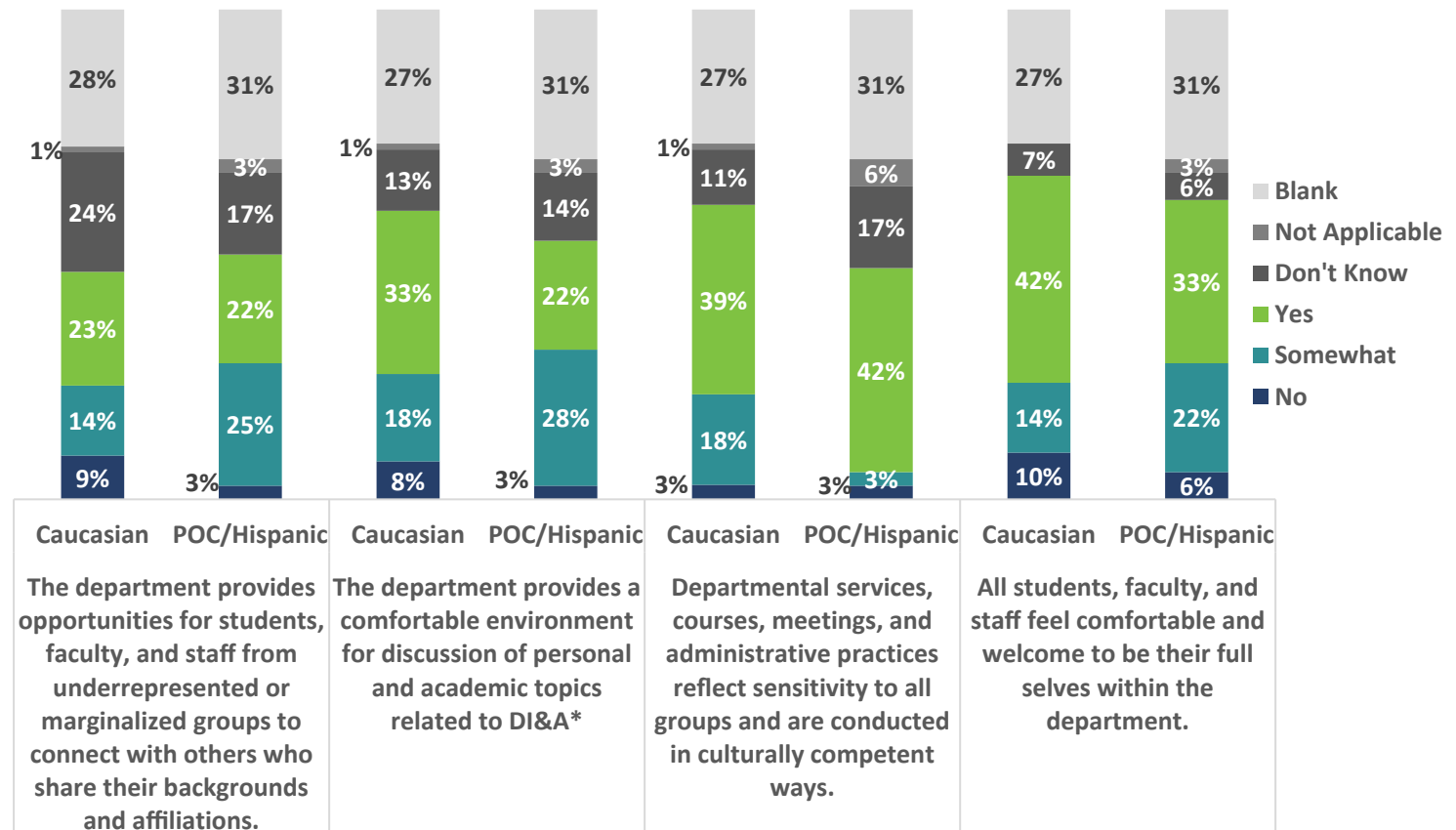
Departmental Climate Female vs. Male Perspectives



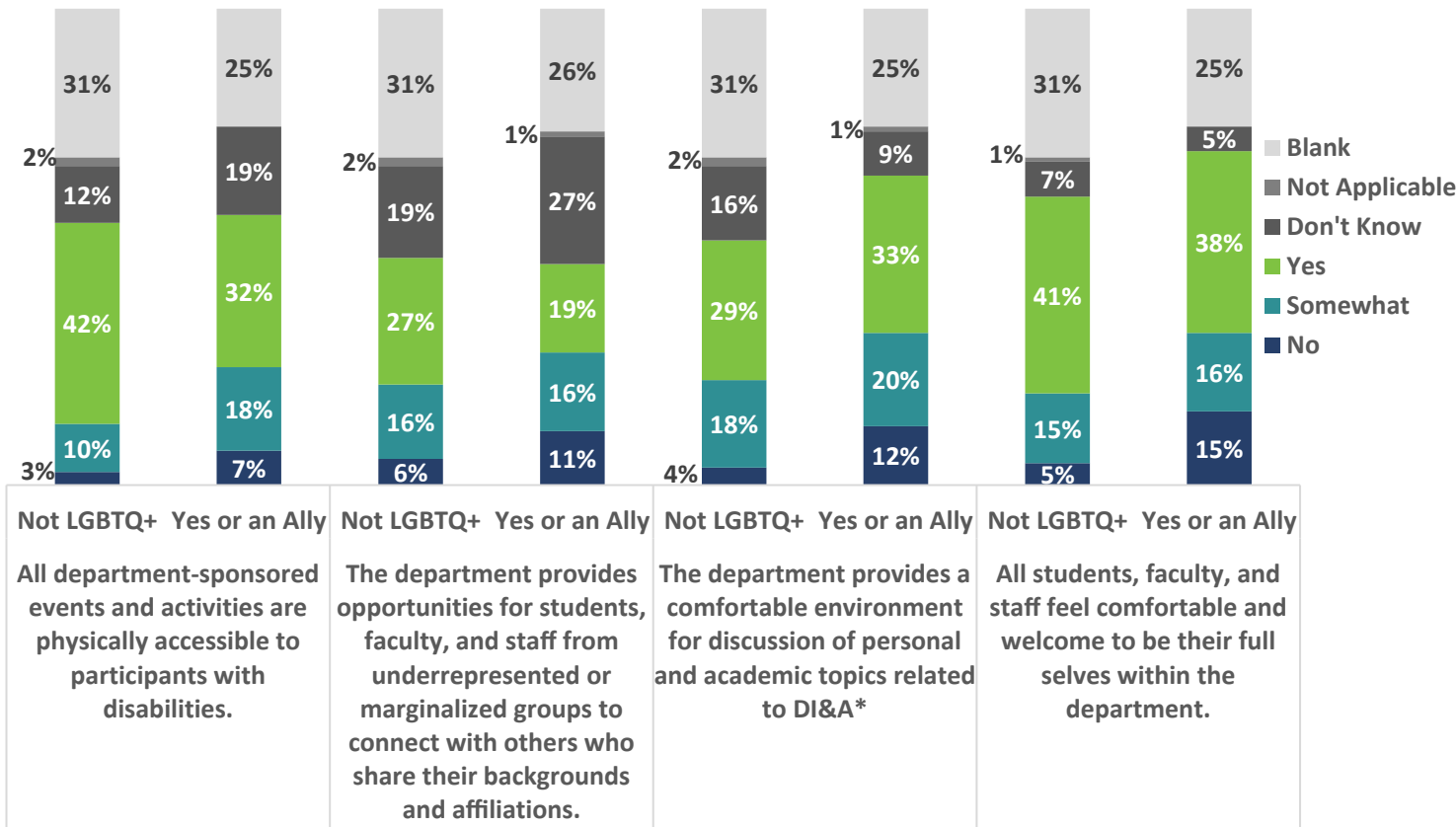
Departmental Climate First Generation vs. Not First Generation Perspectives



Departmental Climate Caucasian vs. People of Color/Hispanic Perspectives



Departmental Climate
No Affiliation vs. LGBTQ+ and Allies' Perspectives



Departmental Climate
Faculty/Staff vs. Student Perspectives

