

University of Illinois
at Urbana-Champaign

Engineering Experiment Station

106 Engineering Hall
1308 West Green Street
Urbana, IL 61801

Office of the Director

217 333-2152

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TO: C. J. Altstetter
C. S. Gardner
P. E. Parker
W. R. Schowalter
H. L. Wakeland

FROM: A. F. Graziano *AFG*

RE: Lynn Barry Policy Study Internship--1990

The first assignment of the Lynn Barry Internship in 1989 produced interesting and useful student perspectives on our instructional laboratories and the view of the students about a required fee to equip and sustain the instructional laboratories. This past year the internship was awarded to Ms. Elaine Fiolka. I charged her to study "the environment our undergraduate women and minority students experience during the course of their academic pursuits here, but you may extend your study to the social and residential environment as these may influence the pursuit of a baccalaureate."

Elaine distributed a subjective questionnaire to small sets of students, faculty, and alumni. I read through the small sample of responses she received, and found several common threads woven through them that Elaine has summarized very well. In brief, gender and racial discrimination is much the same here as our students experience in our society at large. There needs to be continued and visible effort to raise sensitivity about the "messages" that are transmitted by faculty to students in the classroom and in the instructional laboratories. Mostly it seems we all have to be careful about inappropriate remarks and references that slip unconsciously into the lexicon. There were no examples given of overt sexual or racial discrimination by faculty members, but there were a few instances reported of graduate assistants making unwelcome overtures to female undergraduates in their classes.

All groups mentioned the need to communicate or advertise the successful careers experienced by minority and female graduates. All groups mentioned the need to attract more graduate students and hire more faculty who are minority and female, according to the survey respondents, this more than anything else will improve the living/learning environment for minority and female students. The students especially, and many of the faculty, believe that smaller class sizes and intensive tutoring/advising/mentoring would produce the most immediate results, especially for minority students who arrive with deficient high school preparation.

Elaine's report is attached for your perusal.

AFG:ss

Attachment