Service, Professional Development & Mentoring Survey
Aggregate Results

May 2020
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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 Service, Professional Development & Mentoring Self-Assessment Survey is a self-reported data collection instrument that was administered to Academic Departments and certain 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 three sections to the survey, with questions grouped by theme:

1. Service
2. Mentoring
3. Professional Development

Five Academic Departments or Administrative Units administered the survey yielding a total of 104 participants (Figure 1). Of those 104 participants, almost one-third were Administrative Faculty (29%) and another third Teaching Faculty (29%), with Tenured/Tenure Track faculty making up 16% of respondents (see Survey Respondents section below).

Most participants reported spending eight hours or less on mentoring and service activities, with nearly a quarter indicating they have not participated in any mentoring activities (Figure 2). Perhaps this is due to the high percentage of administrative faculty respondents who may not have incentives or clear pathways for mentoring students or other employees. To see all respondents’ reports on the hours spent conducting mentoring or service activities, see Survey Results. For those who do serve as a mentor, a higher percentage of men (70%) serve as mentors as compared to women (47%) (Figure 3).
When asked about participation in professional development opportunities, most respondents indicated they have actively engaged in these kinds of activities. In fact, 54% and 57% of respondents engaged in between 1 to 4 internal Mines PD activities and external to Mines PD activities in the past year, respectively (see Survey Results).

Of the programs internal to Mines, the most attended are (1) programming by Title IX, (2) Trefny Center workshops, and (3) programming by CLASS (Figure 4).

**Figure 3:** Respondents reporting mentoring activities, by gender.

**Figure 4:** Programs with the top three attendance rates – as noted by respondents' participation.
Service, Professional Development & Mentoring
Aggregate 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 three sections:
1. Service
2. Mentoring
3. Professional Development

Each section had between 3 and 10 questions relating to that theme. On average, the survey takes less than 20 minutes to complete.

This link provides the survey questions in the exact way in which they were asked in the survey. Please note that survey questions may be slightly modified within the graphs for easier visualization. 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, specifically related to service, professional development, and mentoring activities.

Data Analyses
This report contains data from the Service, Professional Development, and Mentoring Survey. It provides a snapshot of the aggregate responses, including demographic data about survey participants. These participation data inform the overall results. Some data may be suppressed to protect privacy of participants. Departments or units who took this survey have received individualized reports.
Survey Respondents
There were 104 individuals who participated in the Service/PD/Mentoring survey (n = 104).

- Tenured Faculty: 11%
- Associate Faculty: 4%
- Assistant Faculty: 2%
- Full Teaching Faculty: 10%
- Associate Teaching Faculty: 15%
- Assistant Teaching Faculty: 1%
- Adjunct: 3%
- Administrative Faculty: 29%
- Classified Staff: 9%
- Research Faculty: 2%
- Postdoctoral Fellow: 2%
- Student: 12%
- Blank: 2%

- Prefer not to say: 2%
- Yes, First Gen: 25%
- Not First Gen: 72%

- Male: 32%
- Female: 65%
- Prefer not to say: 1%
- Blank: 1%

- Yes, an Ally: 47%
- No, but an Ally: 47%
- Prefer not to say: 5%
- No Affiliation: 48%

- Caucasian: 78%
- Hispanic or Latinx: 7%
- Multiracial: 6%
- Asian: 3%
- Black: 3%
- Middle Eastern or North African: 1%
- Prefer not to say: 3%
Survey Results

The following graphs show the Service/PD/Mentoring Self-Assessment aggregate results. Fields that were left blank in the survey are included. These are indicated by “Blank” in the key.
I currently serve as a mentor - 54%
I would like assistance finding mentee(s) - 12%
I would like assistance finding a mentor - 22%
At least one of my mentors is a Mines student or employee - 34%
I participate in a formal mentoring program - 11%

Mentoring Experience:
- Blank
- No
- Yes

Number of Mentors:
- Blank
- Unknown
- 10+
- 6 to 10
- 1 to 5
- 0

- How many Mines undergrad students do you mentor? 4%
  - 12%
  - 9%
  - 19%
  - 25%

- How many Mines graduate students do you mentor? 1%
  - 5%
  - 20%
  - 25%

- How many Mines employees do you mentor? 1%
  - 6%
  - 25%

- I currently have X number of mentor(s) 15%
  - 40%
  - 41%

I would like assistance finding a mentor - 68%
At least one of my mentors is a Mines student or employee - 9%
I participate in a formal mentoring program - 5%

How many Mines undergrad students do you mentor? - 32%
How many Mines graduate students do you mentor? - 34%
How many Mines employees do you mentor? - 32%
I currently have X number of mentor(s) - 15%
Number of Professional Development Opportunities in the Past Year

- Internal PD Opportunities
- External PD Opportunities

- 0: 12% Internal, 31% External
- 1-4: 54% Internal, 57% External
- 5-8: 25% Internal
- 9-12: 10% Internal, 8% External
- 13-16: 1% Internal, 1% External
- 17-20: 1% Internal, 1% External
- 21-30: 1% Internal, 1% External
- 30+: 1% Internal, 1% External
- Blank: 1% Internal, 1% External

Source: mines.edu/diversity
Satisfaction with Ability to Participate in PD Programs

- Very Satisfied, 20%
- Satisfied, 59%
- Unsatisfied, 19%
- Blank, 1%

Participation in Number of Programs

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<tr>
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</table>

Attendance in Programs

- Programming by Title IX: 14.4%
- Trefny Center Workshops: 13.7%
- Programming by CLASS: 13.1%
- Programming by WISEM: 10.7%
- Advocates & Allies: 10.3%
- Skillsoft Implicit Bias Training: 9.3%
- Programming by Diversity Council: 8.9%
- Programming by MEP: 6.2%
- Programming by EMPOWER: 5.2%
- Mines Leadership Institute: 4.5%
- Other: 3.4%
- SafeZone Ally Training: 0.3%