

TREATMENT OF STUDENTS

Again we saw a split between the views of men and women. The men felt they were not treated differently because of sex (92%) while the women did feel that their sex caused them to be treated differently. 50% of the women said they had been treated differently because of sex while 45% said they had not. The men did not feel they had been discouraged from leadership positions (94%) or from jobs (85%) due to their sex. 70% of the women felt they had not been discouraged from either of these and 24% of the women said they had. Feelings of alienation in class due to sex were not a problem for men but the women did express some concern. About 22% felt alienated at some time while 50% hardly ever had this feeling.

OVERALL COLLEGE

The men believed the teaching quality was good. 52% said quality was high. The women were slightly higher (63%) but still in agreement. The men saw non-engineering classes as more conducive to learning for women (68%) while the women believed it is not quite that high (43%). Both of the sexes would like to see an equal number of sexes in our engineering faculty (43% for the women and 51% for the men).

ADVISORS AND ROLE MODELS

This was yet another area where the women and men differed. 55% of the women believe an advisor of the same sex would better address their needs while 77% of the men did not believe an advisor of the same sex would necessarily address their needs better than an advisor of the opposite sex. Almost half of the men said they had a role model of the same sex in the College of Engineering (49%), however, almost as many said they did not (46%). 50% of the men would like to have a role model. 82% of the women felt they did not have a role model of the same sex in the college of engineering and 76% of the women would like a female role model.

95% of the women and 83% of the men would want to work in co-ed groups. 63% of the men and 56% of the women felt comfortable in a class full of people of the opposite sex.

YEAR

The following is a breakdown of the sexes for each year:

| <u>Freshmen</u> | <u>Sophomore</u> | <u>Junior</u> | <u>Senior</u> |
|-----------------|------------------|---------------|---------------|
| Male: 79% | Male: 78% | Male: 71% | Male: 70% |
| Female: 19% | Female: 20% | Female: 28% | Female: 30% |

It is interesting to note the percentage of women increased while the percentage of men decreased.

STUDENT ACTIVITY INVOLVEMENT

Participation in student activities increased from 23% active involvement for freshmen to 39% active involvement for seniors. We saw the highest level of inactivity in the juniors.

SEXUAL DISCRIMINATION AND HARASSMENT

Sexual discrimination for students of the same sex as the student who filled out the survey were close for all years ranging from 16% to 19%. There was a gradual increase as student year increased. For students of the opposite sex, most believed discrimination was not a problem (78-88%). Seniors saw it as a problem the most (24 % Yes). Percentages were much lower for harassment which is what we would expect since this seems to be the trend. The percentage of students of same sex that believed harassment was a problem increased over the years (6% Fr. - 9% Jr.). Harassment of the opposite sex decreased from freshmen to junior (7%-5%). Seniors were different in that their percentage for sexual harassment of their same sex was lower (4%) and higher for opposite sex (9%). In any case, the percentages were very low.

TREATMENT OF STUDENTS

Freshmen to junior year percentages increased from 80% to 84% in their feeling that they were not being treated differently due to sex while seniors again were lower (76%). Most of the freshmen (78%)

had not felt discouraged by a professor or TA. The numbers dramatically increased for sophomores to seniors. 32% of each of these groups felt they had been discouraged by a professor or TA. For all years, most students did not feel alienated because of sex.

OVERALL COLLEGE

Around 55% of all students for each year agreed that the level of teaching is high. Most students felt non-engineering classes were more conducive to learning for women. The percentages ranged from 52%-64% this time with the juniors at the high end. There was an increase from year to year in the number of students that believed an equal number of professors of both sex in the college would be preferred.

ADVISORS AND ROLE MODELS

The majority of the students for all years did not have a preference on the sex of their advisor but there was an increase in the amount of students that did believe an advisor of the same sex would be better (19%-24%). For sophomores to juniors the feeling was split on whether or not they had a role model of the same sex in the College of Engineering. 41%-49% said they did have a role model of same sex in college and 46-55% said no they did not. Juniors had the closest split with 46% no and 49% yes. Freshmen were low with 23% yes and 66% no, but this was to be expected since they have not had the opportunity to see many of the faculty members in engineering. Most of the students for all years (around 55%) would like a role model or mentor.

GENERAL TOPICS

Around 80% of all the years would want to work in a co-ed atmosphere and around 60% of all years felt comfortable in a class full of people of the opposite sex.

MAJOR

Only two departments, Mechanical and Industrial and Electrical and Computer Engineering will be discussed since these two had the largest number of students participating in the survey. Most of the other majors had too few people to make a fair assessment of their department.

The following is a breakdown by sex for each department

M&IE Department

Male: 75%

Female: 24%

ECE Department

Male: 86%

Female: 13%

For both, we had a majority of sophomores which is around 44%.

STUDENT ACTIVITY INVOLVEMENT

The M&IE students were slightly more active than the ECE students with 31% of the M&IE students and 22% of the ECE students actively involved. 48% of the ECE students and 32% of the M&IE students said they hardly ever participated in student activities.

SEXUAL DISCRIMINATION AND HARASSMENT

Approximately 80% of the M&IE students and 84% of the ECE students believed discrimination was not a problem in the College of Engineering. Harassment was again seen not to be a problem at all with around 90% of both departments saying it was not a problem.

TREATMENT OF STUDENTS

The percentages for both departments in this area was very close. 70% of the M&IE students believed fair treatment of both sexes existed within the department. 9% believed it was unfair and 16% were in the middle. For the ECE students, 73% believed treatment was fair within their department. 8% believed it was unfair and 15% were in the middle. 87% of the ECE students and 79% of the M&IE students felt they had not been treated differently due to their sex.

67% of both departments had students that said they had not been discouraged by a professor or TA.

OVERALL COLLEGE

Both departments were again very close in their opinion of the teaching quality within the college (52% of the ECE students and 53% of the M&IE students). 51% of the ECE students and 61% of the M&IE students felt the environment for women was more conducive to learning in non-engineering classes. Approximately 70% of both departments felt an advisor of the same sex could do no better or no worse in addressing their needs than an advisor of the opposite sex.

It is also necessary to mention that all majors having at least 9% of the total number students participating in the survey were evaluated. All seemed to follow the same pattern as the two departments mentioned above except the Aero department which had 68% fair treatment and 27% unfair treatment. This was the highest amount for unfair treatment in a department of all the majors. General engineering was second with 14% that believed treatment was unfair and 57% believed treatment was fair.

The ECE department ranked the highest in fair treatment of their students while the M&IE department ran a close second. The Civil department was third.