

What did we (Costanza Piccolo, Fabian Fröhlich, Trinh Nguyen) do?

- We collected gender data (survey and focus groups) for students in honours mathematics courses together with their experience and opinions.
 - Have you experienced discouragement as a result of any of your identities? How do other students in the class perceive gender in math?
- Data was shared promptly with the department and has spurred/informed initiatives and structural decisions.

How did we do it?

- Had a well defined research question and only asked questions to answer it.
- We consulted with the equity and inclusion office.
- We shared the survey data with focus group participants.
- We were careful not make anyone identifiable.
- We are mindful of intersectionality moving forward.

Context: Small program intended to prepare students for graduate school

Leaky pipeline: About **52-70%** of women leave the program before graduation, compared to only **32%** of men

Survey results: 127 men, 41 women, 3 non-binary, 2 prefer not to answer

- **20%** of women are **dissatisfied** with their experience (vs **7%** of men)
- **36%** of women are dissatisfied with available **support** (vs **18%** of men)
- **41%** of women observe **stereotypes** towards women in honours math classes
 - vs **5%** of men observing stereotypes towards women
- Very similar in:
 - Perception of math, level of rigour, how intimidating the instructors are
- Women report being **excluded** by other students in the class
 - For example, having difficulty finding someone to work with

“... I had a few reoccurring gripes with the attitudes of some of my **classmates**. I think too many thought themselves minor geniuses or above people in other disciplines. There was a lot of **gate-keeping** and **posturing**, it was gross.”