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Administrative Unit Self-Assessment Survey Aggregate Results

May 2020



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Administrative Unit 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 Administrative Department Self-Assessment Survey is a self-reported data collection instrument that was administered to Administrative units 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 five sections to the survey, with questions grouped by theme:

1. Vision, Leadership & Messaging
2. Research, Teaching & Service
3. Pathways for Access & Success for Staff
4. Pathways for Access & Success for Stakeholders
5. Unit Climate

Three administrative units administered the survey yielding a total of 53 participants (*Figure 1*). Of those 53 participants, almost half (49%) were Administrative Faculty and nearly one-third were Classified Staff (30%). Academic or Library Faculty respondents comprised 17% of the total survey population (*Figure 10*).

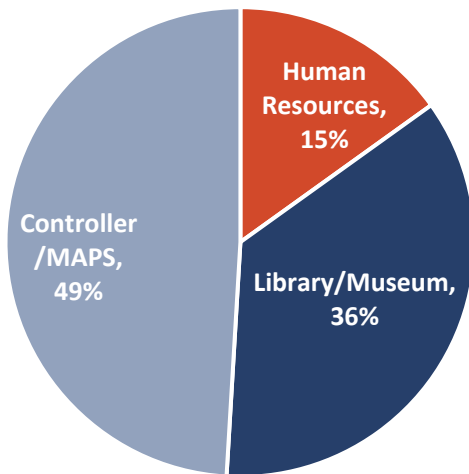


Figure 1: Survey respondents by administrative unit.

Survey results indicate that nearly three-quarters (74%) of respondents believe that their department is actively committed to issues relating to DI&A (*Figure 2*). However, despite units' commitments to DI&A, respondents believe little is done in terms of tracking DI&A data to evaluate efforts and improve programming or processes (*Figure 3*).

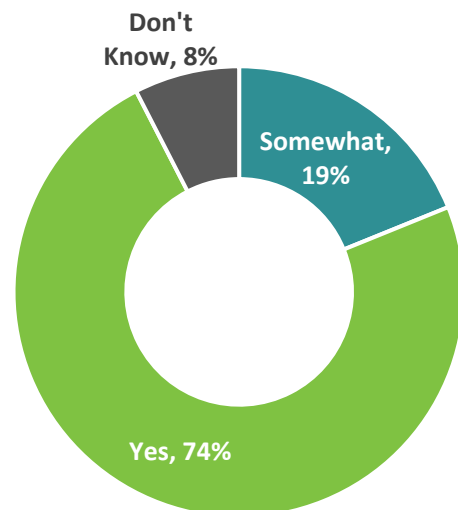
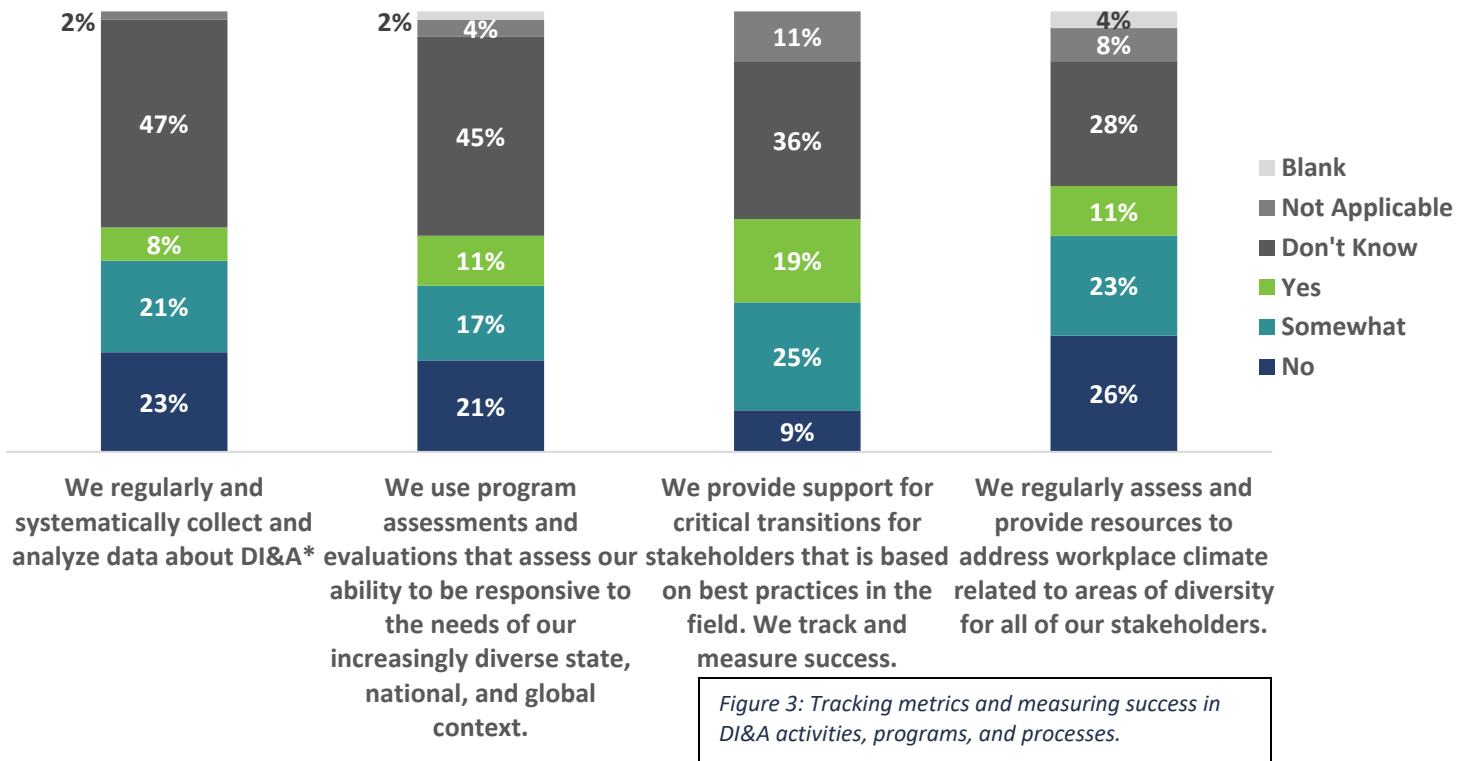


Figure 2: Question: Our unit is actively committed to issues of DI&A*



When asked about professional development and mentoring, over 40% of respondents consistently say that Mines does provide these services in support of DI&A, with the exception of employing mentoring practices to students to impact graduation and retention rates (Figure 4).

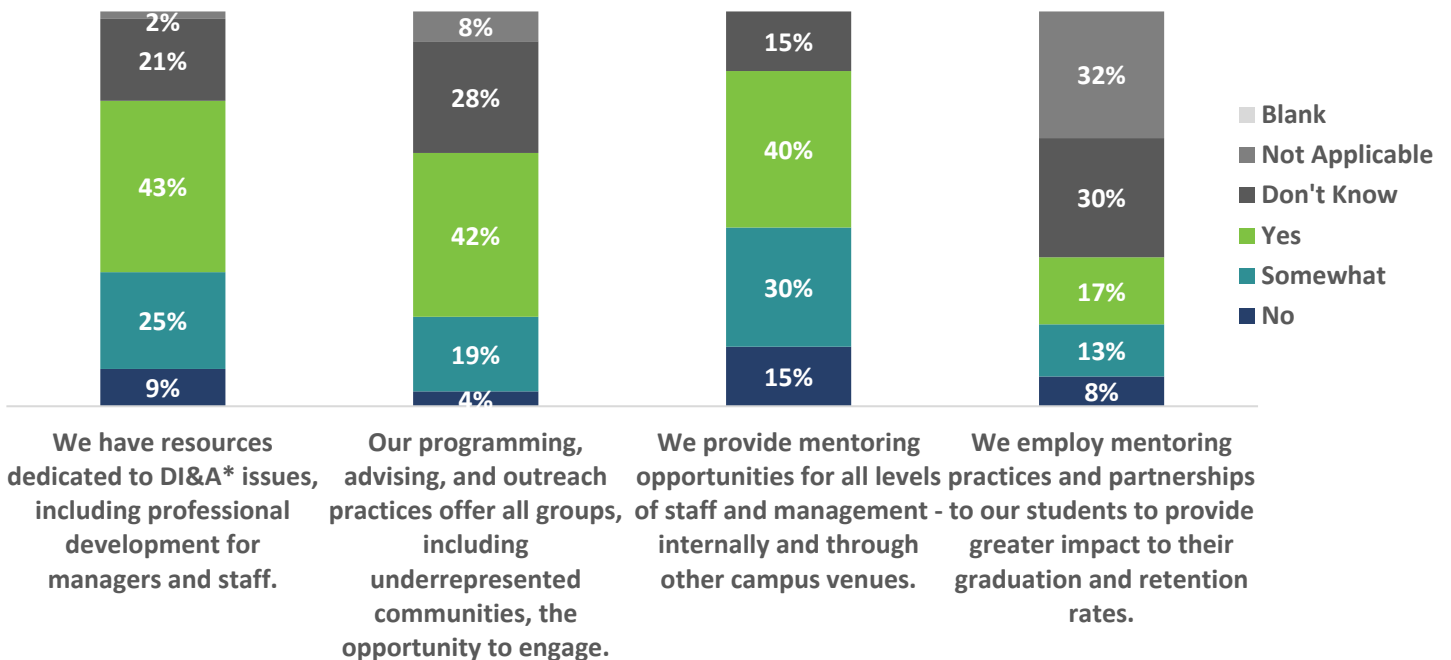


Figure 4: Do DI&A resources, programming, and processes offer professional development and mentoring opportunities to all individuals, including underrepresented groups, in our units.

Respondents seem split between whether staff from underrepresented groups are being proportionally represented in leadership positions (Figure 5). Interestingly, this opinion is split by gender; 15% of male respondents say underrepresented groups are not proportionally represented whereas 31% of women indicated the same response.

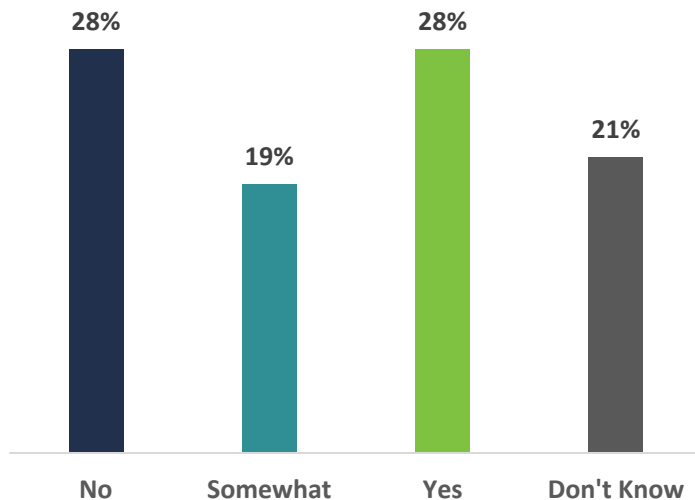


Figure 5: Respondents' perceptions of staff from underrepresented groups being proportionally represented in leadership positions in the department.

When asked about fair and inclusive hiring, advancement, and recognition practices, between 50% and 70% of respondents agree that their unit: (1) actively seeks to hire diverse staff, (2) employs best practices for fair and inclusive hiring and advancement, and (3) provides all staff support to continue professional growth and career advancement. However, more respondents find that the unit does not (17%) or only somewhat (30%) provides fair and transparent recognition processes for achieving excellence across positions (Figure 6). This finding may relate to Figure 5 and the discrepancy between respondents' perceptions about staff from underrepresented groups being proportionally advanced or hired in leadership positions in the unit.



Figure 6: Respondents' perspectives about inclusive and fair hiring, advancement, and recognition

Lastly, 11% of survey respondents reported that they do not think that there is a clear culture of respect, collegiality, intergroup dialogue, or collaboration within the unit and across all levels and positions. However, nearly half of respondents disagree and do think the unit does well in supporting differences and collegiality within the unit (*Figure 7*).

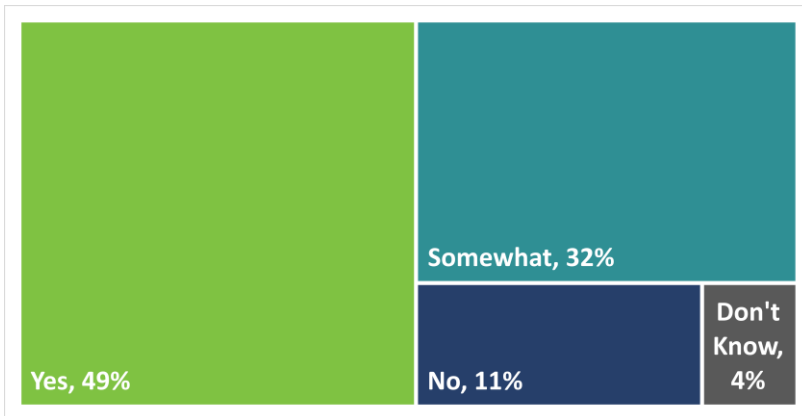


Figure 7: There is a clear culture of respect, collegiality, intergroup dialogue, and collaboration across differences in all levels and positions of our unit.

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Administrative Unit 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 academic departments and administrative units 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 five sections:

1. Vision, Leadership & Messaging
2. Research, Teaching & Service
3. Pathways for Access & Success for Staff
4. Pathways for Access & Success for Stakeholders
5. Unit 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' and units' 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 administrative units who participated in the survey were aggregated and analyzed to provide baseline information. Three administrative units administered the survey yielding a total of 53 participants. Aggregate analyses include Library & Museum, Controller's Office & MAPS, and Human Resources (*Figure 9*).

Each of these administrative units received individualized reports outlining their results. Analyses for each of the five 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 only include gender due to the small number of responses. In many cases, questions had some respondents who left the answer choice blank. We included these blank responses in our analyses to provide 100% stacked bar graphs.

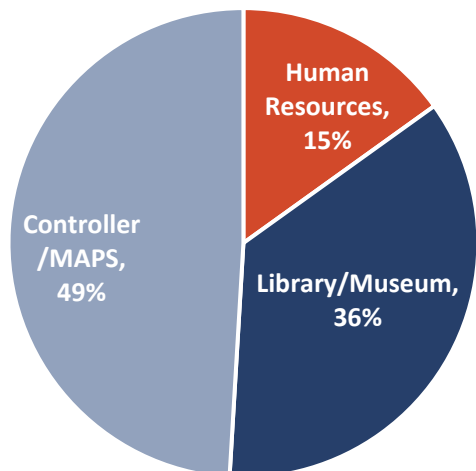


Figure 8: Survey respondents by administrative unit.

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/staff development, and administrative processes, for example. Following the demographic information are survey results

organized by section found within the instrument. Within each of the five survey sections, we display the aggregate data and key interesting breakdowns by gender.

Survey Respondents

There were 53 individuals who participated in the Administrative unit Department Self-Assessment Survey (n = 53). Almost half (49%) of respondents are Administrative Faculty, nearly a third (30%) are Classified staff, and 17% are academic or library faculty (Figure 10).

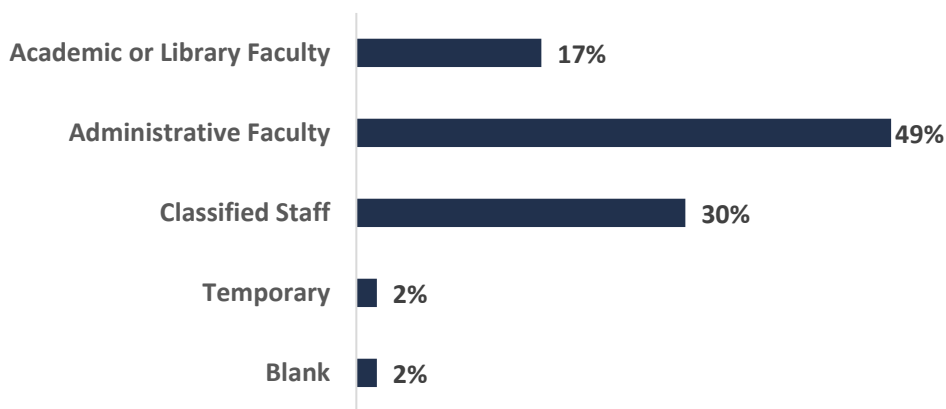


Figure 9: Survey respondents by Department Affiliation.

The following graphs provide information about participants' demographic breakdowns by different identity groups. Included are graphs of first-generation status, gender, LGBTQ+ affiliation, and race/ethnicity. The primary race/ethnicity of survey participants was Caucasian (77%) with the next leading demographic being individuals who are Hispanic or Latinx (11%), see Figure 12.

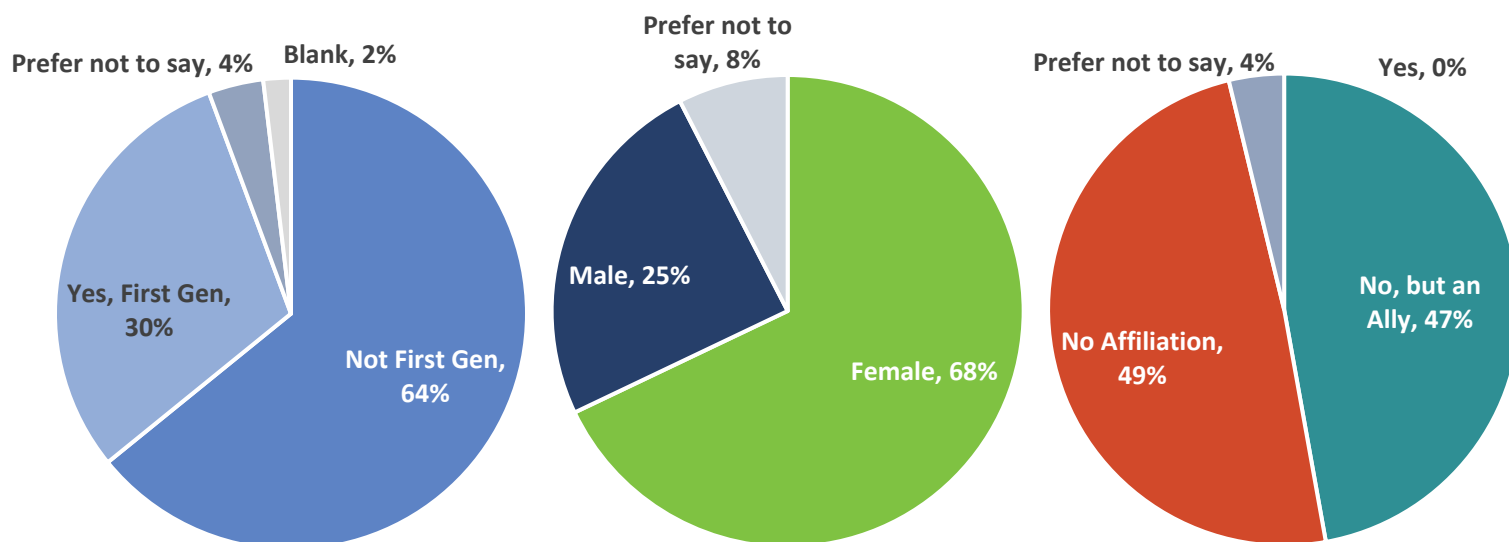


Figure 10: Survey respondents' demographics by (1) First Generation Status, (2) Gender, and (3) LGBTQ+ affiliation.

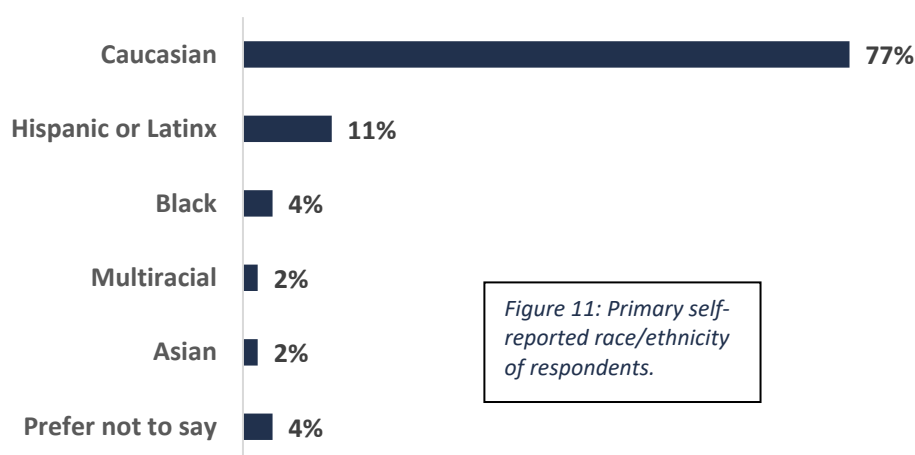


Figure 11: Primary self-reported race/ethnicity of respondents.

Final Thoughts

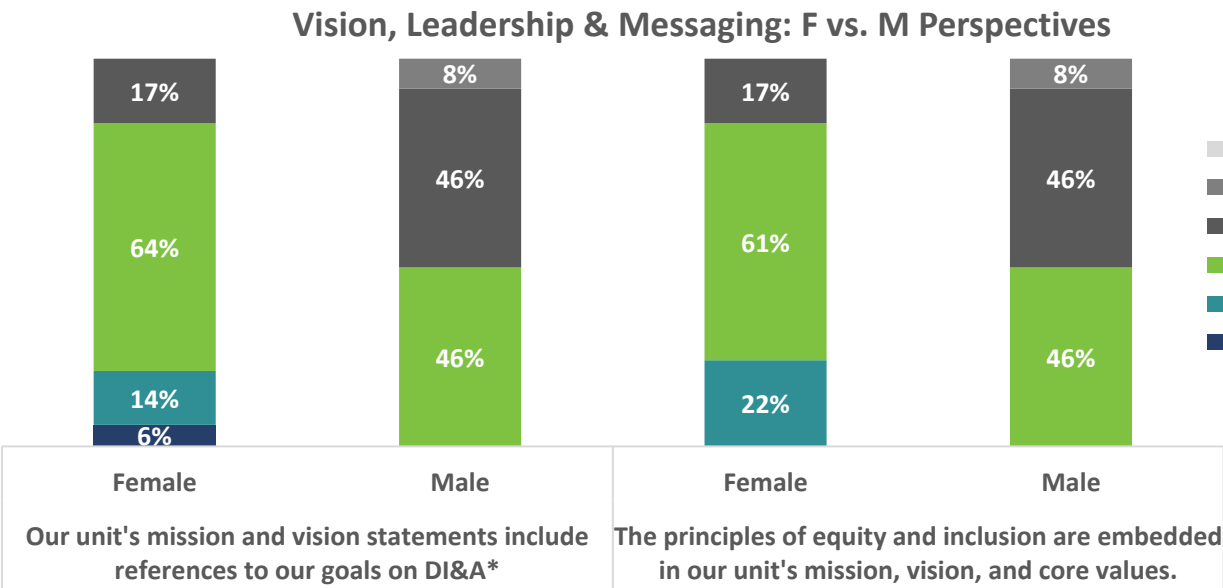
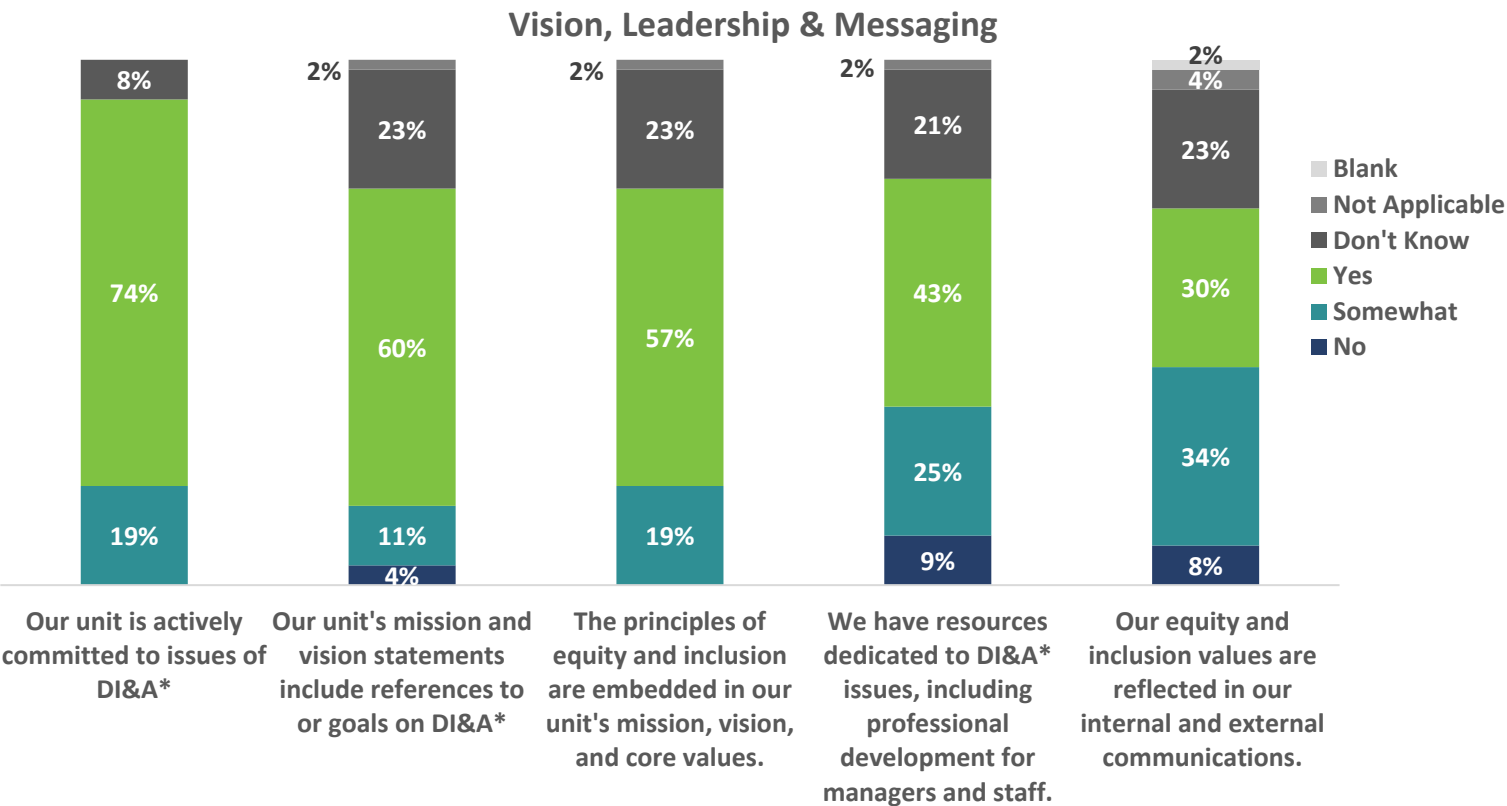
The Department Self-Assessment Survey instrument is only one way in which DI&A at Mines is providing data in service of our Strategic Plan. Other data collection efforts used to inform DI&A activities include Town Halls and the forthcoming “Modern Think” Climate Survey, which will be administered by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

Below are the aggregated Administrative units’ Department Self-Assessment results. Please contact DI&A staff with any inquiries regarding these data or next steps.

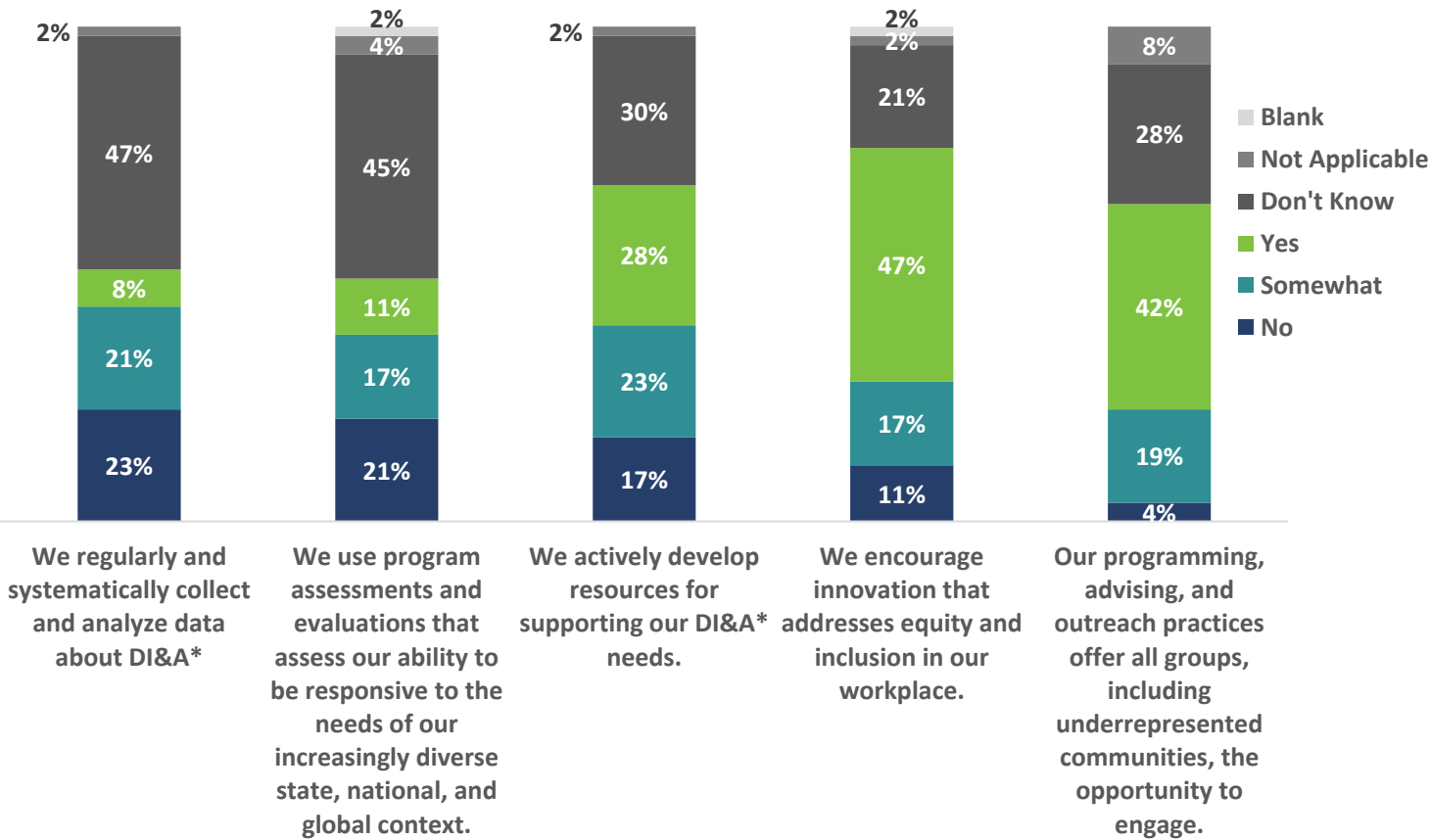
Survey Results

The following graphs are organized by survey section. Aggregate responses are shown first, followed by key gender breakdowns. 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.”

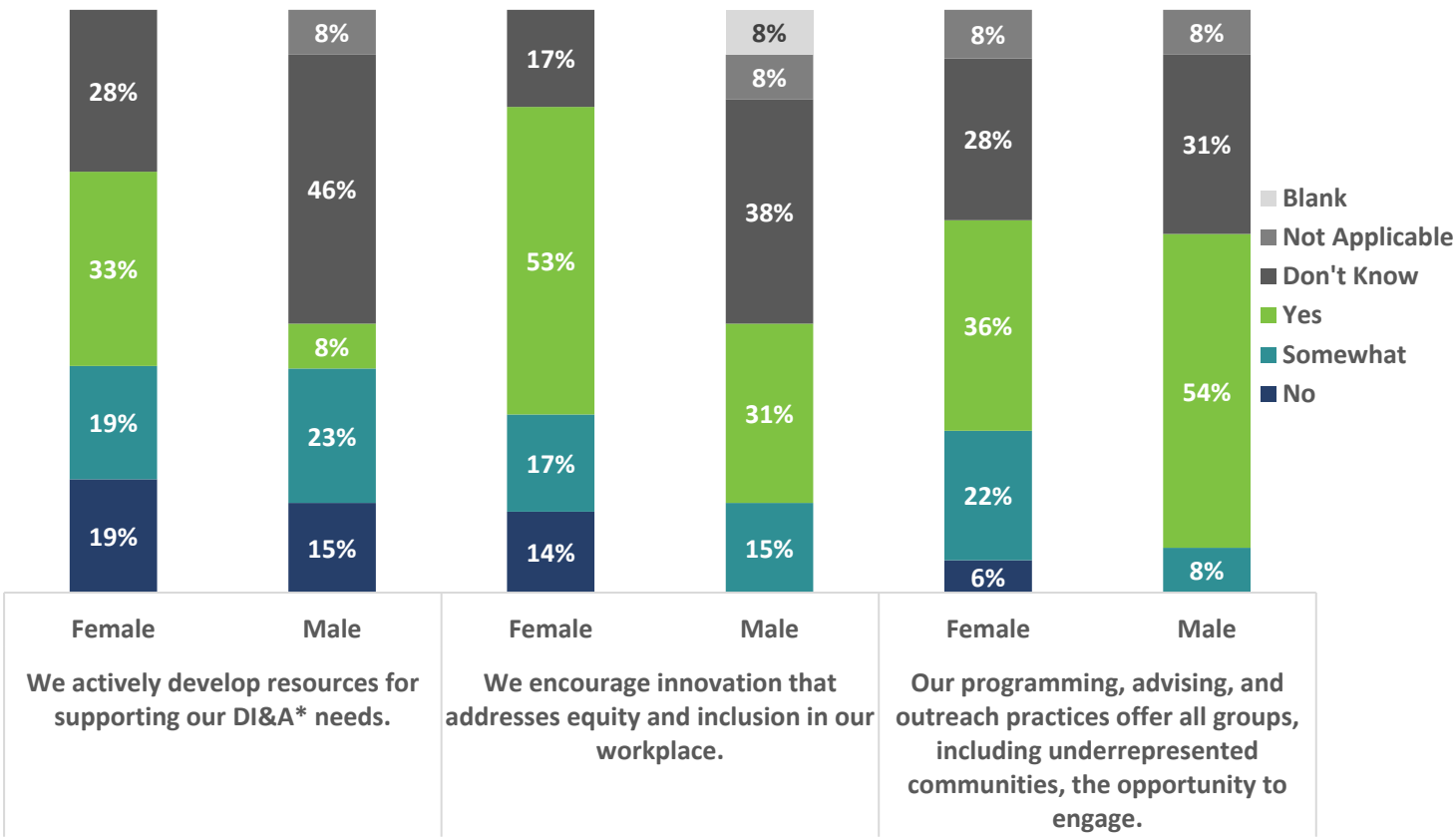
Vision, Leadership & Messaging



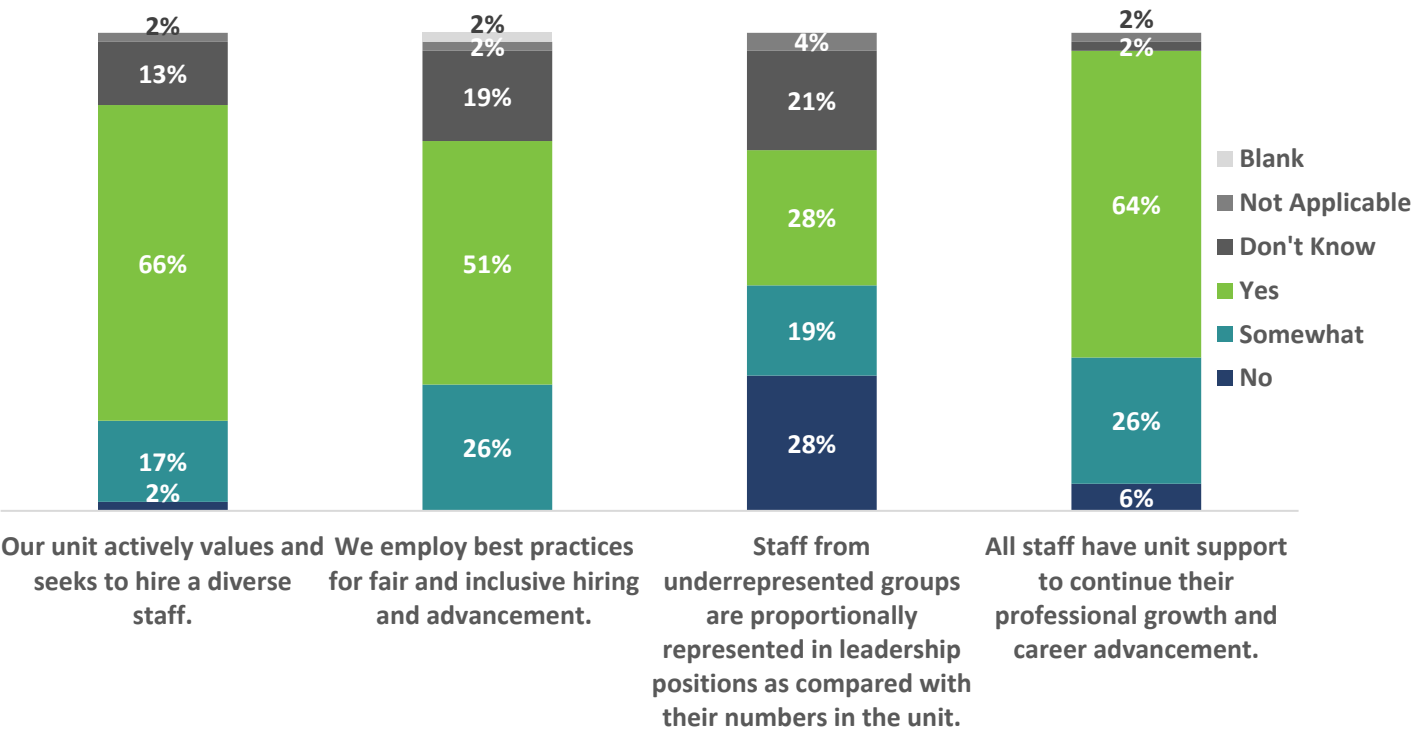
Research, Teaching & Public Service



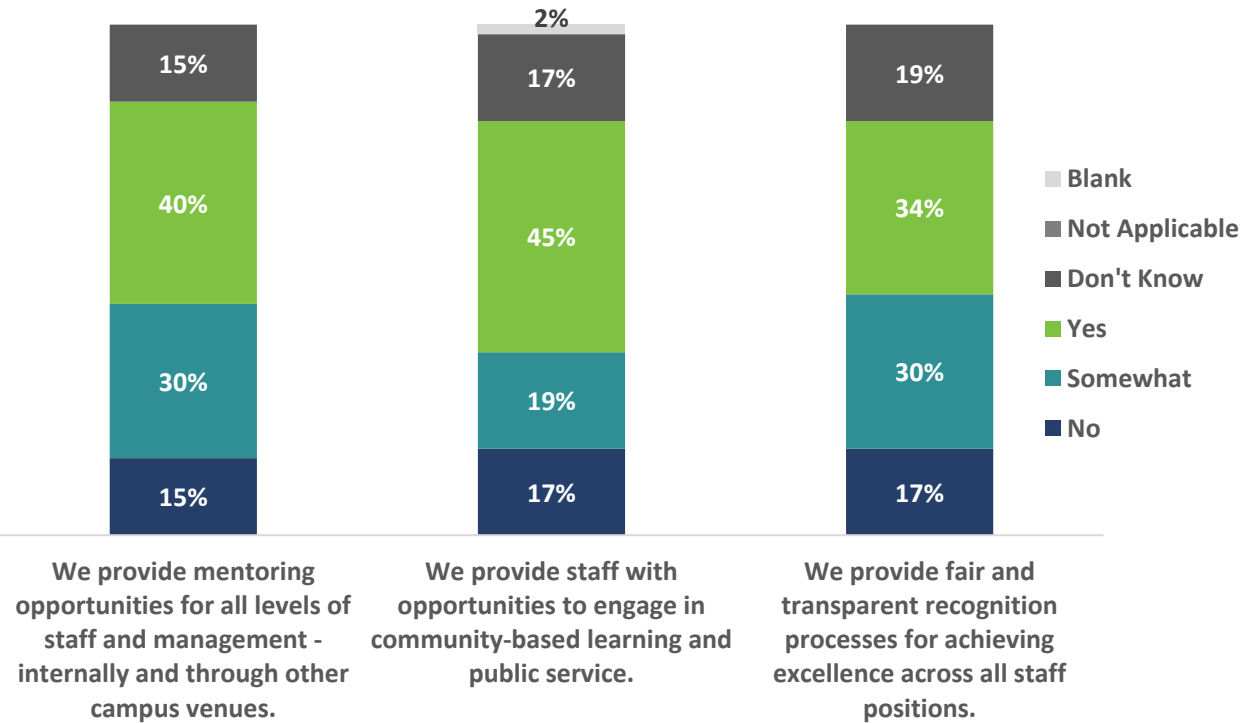
Research, Teaching & Public Service: F vs. M Perspectives



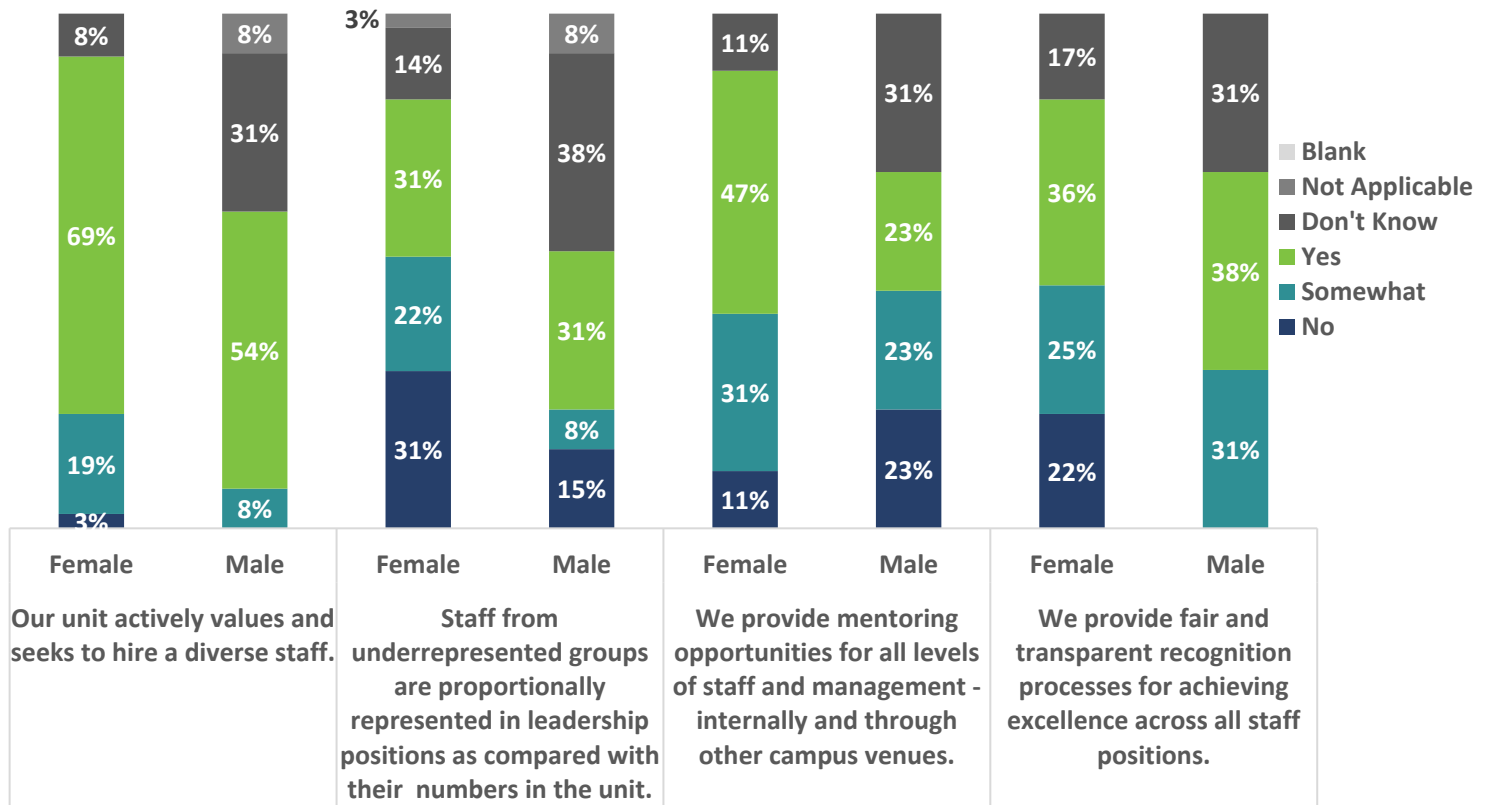
Pathways for Access & Success for Staff: Part I



Pathways for Access & Success for Staff: Part II

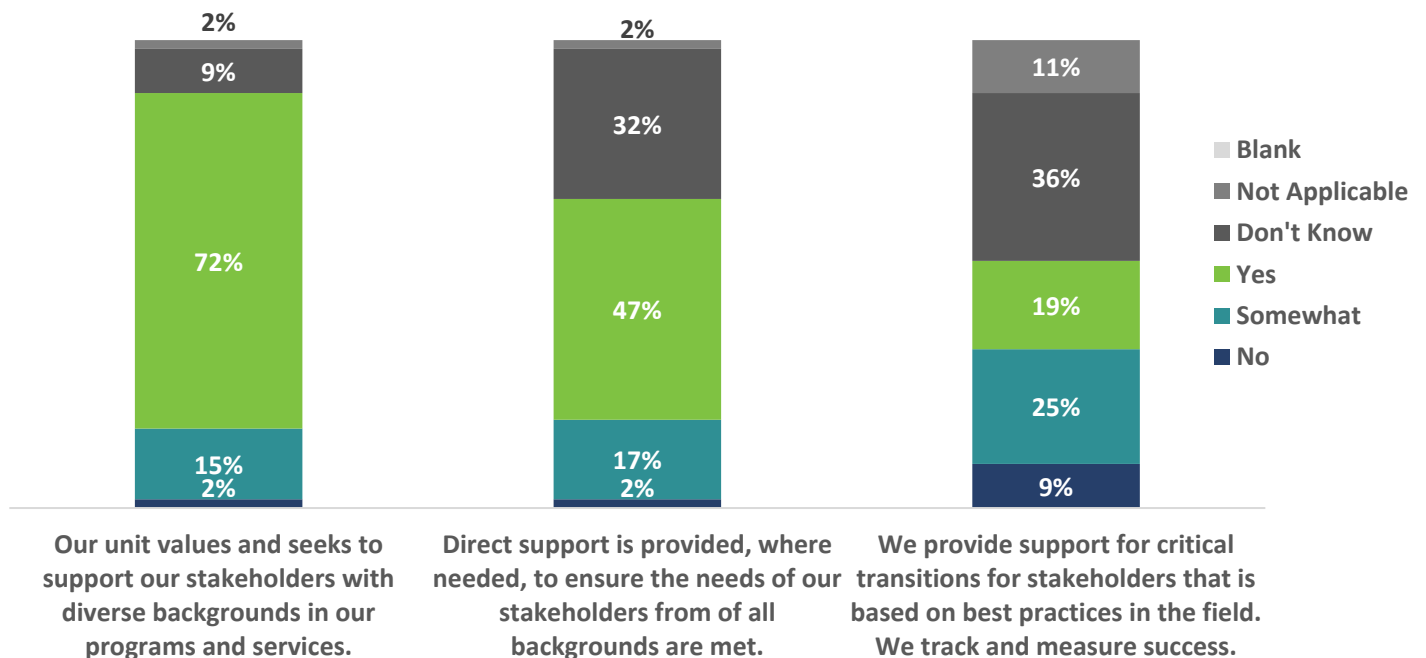


Pathways for Access and Success for Staff: F vs. M Perspectives

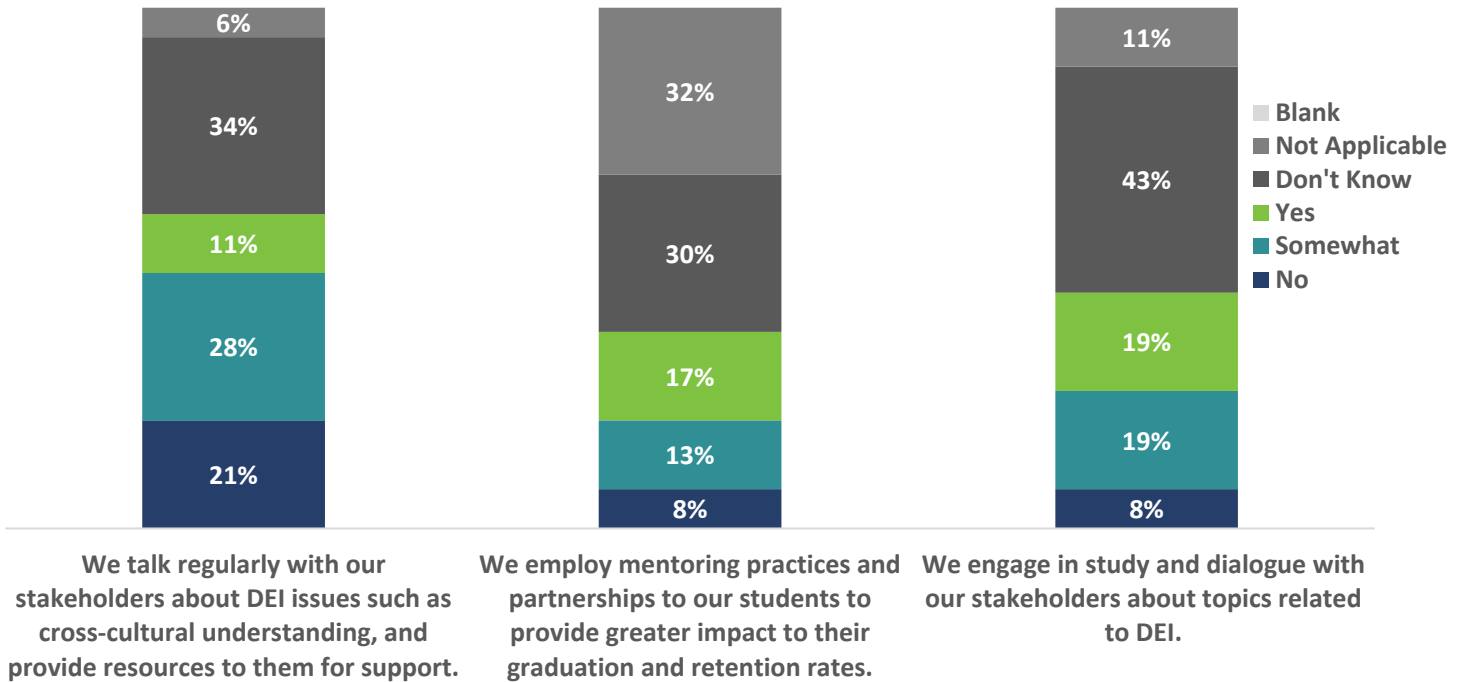


Pathways for Access and Success for Stakeholders

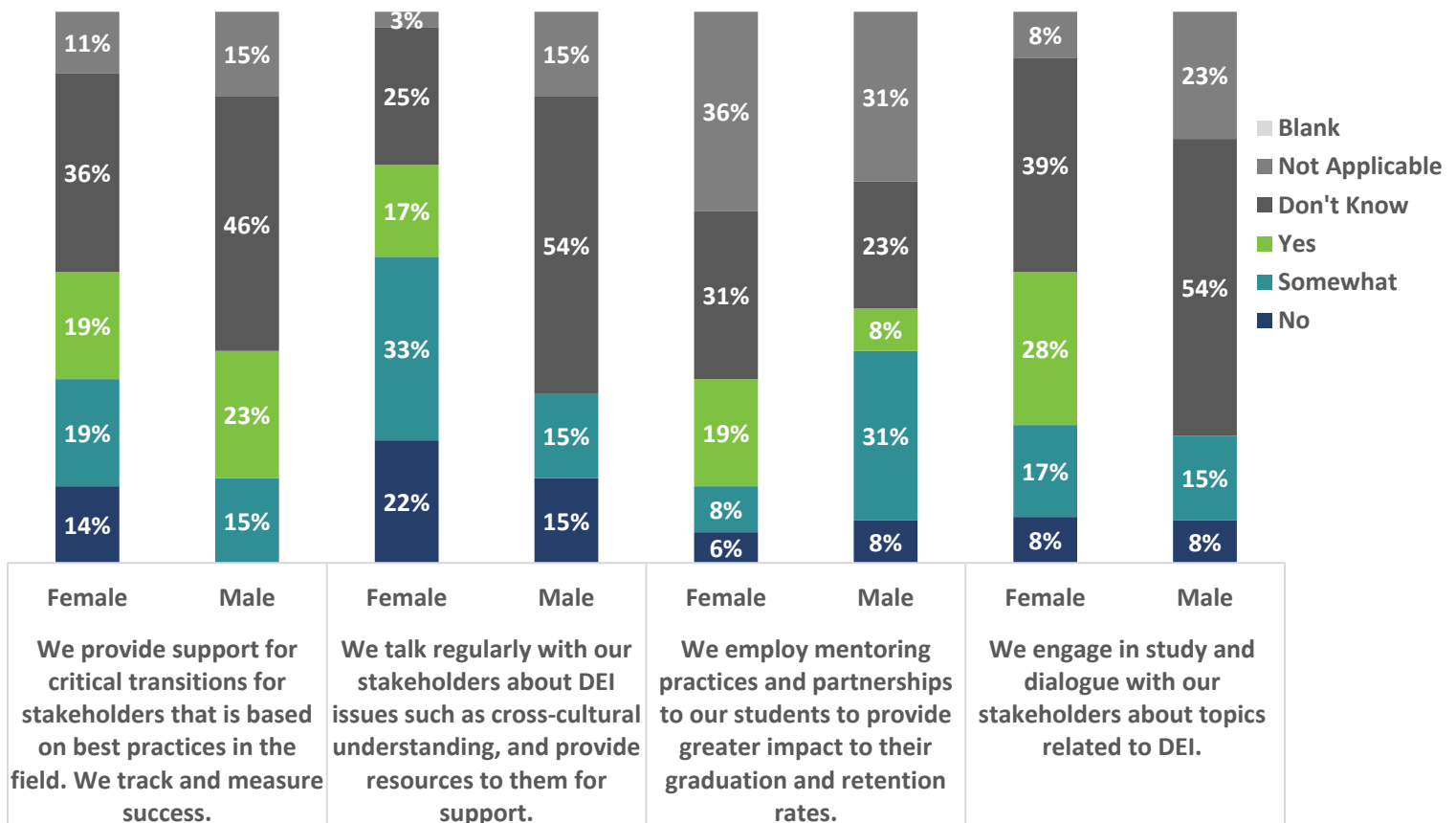
Pathways for Access and Success for our Stakeholders: Part I



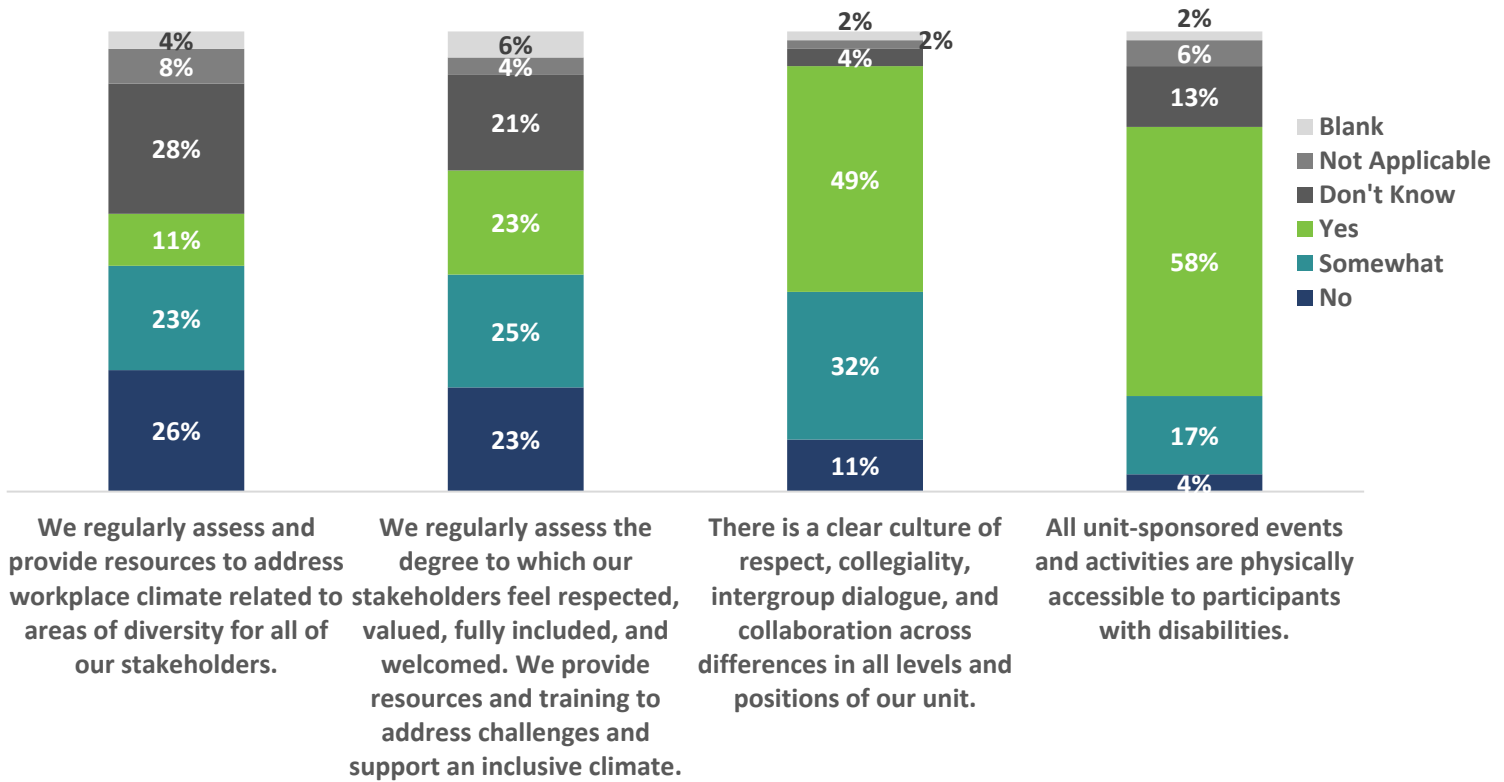
Pathways for Access and Success for our Stakeholders: Part II



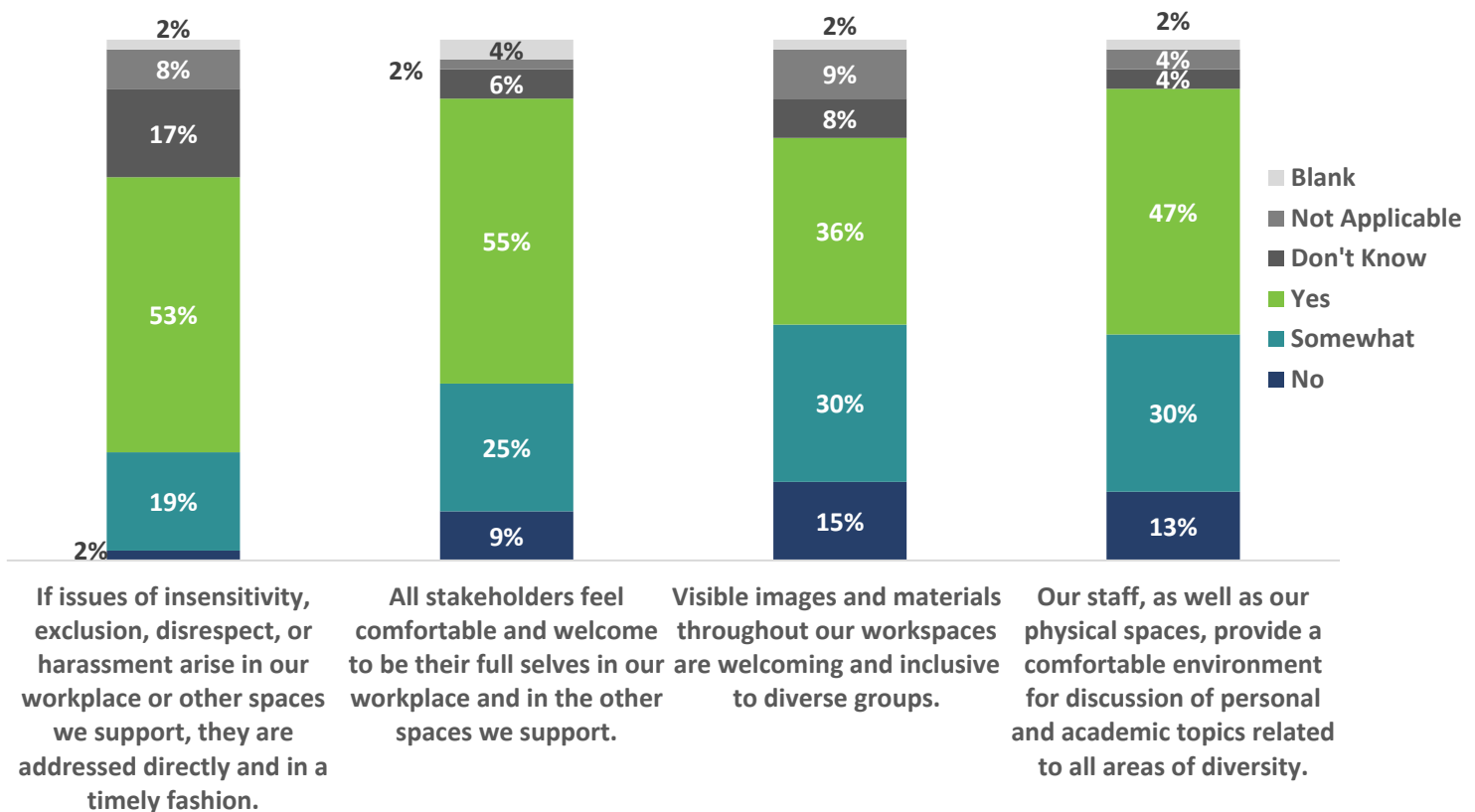
Pathways for Access and Success for Stakeholders: F vs. M Perspectives



Unit Climate: Part I



Unit Climate: Part II



Unit Climate: F vs. M Perspectives

