Academic Department Self-Assessment Survey
Aggregate Results

May 2020
# Contents

Executive Summary ........................................................................................................................................................................... 1  
Overview ....................................................................................................................................................................................... 4  
   Survey Instrument ........................................................................................................................................................................ 4  
   Analyses ..................................................................................................................................................................................... 4  
Results .......................................................................................................................................................................................... 5  
   Survey Respondents ............................................................................................................................................................... 5  
   Survey Results ........................................................................................................................................................................... 7  
      Vision, Leadership & Policy ................................................................................................................................................... 7  
      Questions about Faculty ......................................................................................................................................................... 10  
      Questions about Graduate Students ................................................................................................................................... 14  
      Questions about Undergraduate Students .......................................................................................................................... 18  
      Questions about Staff ......................................................................................................................................................... 21  
      Curriculum, Teaching & Research ................................................................................................................................... 25  
      Departmental Climate ...................................................................................................................................................... 28
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%).

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 1: Survey respondents by academic department.

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).

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).

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).

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

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.

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.

Figure 8: Comfort level for all students, faculty, and staff to be their full selves in the department.
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.

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 key interesting breakdowns by different identity 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 9: Survey respondents by academic department.](image)

<table>
<thead>
<tr>
<th>Department</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS</td>
<td>30.5%</td>
</tr>
<tr>
<td>MME</td>
<td>29.0%</td>
</tr>
<tr>
<td>Geophysics</td>
<td>18.6%</td>
</tr>
<tr>
<td>EDS</td>
<td>8.6%</td>
</tr>
<tr>
<td>EB</td>
<td>8.1%</td>
</tr>
<tr>
<td>HASS</td>
<td>4.8%</td>
</tr>
<tr>
<td>PE</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

![Figure 10: Survey respondents by Department Affiliation.](image)

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Faculty</td>
<td>2.9%</td>
</tr>
<tr>
<td>Assistant Teaching Faculty</td>
<td>1.0%</td>
</tr>
<tr>
<td>Associate Teaching Faculty</td>
<td>9.0%</td>
</tr>
<tr>
<td>Full Teaching Faculty</td>
<td>4.3%</td>
</tr>
<tr>
<td>Postdoctoral Fellow</td>
<td>1.4%</td>
</tr>
<tr>
<td>Research Faculty</td>
<td>1.9%</td>
</tr>
<tr>
<td>Assistant Faculty</td>
<td>1.9%</td>
</tr>
<tr>
<td>Associate Faculty</td>
<td>2.9%</td>
</tr>
<tr>
<td>Tenured Faculty</td>
<td>9.0%</td>
</tr>
<tr>
<td>Emeritus</td>
<td>0.5%</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>1.9%</td>
</tr>
<tr>
<td>Administrative Faculty</td>
<td>2.9%</td>
</tr>
<tr>
<td>Undergraduate Student</td>
<td>24.3%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>35.7%</td>
</tr>
<tr>
<td>NA</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
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.

![Graphs showing demographic breakdowns](image)

**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.

![Pie chart showing primary race/ethnicity](image)

**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

<table>
<thead>
<tr>
<th>Our department is actively committed to issues of DI&amp;A*</th>
<th>Our department’s mission and vision statements include references to or goals on DI&amp;A*</th>
<th>Department leaders set the tone for creating an engaging and inclusive environment for all groups.</th>
<th>We have resources dedicated to DI&amp;A* issues, including PD for managers and staff.</th>
<th>Our equity and inclusion values are reflected in our internal and external communications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>3%</td>
<td>9%</td>
<td>4%</td>
<td>16%</td>
</tr>
<tr>
<td>13%</td>
<td>35%</td>
<td>25%</td>
<td>33%</td>
<td>45%</td>
</tr>
<tr>
<td>56%</td>
<td>42%</td>
<td>8%</td>
<td>15%</td>
<td>23%</td>
</tr>
<tr>
<td>22%</td>
<td>10%</td>
<td>7%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>4%</td>
<td>8%</td>
<td>8%</td>
<td>Blank</td>
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**Female vs. Male Perspectives**

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our department is actively committed to issues of DI&amp;A*</td>
<td>Our department is actively committed to issues of DI&amp;A*</td>
</tr>
<tr>
<td>14%</td>
<td>12%</td>
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<tr>
<td>50%</td>
<td>61%</td>
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<tr>
<td>27%</td>
<td>18%</td>
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<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>Department leaders set the tone for creating an engaging and inclusive environment for all groups.</td>
<td>Department leaders set the tone for creating an engaging and inclusive environment for all groups.</td>
</tr>
<tr>
<td>8%</td>
<td>10%</td>
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<tr>
<td>48%</td>
<td>33%</td>
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<tr>
<td>33%</td>
<td>19%</td>
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<table>
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<tr>
<th>Female</th>
<th>Male</th>
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</thead>
<tbody>
<tr>
<td>We have resources dedicated to DI&amp;A* issues, including PD for managers and staff.</td>
<td>We have resources dedicated to DI&amp;A* issues, including PD for managers and staff.</td>
</tr>
<tr>
<td>2%</td>
<td>41%</td>
</tr>
<tr>
<td>2%</td>
<td>20%</td>
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<tr>
<td>10%</td>
<td>10%</td>
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</table>

mines.edu/diversity
Our department is actively committed to issues of DI&A*. Department leaders help set the tone for creating an engaging and inclusive environment for all groups.

We have resources dedicated to DI&A* issues, including PD for managers and staff.

Our equity and inclusion values are reflected in our internal and external communications.
Vision, Leadership & Policy

No Affiliation vs. LGBTQ+ and Allies’ Perspectives

- Department leaders help set the tone for creating an engaging and inclusive environment for all.
- We have resources dedicated to DI&A* issues, including PD for managers and staff.
- Our equity and inclusion values are reflected in our internal and external communications.

Vision, Leadership & Policy

Faculty/Staff vs. Student Perspectives

- Our department is actively committed to issues of DI&A*
- We have resources dedicated to DI&A* issues, including PD for managers and staff.
- Our equity and inclusion values are reflected in our internal and external communications.
Questions about Faculty

Questions about Faculty: Part I

1. Our department actively values and seeks out faculty with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability, and religious backgrounds.
2. Current faculty demographics reflect or exceed the diversity of our students.
3. 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.
4. We have a strong faculty mentoring system which is effective in supporting all faculty members in the P&T process, as well as in expanding their academic and professional growth.

Questions about Faculty: Part II

1. 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.
2. All faculty in the department are comfortable and knowledgeable about working with diverse student populations.
3. The department encourages and rewards faculty members’ contributions to DI&A*
Questions about Faculty: Part I
Tenured/Tenure Track vs. Teaching Faculty Perspectives

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 strong faculty mentoring system which is effective in supporting all faculty members in the P&T process, as well as in expanding their academic and professional growth.

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

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 comfortable and knowledgeable about working with diverse student populations.

The department encourages and rewards faculty members' contributions to DI&A.*

mines.edu/diversity
### Questions about Faculty
**Female vs. Male Perspectives**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
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</thead>
<tbody>
<tr>
<td><strong>Our department actively values and seeks out faculty with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability, and religious backgrounds.</strong></td>
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<tr>
<td><strong>We have a strong faculty mentoring system which is effective in supporting all faculty members in the P&amp;T process, as well as in expanding their academic and professional growth.</strong></td>
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<tr>
<td><strong>All faculty in the department are comfortable and knowledgeable about working with diverse student populations.</strong></td>
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### Questions about Faculty
**First Generation vs. Not First Generation Perspectives**

<table>
<thead>
<tr>
<th></th>
<th>Yes First Gen</th>
<th>No First Gen</th>
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</thead>
<tbody>
<tr>
<td><strong>Our department actively values and seeks out faculty with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability, and religious backgrounds.</strong></td>
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</table>

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

Our department actively values and seeks out faculty with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability, and religious backgrounds.

We have a strong faculty mentoring system which is effective in supporting all faculty members in the P&T process, as well as in expanding their academic and professional growth.

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.

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

Current faculty demographics reflect or exceed the diversity of our students.

We have a strong faculty mentoring system which is effective in supporting all faculty members in the P&T process, as well as in expanding their academic and professional growth.

All faculty in the department are comfortable and knowledgeable about working with diverse student populations.
Questions about Faculty
Faculty/Staff vs. Student Perspectives

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our department actively values and seeks out faculty with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability, and religious backgrounds.</td>
<td>Current faculty demographics reflect or exceed the diversity of our students.</td>
</tr>
<tr>
<td>All faculty in the department are comfortable and knowledgeable about working with diverse student populations.</td>
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Questions about Graduate Students

Questions about Graduate Students: Part I

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our department actively values and seeks to enroll graduate students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability, and religious backgrounds.</td>
<td>Our graduate outreach and admissions processes employ targeted practices for attracting diverse populations.</td>
</tr>
<tr>
<td>Our graduate applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder institutions.</td>
<td></td>
</tr>
<tr>
<td>Graduate students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental activities.</td>
<td></td>
</tr>
</tbody>
</table>
Our graduate 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 mentoring system, which is effective in supporting all graduate students both academically and professionally.

Extra support is provided to ensure the success of graduate students from underresourced backgrounds and those facing academic or social challenges.

Success rates within the department are comparable across graduate students of all identity groups and backgrounds. This includes both degree completion rates and job placement.

Questions about Graduate Students: Part II

Questions about Graduate Students
Female vs. Male Perspectives

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

Graduate students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental activities.

We have a strong mentoring system, which is effective in supporting all graduate students both academically and professionally.

Extra support is provided to ensure the success of graduate students from underresourced backgrounds and those facing academic or social challenges.
Our graduate outreach and admissions processes employ targeted practices for attracting diverse populations. Graduate students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental activities. Extra support is provided to ensure the success of graduate students from underresourced backgrounds and those facing academic or social challenges.

Our graduate applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder institutions. Success rates within the department are comparable across graduate students of all identity groups and backgrounds. This includes both degree completion rates and job placement.
Questions about Graduate Students
No Affiliation vs. LGBTQ+ or Allies' Perspectives

Not LGBTQ+ | Yes or an Ally
--- | ---
Your department actively values and seeks to enroll graduate students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability, and religious backgrounds.

Not LGBTQ+ | Yes or an Ally
--- | ---
Our graduate students engage in scholarly inquiry about topics related to DI&A* and public service. This kind of inquiry is actively supported and valued.

Questions about Graduate Students
Faculty/Staff vs. Student Perceptions

Not LGBTQ+ | Yes or an Ally
--- | ---
We have a strong mentoring system, which is effective in supporting all graduate students both academically and professionally.

Our graduate applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder institutions.

Our graduate 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 mentoring system, which is effective in supporting all graduate students both academically and professionally.
Questions about Undergraduate Students

Questions about Undergraduate Students: Part I

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

Our undergraduate outreach and admissions processes employ targeted practices for attracting diverse populations.

Our undergraduate applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder institutions.

Undergraduate students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental activities.

Questions about Undergraduate Students: Part II

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

Female
Male
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.

Female
Male
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
First Generation vs. Not first Generation Perspectives

Female
Male
Yes First Gen
No First Gen
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.
Undergraduate students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental activities. 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.

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Questions about Undergraduate Students
Faculty/Staff vs. Student Perspectives

Our department actively values and seeks to enroll undergraduate students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability, and religious backgrounds. Undergraduate students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental activities. 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.

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 to continue their professional growth and career advancement.

We provide staff with opportunities to engage in community-based learning and public service.

Questions about Staff
Female vs. Male Perspectives

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.
Our department actively values and seeks to hire a diverse staff. 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 to continue their professional growth and career advancement. We provide staff with opportunities to engage in community-based learning and public service.

### Questions about Staff

#### First Generation vs. Not First Generation Perspectives

<table>
<thead>
<tr>
<th>Yes First Gen</th>
<th>No First Gen</th>
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</thead>
<tbody>
<tr>
<td>Our department actively values and seeks to hire a diverse staff.</td>
<td></td>
</tr>
<tr>
<td>Staff members engage in professional development or dialogue about topics related to DI&amp;A* and include attention to these issues in their work.</td>
<td></td>
</tr>
<tr>
<td>All staff have departmental support to continue their professional growth and career advancement.</td>
<td></td>
</tr>
<tr>
<td>We provide staff with opportunities to engage in community-based learning and public service.</td>
<td></td>
</tr>
</tbody>
</table>

#### Caucasian vs. People of Color/Hispanic Perspectives

<table>
<thead>
<tr>
<th>Caucasian</th>
<th>POC/Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff from underrepresented identity groups are proportionally represented in leadership and management positions as compared with their overall numbers in the department.</td>
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</tr>
</tbody>
</table>
### Questions about Staff
#### No Affiliation vs. LGBTQ+ and Allies' Perspectives

<table>
<thead>
<tr>
<th></th>
<th>Not LGBTQ+</th>
<th>Yes or an Ally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We employ best practices for fair and inclusive hiring and advancement.</strong></td>
<td>28%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Staff from underrepresented identity groups are proportionally represented in leadership and management positions as compared with their overall numbers in the department.</strong></td>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>All staff have departmental support to continue their professional growth and career advancement.</strong></td>
<td>28%</td>
<td>23%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Faculty/Staff</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our department actively values and seeks to hire a diverse staff.</strong></td>
<td>6% 3% 4% 23%</td>
<td>7% 17% 14% 37%</td>
</tr>
<tr>
<td><strong>Staff from underrepresented identity groups are proportionally represented in leadership and management positions as compared with their overall numbers in the department.</strong></td>
<td>14% 1% 6% 23%</td>
<td>37% 16% 14% 37%</td>
</tr>
<tr>
<td><em><em>Staff members engage in professional development or dialogue about topics related to DI&amp;A</em> and include attention to these issues in their work.</em>*</td>
<td>6% 16% 5% 31%</td>
<td>37% 41% 25% 41%</td>
</tr>
<tr>
<td><strong>All staff have departmental support to continue their professional growth and career advancement.</strong></td>
<td>7% 15% 7% 39%</td>
<td>37% 23% 18% 39%</td>
</tr>
</tbody>
</table>
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.

Course offerings include explicit attention to issues of DI&A* as they relate to our field of study.

The department’s curriculum includes elements related to public or community engagement.

Teaching practices throughout the department are culturally relevant, accessible, and inclusive for all groups.

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

Teaching practices throughout the department are culturally relevant, accessible, and inclusive for all groups.

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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
First Generation vs. Not First Generation Perspectives

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.

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

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

Not LGBTQ+ vs. LGBTQ+ and Allies' Perspectives

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.
### Departmental Climate

**Curriculum, Teaching & Research**

*Faculty/Staff vs. Student Perspectives*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Faculty/Staff</th>
<th>Student</th>
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<tbody>
<tr>
<td>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.</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>Course offerings include explicit attention to issues of DI&amp;A* as they relate to our field of study.</td>
<td>27%</td>
<td>15%</td>
</tr>
<tr>
<td>Teaching practices throughout the department are culturally relevant, accessible, and inclusive for all groups.</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>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.</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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**Departmental Climate: Part I**

- **Visible images and materials throughout the department are welcoming and inclusive to diverse groups.**
  - Faculty/Staff: 37%, Student: 19%
  - Visible: 28%, Not Applicable: 15%, Don't Know: 4%, No: 2%

- **All department-sponsored events and activities are physically accessible to participants with disabilities.**
  - Faculty/Staff: 28%, Student: 28%
  - Visible: 28%, Not Applicable: 15%, Don't Know: 4%, No: 2%

- **There is a clear culture of respect, collegiality, intergroup dialogue, and collaboration across differences in all levels and positions of the department.**
  - Faculty/Staff: 28%, Student: 28%
  - Visible: 28%, Not Applicable: 15%, Don't Know: 4%, No: 2%

- **The department provides opportunities for students, faculty, and staff from underrepresented or marginalized groups to connect with others who share their backgrounds and affiliations.**
  - Faculty/Staff: 28%, Student: 28%
  - Visible: 28%, Not Applicable: 15%, Don't Know: 4%, No: 2%
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

There is a clear culture of respect, collegiality, intergroup dialogue, and collaboration across differences in all levels and positions of the department.

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Caucasian vs. People of Color/Hispanic Perspectives

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mines.edu/diversity
Departmental Climate
No Affiliation vs. LGBTQ+ and Allies' Perspectives

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mines.edu/diversity