

The Effects of Race, Class, Gender, Institution, and Discipline in Engineering Education

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A team of researchers has identified important findings regarding engineering education by studying the effects of race, class, gender, institution, and discipline. Although it is not always possible to disaggregate by all of these at the same time, by using a dataset with the academic records of more than 200,000 engineering students, the findings are more robust than many studies. By comparing these engineering students to more than 800,000 non-engineering students, it is possible to understand how engineering students and their pathways are typical of other students in higher education.

**Friday November 7
3:00-4:00 pm
Campus Center Room 165**

light refreshments available at 2:45

**An Excellence in Engineering Education (E³) Seminar
College of Engineering
University of Massachusetts Amherst**

Questions? Contact Professor David Ford, ford@ecs.umass.edu