GENDER EQUITY IN THE MATH FACULTY

A survey and report by The University of Waterloo for HeForShe (Mathematics Faculty) Committee
In the Fall 2016 term, the HeForShe (Math Faculty) Committee launched a survey to identify gender issues and gather student opinions regarding gender equity on campus and in the workplace. Overall, respondents gave a higher average rating to the level of gender equity on campus compared to the level of gender equity in the workplace. Common issues identified included: an imbalance in the gender mix of teaching faculty; unfair work allocation in group projects and in the workplace due to gender bias; discomfort and safety concerns in public common areas on campus due to a large presence of males; unequal opportunities for co-op position interviews, hiring, and advancement based on gender biases regarding capability; and concern over equal pay for equal work.

**Article Key Words:** Gender Equity, Math Undergraduates, Equal Opportunities, Survey
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1. Introduction

On November 28\textsuperscript{th}, 2016, the HeForShe (Math Faculty) Committee sent a survey on gender equity to current undergraduate students in the Math Faculty. This survey arose as an initiative to identify gender equity issues on campus and in the workplace, among the undergraduate student population of the Math Faculty. The results of the survey would then be used to improve the student experience for both current and future students.

2. Method

2.1 Sample Selection and Survey Design

In designing this survey, initial drafts of the survey were reviewed by (1) the HeForShe Math Faculty Committee to ensure that the survey was coherent and comprehensive in covering key gender equity issues on campus and at the workplace in regards to Math Undergraduate students, (2) the Survey Research Centre to seek expert advice on the survey specifics, and (3) the Office of Research Ethics to ensure the survey was in compliance with ethical standards. The survey focused on two broad themes, namely (1) gender equity on campus, which included students’ ability to learn and the campus environment; and (2) gender equity in the workplace, which looked into fair opportunities during both the co-op job recruitment process and “on the job.”

There were 23 questions in total. Questions 1-9 formed the set of “on campus” themed questions while questions 10-17 made up the set of “workplace” themed questions. The remaining questions were not theme focused, but general inquiries regarding the respondents’ perspective about gender equity or demographic-based questions about the respondent.

The finalized version of the survey (Appendix A) was created using Survey Monkey which was also used to collect survey responses. The survey was web-based and distributed via an email sent on November 28, 2016 to all UW Math Undergraduate students. The estimated time to complete the survey was ten minutes or less. Students could complete the survey any time from November 28, 2016 to December 19, 2016, and had the option to provide their email address for a chance to win one of twenty $50 gift cards to the University of Waterloo Bookstore. Because an incentive was provided in the form of a gift card draw, none of the survey questions were mandatory to be answered, as advised by the Office of Research Ethics. During the survey study period, a second email was sent out on December 15, 2016 to remind students to complete the survey and posters advertising the survey were displayed in various areas of the Math buildings on campus.

2.2 Sample Statistics

In total, 200 survey responses were received of an estimated 6000 students emailed. While we do not know the exact reason(s) as to why the resulting estimated response rate of 3\% was so low, a major factor thought to contribute to the low response rate was the \textit{timing of the study period} as the survey was distributed near the end of the Fall term when students may be focused on end-of-term projects or preparing for final exams.
Table 1 summarizes demographic information of the responses received by Program of Study/Planned Program of Study, Gender, and Program Type (Co-op versus Regular). While the results of the Program of Study/Planned Program of Study and Program Type questions aligned with expectations based on the composition of the population, it is interesting to note that in response to the Gender question, 94.6% of respondents identified themselves as female. While we have no definite conclusions to the reason behind this result, based on the open-ended responses from the survey, some possible reasons may be: students are under the impression that either the survey and/or the HeForShe initiative was predominately focused on women’s rights as opposed to gender equity, non-female respondents were less motivated to complete the survey despite the gift card incentive, non-female respondents did not feel a need to voice their opinions regarding gender equity versus their female counterparts. As the UW HeForShe Campaign was launched fairly recently this past year, the false impression that the survey was focused on women’s rights may be due to a lack of awareness or understanding of the campaign’s objectives. This issue was considered during the survey design stage, and as such, outbound communication in the email invites and posters were explicit in stating that this was a survey regarding “gender equity” to encourage respondents of all genders to participate in the survey. However, based on the gender survey responses, we will need to continue emphasizing the involvement of all genders for future UW Math Faculty HeForShe initiatives.

Table 1

Please indicate your Program of Study/Planned Program of Study¹:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuarial Science, Mathematical Finance</td>
<td>9.1%</td>
</tr>
<tr>
<td>Applied Math, Mathematical Physics</td>
<td>5.4%</td>
</tr>
<tr>
<td>Combinatorics &amp; Optimization</td>
<td>5.9%</td>
</tr>
<tr>
<td>Computational Mathematics</td>
<td>0.5%</td>
</tr>
<tr>
<td>Computer Science, Computing and Financial Management, CS/Bus Double Degree</td>
<td>31.7%</td>
</tr>
<tr>
<td>Mathematics/Business (including FARM, CPA, Math/Bus Double Degree, Business Administration, Information Technology Management, Math Economics)</td>
<td>23.7%</td>
</tr>
<tr>
<td>Math Studies</td>
<td>1.1%</td>
</tr>
<tr>
<td>Math/Teaching</td>
<td>3.2%</td>
</tr>
<tr>
<td>Pure Math</td>
<td>1.1%</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>0.5%</td>
</tr>
<tr>
<td>Statistics</td>
<td>9.7%</td>
</tr>
<tr>
<td>Undecided</td>
<td>6.5%</td>
</tr>
<tr>
<td>Other</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

Please indicate your gender²:

¹ As survey respondents were given the option to skip questions, 186 of 200 respondents answered this question.
² As survey respondents were given the option to skip questions, 186 of 200 respondents answered this question.
3. Results

3.1 “On Campus” Themed Results

Questions 1-9 of the survey asked respondents about gender equity on campus. For questions 1-7, respondents were asked to rank their level of agreement with the statement using a ranking system from 1 to 5 (where 1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, and 5 – strongly agree). Table 3.1.1 summarizes the responses to the first seven questions as follows:

Table 3.1.1

<table>
<thead>
<tr>
<th>Statements</th>
<th>Ranking</th>
<th>Ranking Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In group assessments, I feel that my gender does not affect the tasks</td>
<td>7 20 22</td>
<td>3.97</td>
</tr>
<tr>
<td>that I take on, in order to contribute as a team member in the group.</td>
<td>74 77</td>
<td></td>
</tr>
<tr>
<td>2. On individual assessments, I feel that my gender does not affect my</td>
<td>6 6 6</td>
<td>4.48</td>
</tr>
<tr>
<td>ability to successfully complete the assessment.</td>
<td>51 131</td>
<td></td>
</tr>
<tr>
<td>3. I feel that I have an equal opportunity to learn and be supported by</td>
<td>5 11 16</td>
<td>4.27</td>
</tr>
<tr>
<td>UW teaching faculty, regardless of my gender.</td>
<td>61 107</td>
<td></td>
</tr>
<tr>
<td>4. In the classroom, I feel that I am in an environment that is accepting</td>
<td>9 14 24</td>
<td>4.09</td>
</tr>
<tr>
<td>of all students, regardless of gender.</td>
<td>56 97</td>
<td></td>
</tr>
</tbody>
</table>

As survey respondents were given the option to skip questions, 186 of 200 respondents answered this question.

As survey respondents were given the option to skip questions, 200 of 200 respondents answered questions 1-6, and 198 of 200 respondents answered question 7.
5. In student areas on campus (e.g. Comfy lounge, computer labs, etc.), I feel that I am in an environment that is accepting of all students, regardless of gender.

6. If there are teaching instructors of different genders for the same course, the gender of the teaching instructor does not influence my decision on which section to take.

7. I believe that I am respected by my peers in my program of study.

Question 8 provided respondents the opportunity to comment and elaborate on the previous seven questions/statements. 34 respondents provided a comment to this question. The following lists common comments made in reference to the specific statements above:

- Reference to statement 6: a few respondents indicated they would prefer a female instructor.
  
  - “For number 6, if a woman were teaching one section and a man were teaching another, I would want to support my fellow women and be supported by other women, and would absolutely join that section.”

  Others commented that although they felt the gender mix among the student population was equally distributed, they felt that there were more male instructors than of other genders.
  
  - “The Math Faculty has a pretty good balance in student gender. Most professors are male, though.”
  - “I'm more likely to seek help from female profs and TAs, however in my [...] terms of undergrad, I've only had one female prof. This has been slightly detrimental to me.”
  - “I think having two female prof in my first term studying math was very beneficial. It made me feel like I also belonged in the faculty. As a female student, it was nice to see these role models every day.”

- Reference to statements 2 & 7: inappropriate and demeaning comments on online forums, such as Reddit, have made some students feel as if they do not belong in the faculty, where some have alluded to the online comments made towards female genders and minorities.
  
  - “…a lot of this has been amplified by the *many* hateful posts towards minorities + people who care about issues minorities face on popular UW forums (e.g. on reddit and omguw).”

- Reference to statements 1 & 7:
  
  - “In group work, there definitely is a tendency for the girls to be "voluntold" to do note-taking or be ordered more tedious and small responsibility, like emailing group members for reminders or printing the worksheets, etc.”
  - “I have noticed that female students are often expected (by other students) to take on certain tasks in group work (such as taking notes)…”
“I feel that a lot of my male peers do not take me as seriously academically as men. I did not realize that this was common until working with other women and discovering that we have the same experience. While working on homework or studying in groups, our male peers often question our work or immediately assume that it is wrong because we approached a question differently. It is not aggressive and they do not mean to undermine us, but it still happens.”

“Being a female in math makes things difficult, especially when there are very few and you stand out like a sore thumb.”

“For most of my classes I feel respected by my peers. However I find that in CS classes my male peers often assume I will not know something, and will start giving me unwanted advice on how to solve a problem.”

“I feel that in the math faculty there is unconscious sexism - women are minorities and men to form social groups among themselves for sport and this leads them to collaborate on assignments and research, and women miss out.”

Reference to statement 5: some students felt that study areas which were heavily male-dominated were more intimidating for students of other genders.

“…there are definitely some study spaces on campus where it is very male dominated and it can be intimidating to go to. Like the Physics Undergrad Study. It's not like the students there are mean, but it can be very intimidating nonetheless.”

Others have expressed similar thoughts, specifically referencing feels of discomfort in computer labs late at night.

“It is very hard to feel comfortable in computer labs at night when being the only female…”

Reference to statements 4 & 7: some respondents had indicated that drawing too much attention to women or having opportunities exclusively for women results in unfairness to other genders, such as males.

“I think it is very good to promote women on campus, but at the same time females should not be the only ones promoted… I would encourage the school to similarly promote men. We are just swapping one inequality for another.”

“While I do feel pretty comfortable with my peers, I am aware that many guys in my classes think girls in general have it easier in tech because there are well-publicized opportunities exclusively for women/minorities, making them feel like they're being disadvantaged.”

There were also several general comments made in this section. Many respondents which answered this question were satisfied with the gender equality and awareness on campus, but mentioned that they felt disparities during the co-op process and at the workplace. Specifically, some stated that they were not seen as equals to their male counterparts at work initially, but that these assumptions subdued once coworkers witnessed and learned of their capabilities.

Question 9 asked respondents about what issues mattered the most to them, in relation to gender equity on campus. 58 respondents answered this question. Issues identified included the following:
- Equal treatment, opportunities, and perception of all genders
- Safety. Specific examples listed include: walking home alone late at night and an easier reporting system of sexual harassment
- Diversity of gender both in the student body and within the teaching faculty
- Welcoming environment and acceptance of all genders
- Inclusivity of events and scholarships for all genders
- More gender-neutral washrooms and education about the transgender community

3.2 “Workplace” Themed Results

Questions 10-17 of the survey asked respondents about gender equity at the workplace. For questions 10-14, respondents were asked to rank their level of agreement with the statement using a ranking system from 1 to 5 (where 1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, and 5 - strongly agree). **Table 3.2.1** summarizes the responses to questions 10-14 as follows:

**Table 3.2.1**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Ranking</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I am satisfied with the level of inclusivity at my workplaces (e.g. co-op placement).</td>
<td>6 14 17 38 52</td>
<td>3.91</td>
</tr>
<tr>
<td>9. I believe there are equal opportunities for students, regardless of gender, during the co-op recruitment process.</td>
<td>8 13 31 33 44</td>
<td>3.71</td>
</tr>
<tr>
<td>10. I believe that all students have equal opportunity, regardless of gender, to receive an offer for a co-op job.</td>
<td>10 22 31 34 39</td>
<td>3.51</td>
</tr>
<tr>
<td>11. I believe there are equal opportunities for students, regardless of gender, in the workplace.</td>
<td>13 27 38 35 42</td>
<td>3.43</td>
</tr>
<tr>
<td>12. I believe my success in the workplace is independent of my gender.</td>
<td>13 24 31 32 53</td>
<td>3.58</td>
</tr>
</tbody>
</table>

A “N/A” option was provided to students who did not have any work experience yet or were not in a co-op program. Note that there was an inconsistency in the number of students who selected “N/A” throughout questions 10-14, but this has been considered to be statistically immaterial for the purposes of this study.

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5 As survey respondents were given the option to skip questions or select N/A based on their current experience, 127 of 200 respondents answered question 10, 129 of 200 respondents answered question 11, 136 of 200 respondents answered question 12, 155 of 200 respondents answered question 13, and 135 of 200 respondents answered question 14.
Question 15 asked respondents with who in the workplace they would feel comfortable with raising gender equity concerns. Respondents had the option to select as many options as applicable. The results of this question are indicated in Table 3.2.2 below:

Table 3.2.2

<table>
<thead>
<tr>
<th>I feel comfortable raising gender equity concerns in the workplace with the following people: (please check all that apply):</th>
<th>Response</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Options</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>Co-op Student Advisor</td>
<td>42.5%</td>
<td>71</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>31.7%</td>
<td>53</td>
</tr>
<tr>
<td>Workplace HR/Colleague</td>
<td>38.3%</td>
<td>64</td>
</tr>
<tr>
<td>Friend</td>
<td>94.6%</td>
<td>158</td>
</tr>
<tr>
<td>Mahejabeen Ebrahim (Waterloo’s Director of Equity)</td>
<td>19.2%</td>
<td>32</td>
</tr>
<tr>
<td>Your HeForShe student/faculty advocates</td>
<td>28.1%</td>
<td>47</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4.2%</td>
<td>7</td>
</tr>
</tbody>
</table>

Question 16 provided the opportunity for students to share any comments. 27 students left a response in this section. These comments included the following:

- Not feeling comfortable about raising gender equity and discrimination in the workplace with others, including their co-op advisor. Some have listed the fear of being asked to leave their co-op program as a major concern.
  - “In general, I don't feel comfortable raising gender equity concerns.”
  - “…i had a rather discouraging conversation with a coop advisor that discouraged me from transferring into thw coop program because I did not feel i would be given the support needed due to my gender. I was being compared to other students who did drop coop or were kicked out of the coop program.”
  - “If an issue did arise, I would probably not seek any help unless it got really bad”

- Being assigned monotonous tasks, feeling undervalued, or experiencing difficulty in being promoted in the workplace. This has been a concern especially for women in the field of Computer Science. A few respondents who worked at financial institutions have expressed similar concerns, but to a lesser extent.
  - “A friend of mine who has worked for [...] for a very long time says that a lot of her male colleagues are promoted over her all the time. It is very discouraging.”
  - “Sometimes I feel like I am perceived as bossy when I take up a leadership role.”
  - “My current and past co-op placements have all been in […], where misogyny and gender inequality is blatantly obvious. I'm sure it's a lot better than it used to be many years ago, but there is still a lot of work to do to push workplaces towards gender equality.”

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6 As survey respondents were given the option to skip questions, 167 of 200 respondents answered question 15.
7 Responses listed under “Other” specified: family, certain faculty, and N/A.
More students of a specific gender being interviewed at certain workplaces than other genders. Specific reference to more females being interviewed by certain companies and more males interviewed by other respondents have been listed. Many respondents have listed that they believe the individual who has the capability to do the best job should be the one interviewed and hired, independent of gender.

- "It seemed at times like some workplaces interviewed more women than men. I would just want to make sure that employers are hiring the best person for the job and not giving females an advantage. I want to receive a position because I deserve it."
- "I do believe that during the co-op interview process certain jobs, for example those surrounding […], are normally looking for males."
- "I have noticed that some employers will give interviews to students with seemingly no intention of hiring the student. I assume this was to maintain the appearance of gender equality."

Question 17 asked respondents about what issues mattered the most to them in relation to gender equity in the workplace. 49 of 200 respondents answered this question and listed the following issues:

- 27 of 49 responses listed fair treatment, respect, and equal opportunity for all genders in the workplace. Most respondents indicated that during the recruitment process, the person with the best skillset should be interviewed and hired for the job, regardless of their gender. The majority of respondents also indicated that having equal opportunity to projects and advancement at the workplace constituted their major concerns.
- Equal pay for all genders in the workplace
- Eliminating preconceived biases towards a specific gender in the workplace

3.3 Assessment of the Status Quo and Suggestions for Improvements

Question 21 in the survey asked respondents for suggestions regarding improvements for Gender Equity initiatives in the Math Faculty. Out of the 57 responses received, 10 responses were comments that they were satisfied with the current initiatives. The remaining responses can be classified under the following categories:

- Increase in the number of events geared towards women, with specific requests to focus on women in STEM fields, inviting women guest speakers, and the wage gap between genders
- Greater awareness and events for gender equity (not just women), including inviting guest speakers and more training/educational sessions
- Greater support from the males in the faculty for other genders
- Higher number of female professors & instructors

Question 22 in the survey asked respondents for their thoughts regarding the level of acceptance and inclusivity outside of campus versus on campus. Out of the 41 responses received, 5 respondents felt that the level of acceptance outside of campus and on campus were similar, 11 respondents felt that the level of acceptance was higher on campus than outside of campus, and 3
respondents felt that the level of acceptance was lower on campus than outside of campus. The remaining responses did not directly compare the level of acceptance between on campus versus off-campus environments, but provided comments on this issue. These comments can be aggregated into the following commonalities:

- Inclusivity is high on campus, but low on online forums, with specific reference to Reddit in a few responses.
- Many respondents felt that there was a higher male presence in the field of Computer Science, resulting in unfair biases and comments in the workplace. A few commented that the higher amount of male teaching faculty relative to instructors of other genders was intimidating.
- Inclusivity was high on campus, but unable to comment on “outside of campus” because they have not completed their first co-op job.

3.4 Other Key Findings: Comparison of Level of Agreement by “On Campus” versus “Workplace”

The survey consists of 12 “positive” statements, listed in sections 3.1 and 3.2, which ask respondents to rate their level of agreement with these statements. In an ideal world, 100% of respondents would select a rating of 5, indicating that they strongly agree that in general they were treated equally and had equal opportunities both on campus and at the workplace. The total rankings have been aggregated and separated by the two major themes as displayed in Graphs 3.4.1 & 3.4.2 below.

From these graphs, it can be seen that 79% of respondents selected 4 or 5 for the “on campus” statements, while 58% of respondents selected 4 or 5 for the “workplace” statements. The lower level of agreement for the “workplace” versus the “on campus” statements is consistent with the commentary provided by the respondents in the open-ended questions which followed the “ranking” style questions. According to question 22, many respondents felt that there was a higher level of acceptance and inclusivity on campus relative to other environments, such as their workplace or online forums. Given the large difference in the level of agreement between the two themes, greater awareness and work needs to be done to address the “workplace” gender equity issues raised by students. These issues are highlighted in section 3.2. However, it should be noted that there was a much lower response rate for the “workplace” themed questions than for the “on campus” statements due to the abundance of students who did not have relevant work experience, which may result in the data not being statistically representative. As well, as 94.6% of respondents were female, further research should be conducted with an increased number of other gender identities to eliminate any possible gender biases.
3.5 Other Key Findings: Level of Agreement by Program/Planned Program of Study

Based on the higher number of issues raised in the open-ended questions by students of certain studies, further analysis was conducted to look into if there is a relationship between the level of agreement with the statements and program/planned program of study. For the 12 “ranking” style questions, the average ranking of all respondents of each program/planned program was computed and then separated by question. From examining these results, it is evident that in general, there was a lower than average level of agreement across all the “ranking” style questions for respondents in the following programs: Applied Math, Mathematical Physics; Combinatorics & Optimization; and Computer Science, Computing & Financial Management, Computer Science/Business Double Degree. In general, there was a higher than average level of agreement across all the “ranking” style questions for respondents in the following programs: Math/Teaching; Math/Business (including FARM, CPA, Math/Bus Double Degree, Business Administration, Information Technology Management, Math Economics); and Statistics. The Actuarial Science, Mathematical Finance average level of agreement was similar to the survey average for the “on campus” themed questions, but was higher than the survey average for the “workplace” themed questions. The average level of agreement for respondents which were undecided for their program/planned program of study was fairly consistent with the survey average.

Across all the questions, questions 10, 12, and 14 had the greatest variance in the average level of agreement versus the survey average. For example, in considering question 14, while the survey average level of agreement 3.58, the average for Actuarial Science, Mathematical Finance students was 4.25 but the average level of agreement for Combinatorics & Optimization students was 2.63.
4. Conclusion

Overall, the results from this study provided greater insight into the math undergraduate student population’s perspective of gender equity. In analyzing the results based on the two major themes of the study, 79% of the sample population had a high level of agreement (ranking of 4 or 5) with the “on campus” positive gender equity statements and 58% of the respondents had the same level of agreement for “workplace” positive gender equity statements. Consistent with these findings, many respondents felt that the level of acceptance and inclusivity was higher on campus than in the workplace. From examining the issues presented by the respondents, common “on campus” issues consisted of: an imbalance in the gender mix of teaching faculty, unfair work allocation in group projects due to gender bias, discomfort and safety concerns in public common areas from a large presence of one gender. Common “workplace” issues raised by respondents included: unequal opportunities for co-op position interviews and hiring based on gender, unfair work allocation and opportunities for advancement at the workplace due to assumed gender biases regarding capability and concern over equal pay for equal work. While it will take time to work towards finding solutions to address these issues, several respondents indicated that increased awareness, events, and education of gender equity as well as an increased number of female teaching faculty, as current suggestions for improvement by the Math Faculty.
Appendix A: UW for HeForShe Survey on Gender Equity (Mathematics Faculty)

Thank you for participating in this survey. The purpose of this survey is to collect information from current students in the Math Faculty, in order to gather student opinions regarding gender equality on campus and in the workplace. The data collected will be used to identify issues and so that improvements can be made, and thus improve the student experience for both current and future students. Participation in the study is completely voluntary. The data collected from this study will be used solely for research purposes. The data will be summarized and no individual person will be knowingly identifiable from the summarized results. To ensure confidentiality, all identifying data will be removed before being provided to the principal investigators. Each participant who submits their survey response will have the opportunity to enter into a draw to win one of twenty $50 gift cards to the UWaterloo Book Store by providing their name and email address at the end of the survey. You may decline to respond to any question by leaving it blank with no loss of your chance to win one of twenty gift cards. Your name and email will be stored separately from your responses and deleted once the draw is complete (on January 6, 2017). If you wish to participate in the draw without completing the survey or have any questions about the survey, please email <mathheforshe@uwaterloo.ca>.

PAGE 2

Gender Equity on Campus
Please rank your level of agreement for the questions below using the following ranking system:
1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

1. In group assessments, I feel that my gender does not affect the tasks that I take on, in order to contribute as a team member in the group.

2. On individual assessments, I feel that my gender does not affect my ability to successfully complete the assessment.

3. I feel that I have an equal opportunity to learn and be supported by UW teaching faculty, regardless of my gender.

4. In the classroom, I feel that I am in an environment that is accepting of all students, regardless of gender.

5. In student areas on campus (e.g. Comfy lounge, computer labs, etc.), I feel that I am in an environment that is accepting of all students, regardless of gender.

6. If there are teaching instructors of different genders for the same course, the gender of the teaching instructor does not influence my decision on which section to take.

7. I believe that I am respected by my peers in my program of study.

8. Do you have any additional comments you would like to share, regarding any of the questions above?
9. In relation to gender equity on campus, what issues matter the most to you?

PAGE 3

Gender Equity in the Workplace
Please rank your level of agreement for the questions below using the following ranking system:
1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

If you are not in a co-op program or do not have work experience, please select N/A where applicable.

10. I am satisfied with the level of inclusivity at my workplaces (e.g. co-op placement).

11. I believe there are equal opportunities for students, regardless of gender, during the co-op recruitment process.

12. I believe that all students have equal opportunity, regardless of gender, to receive an offer for a co-op job.

13. I believe there are equal opportunities for students, regardless of gender, in the workplace.


15. I feel comfortable raising gender equity concerns in the workplace with the following people: (please check all that apply):
   - Co-op Student Advisor
   - Faculty Member
   - Workplace HR/Colleague
   - Friend
   - Mahejabeen Ebrahim (Waterloo’s Director of Equity)
   - Your HeForShe student/faculty advocates
   - Other (please specify)

16. Do you have any additional comments that you would like to share?

17. In relation to gender equity in the workplace, what issues matter the most to you?

PAGE 4

18. Please indicate your Program of Study/Planned Program of Study:
   - Actuarial Science, Mathematical Finance
   - Applied Math, Mathematical Physics
19. Please indicate your gender:
   - Female
   - Male
   - Prefer Not to Disclose
   - Other (please specify)

20. Please indicate your program type:
   - Co-op
   - Regular

21. In your opinion, how could we improve upon the current gender equity initiatives in the Math Faculty?

22. Do you have any thoughts regarding the level of acceptance and inclusivity outside of campus vs on campus? Please elaborate.

23. If you would like to be entered into a draw for a $50 gift card to the UWaterloo Bookstore, please provide your uwemail address:
   Name
   UW Email Address
Please note: We will treat your email address with strict confidentiality and will not share it with anyone outside this project. Email addresses and survey responses will be separated for confidentiality, but duplicate email addresses will be removed prior to the draw.

Thank you for completing this survey!