

# DIVERSITY, INCLUSION & ACCESS

[mines.edu/diversity](https://mines.edu/diversity)

## Service, Professional Development & Mentoring Survey Aggregate Results

May 2020



**Be yourself—we like  
you that way.**

[mines.edu/diversity](https://mines.edu/diversity)



[mines.edu/diversity](https://mines.edu/diversity)

## Contents

Executive Summary.....	1
Overview .....	3
Survey Instrument.....	3
Data Analyses .....	3
Survey Respondents.....	4
Survey Results.....	5

## Service, Professional Development & Mentoring Aggregate 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 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).

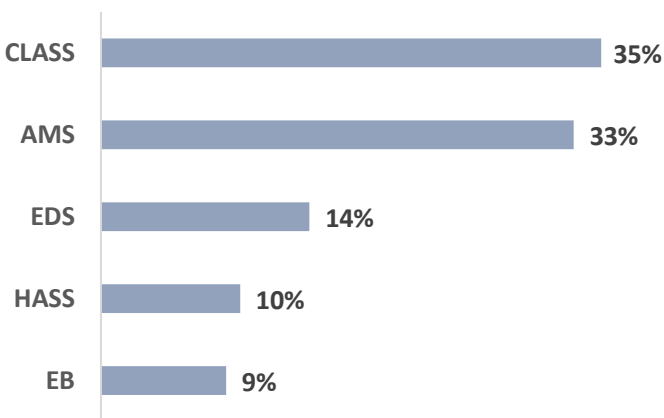


Figure 1: Survey respondents by department or unit.

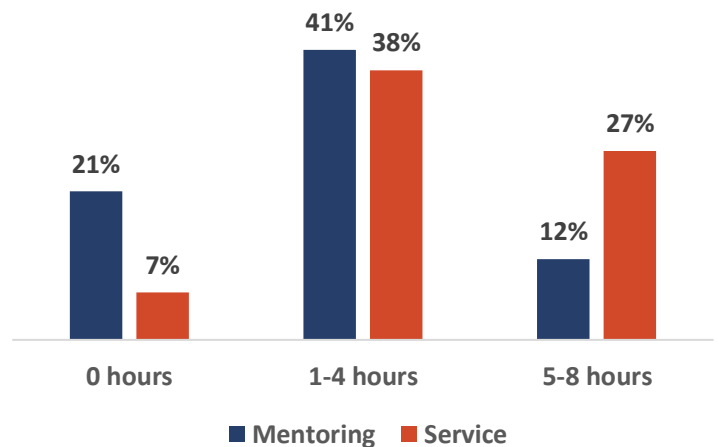


Figure 2: Average time spent devoted to mentoring and service activities.

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*).

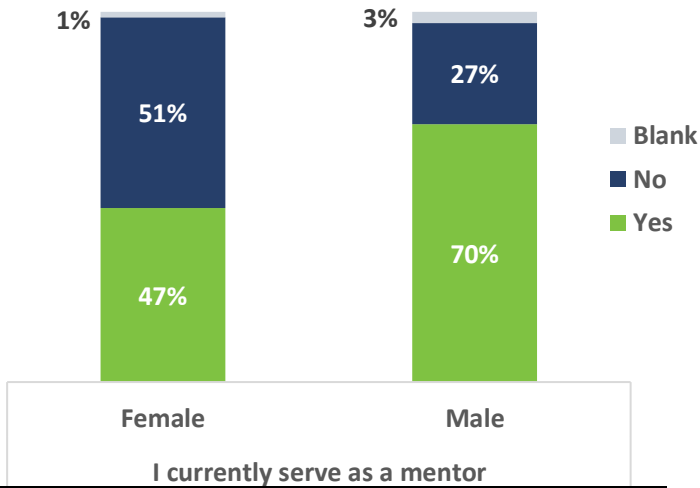


Figure 3: Respondents reporting mentoring activities, by gender.

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).

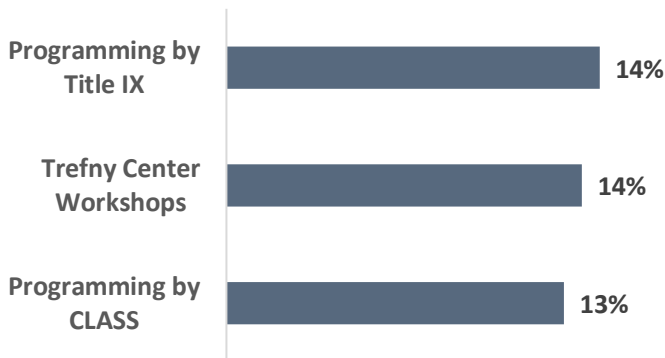


Figure 4: Programs with the top three attendance rates – as noted by respondents’ participation.

## 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.

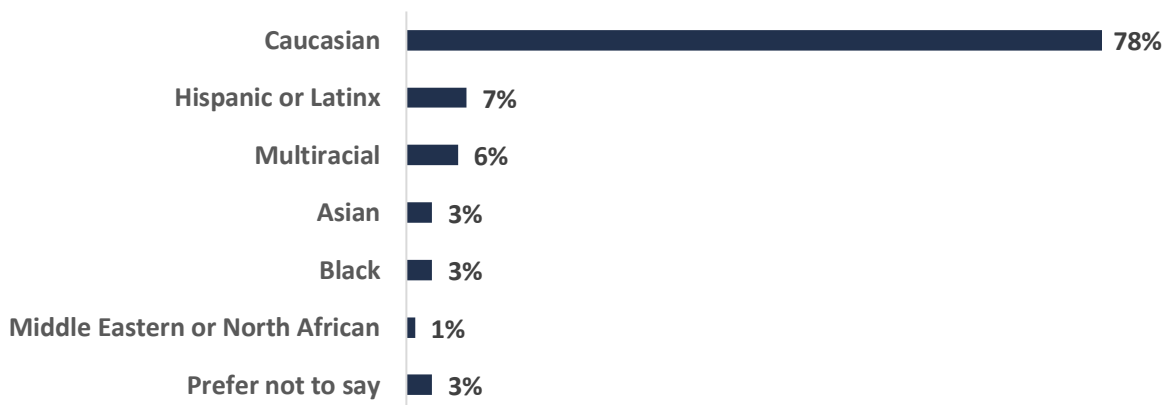
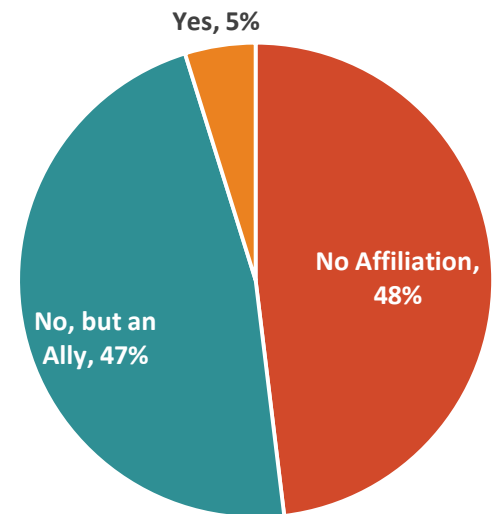
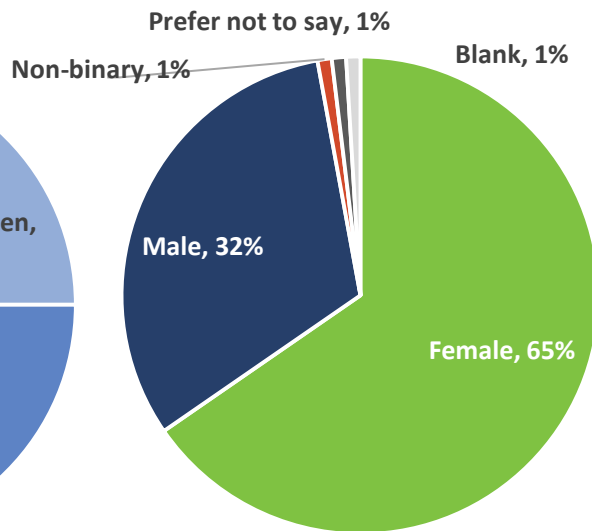
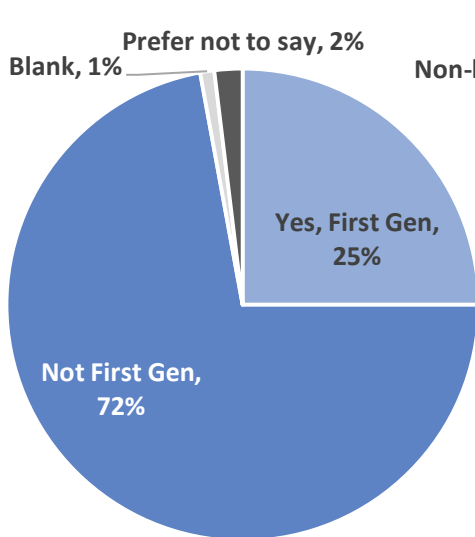
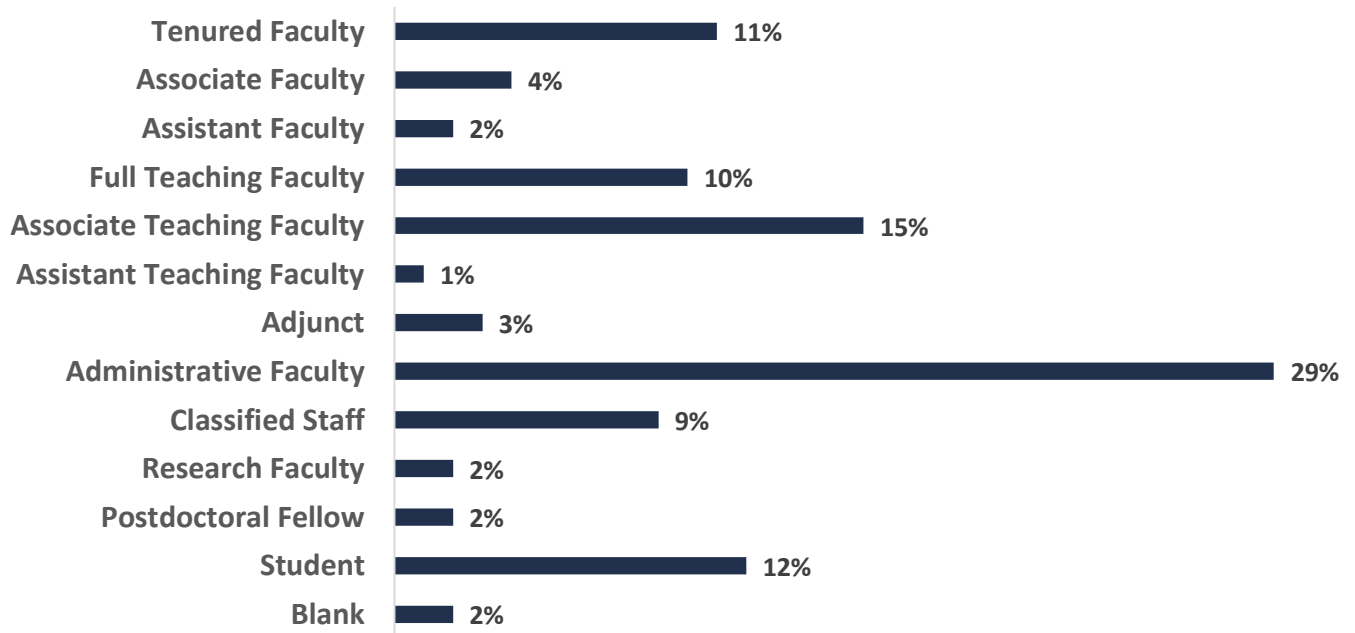
[This link provides the survey questions](#) in the exact way in which they were asked in the survey. Please note that survey questions may be slightly modified within the graphs for easier visualization. The purpose of this survey tool is to provide a general sense of departments' and units' successes 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.

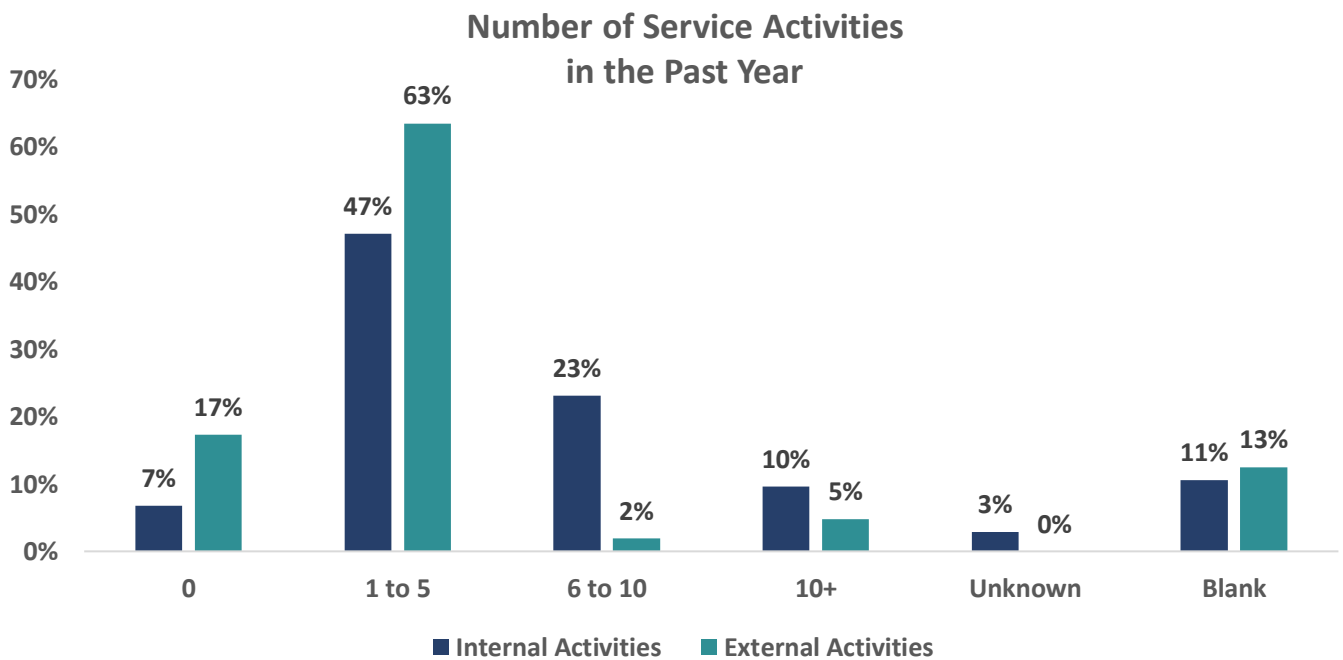
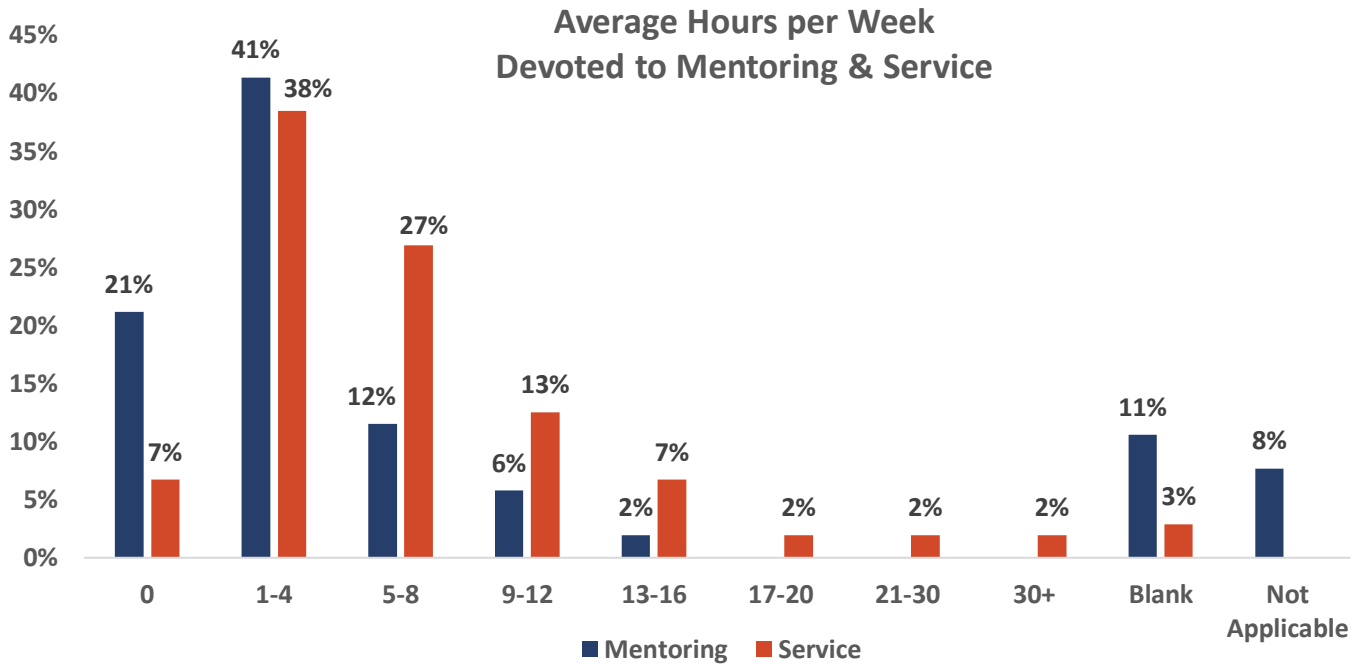
## Survey Respondents

There were 104 individuals who participated in the Service/PD/Mentoring survey (n = 104).

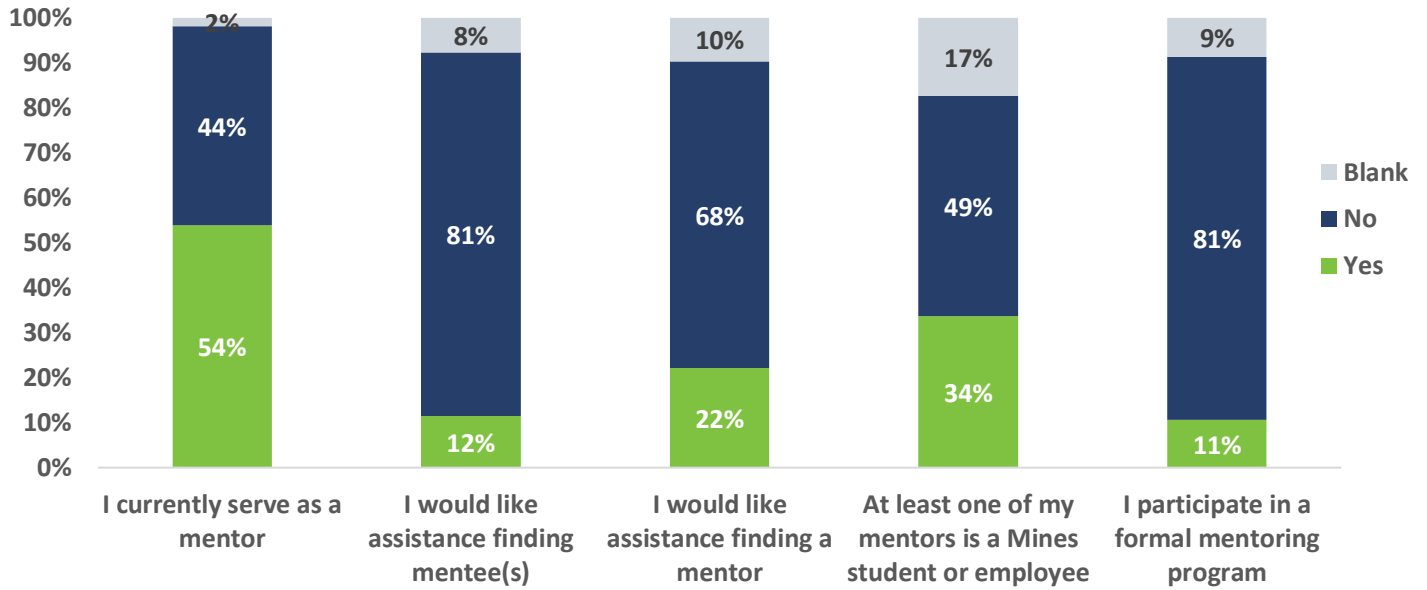


## Survey Results

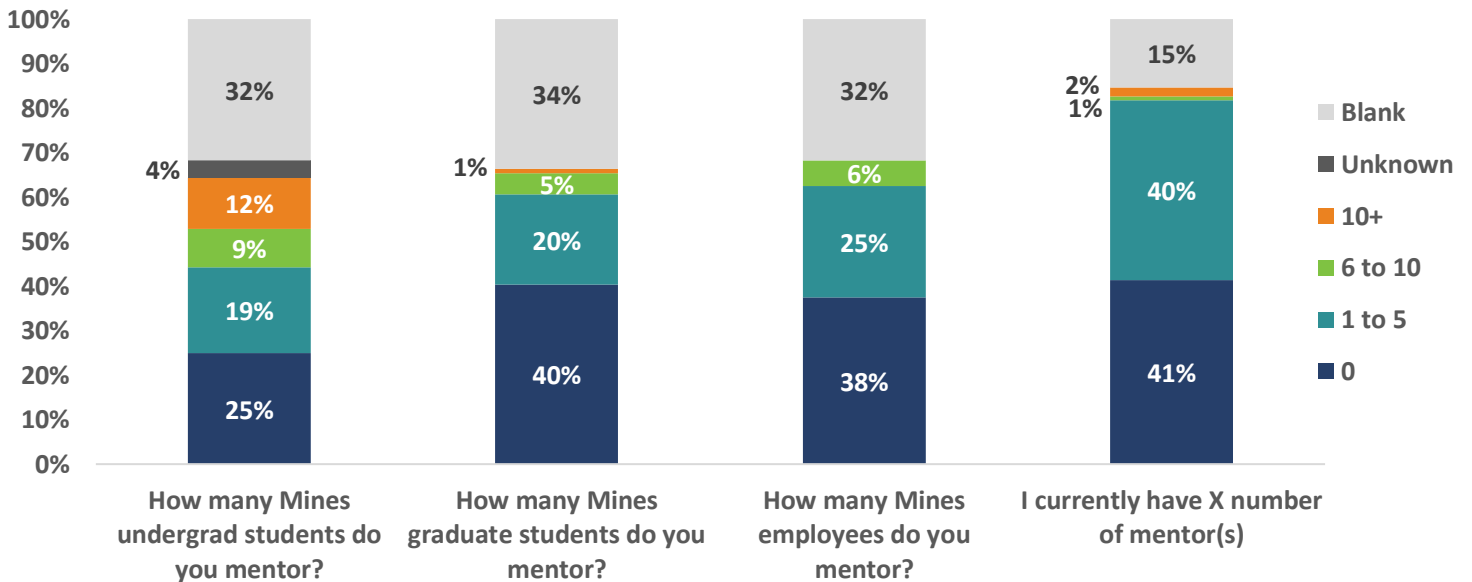
The following graphs show the Service/PD/Mentoring Self-Assessment aggregate results. Fields that were left blank in the survey are included. These are indicated by “Blank” in the key.



## Mentoring Experience

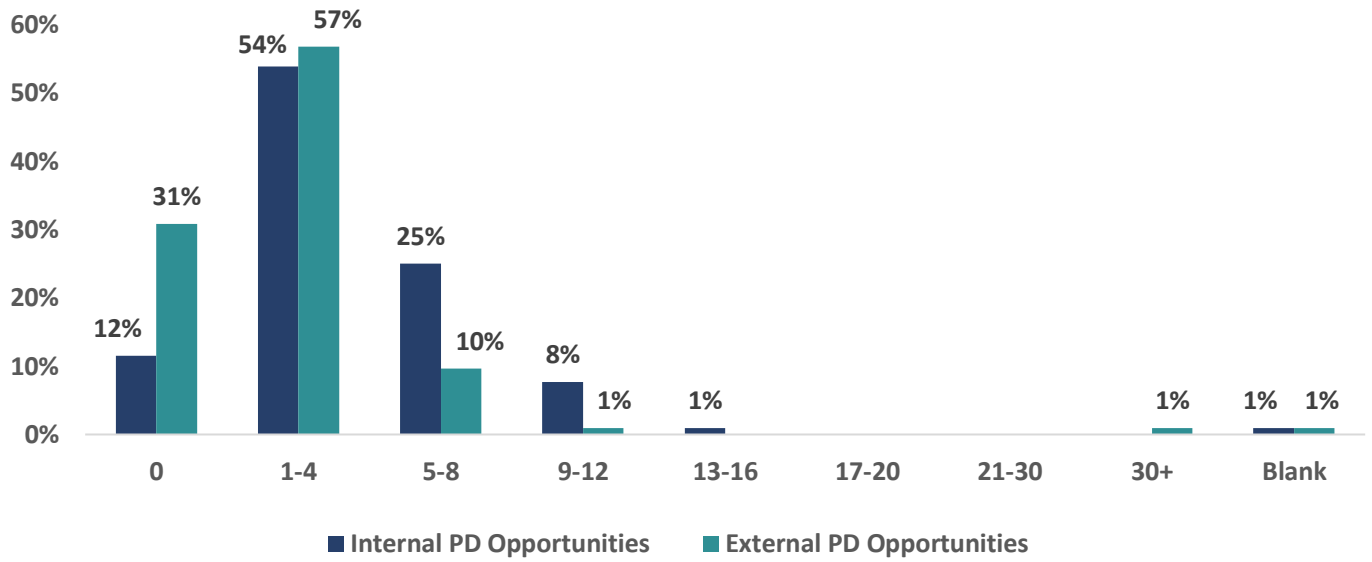


## Number of Mentors

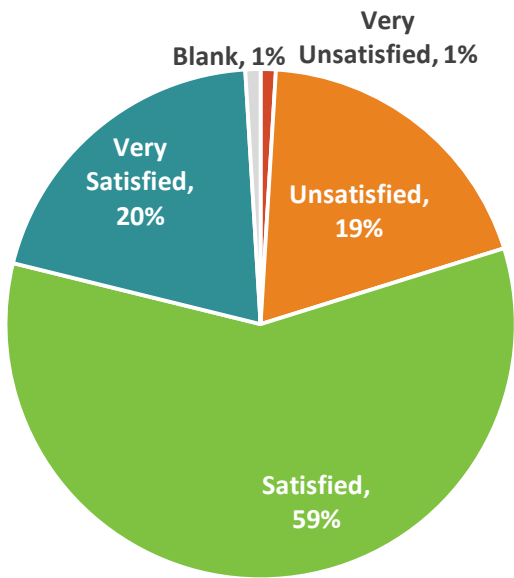




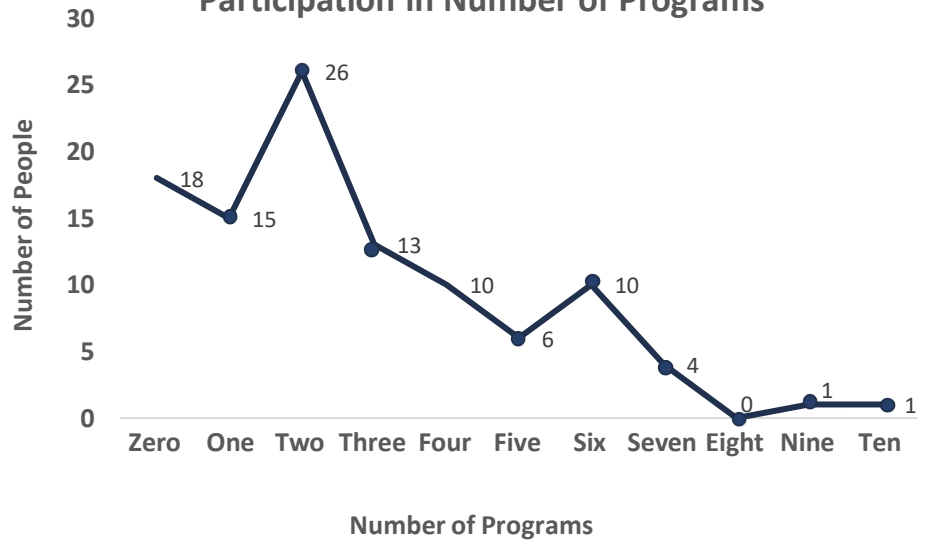
## Number of Professional Development Opportunities in the Past Year



### Satisfaction with Ability to Participate in PD Programs



### Participation in Number of Programs



### Attendance in Programs

