

Office of Educational Assessment

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**Survey Of Older Than Average Students
At The University Of Washington**

**Appendix D.
Verbatim Comments**

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COMMENTS

These comments were made in response to the following:

**Please briefly describe any age discrimination you
have experienced and/or comment on any question.**

- 002 g Office hours to see faculty are too limiting - 2 hrs. a week during business hours - not very realistic for a self-supporting person. Classes are not offered at very accommodating times for working people. Office people: some are very helpful and some are darn rude. Coming back to the University after being away for 10 years was a frightening and aggravating experience that I still resent. Free 1 hr. parking on campus should be made available and monitored.
- 005 g No problems whatsoever. It's simply hard to attend daytime classes and maintain a daytime job, but all classes can't be offered evenings. The most difficult problem is that of finding study partners. One needs to have more time to spend on campus to get acquainted with fellow classmates. Other than that, I've been very satisfied.
- 008 g 1) Faculty should bring all class materials to class for distribution. Working students do not have time to stand in lines at copy centers.
2) Faculty should teach from material in textbooks. Off-campus students don't have time to hang around campus for assistance from profs at their convenience.
3) The biggest problem is that all instruction is geared toward the on-campus student. Don't assume I hang around here all day! Campus resources are irrelevant. Provide options!
- 010 g My only complaint, and it is minor, is that classes in my program are offered at inconvenient times, such as the middle of the day. More evening classes would be appreciated.
- 011 u The System does not take into account special circumstances of older students who must schedule courses around work and family obligations. More night courses would be very helpful and Professors could take these considerations into account when assigning the work load for a particular class. For example, four term papers and six books to read for just one course alone is excessive for a student who works full time and/or has a family to care for.
- 016 u Faculty like to "joke" about events that were "before your time." I really resent this, since it makes me feel unnoticed, uncounted, misunderstood. I do remember JFK, the 60's etc. I am 35, and I am graduating and glad to be done. I look forward to graduate school someday where I won't be part of the "masses"!
- 025 u The lower division courses' discussion sections are awkward in that the experience gap prevents real discussion with my fellow students.
In upper division courses the more numerous graduate students make the classroom more comfortable.
- 026 g Hey - I'm not really that old!
- 028 g None I can think of.

- 029 g I am an adult. Yes, at 38 I finally admit it. While the student life isn't a holiday cruise I count myself among the privileged because I'm not 9 to 5'ing it.
My age group may be discriminated against but this is lost on me because I am more aware of the subtle discrimination against students in general. I am appalled at the way some of my coevals treat the young adults. I only hope my graying presence minimizes this elitist bullying.
Good luck America. Up the revolution.
- 030 g I have 4 children and a working wife so I spent all my time either studying or raising my family. I don't require nor have I sought University assistance or contacts except for financial aid.
- 031 g Those who are of the opinion that an advanced degree must result in a greater income or "higher" position have often expressed doubts about the benefits forthcoming to a student over 40. Money is a serious concern to this type of person. Agism seems to depend on personal values.
- 034 u In regards to the faculty advice - my program requires yearly contact with a faculty member. I dislike this, but feel that by being an older student I "generate" a more respectful and appreciative attitude on the part of the faculty.
- 036 g Not discrimination - but I'd like to make a comment: As an adult, working in the "real world" I have come to expect consideration & respect in my dealings with other persons - & of course give them in return. However, at the UW (from various staff i.e. - library, Schmitz Hall) this has not always been my experience. If, in the "real world" I or anyone else were to experience this, my business would be taken elsewhere - Thankfully these instances are few and far between, but still are amazing to me that they occur at all!
- 038 u People say the average age on campus is about 27 or so. Judging by my experience, this is because there is one retiree for every 5-6 eighteen year olds. The statistic is misleading. Students in my age group are the biggest minority on campus & it would be nice if some social events were geared toward us. We are so rare that we seldom cross paths otherwise.
- 039 g Family Housing unit staff are very unkind. I was very frustrated when I applied for family housing and gave up applying for it.
- 042 g I've been at the U since I was an undergrad so I "grew up" in the system. I was a TA during my grad school years and am currently employed by the UW so my relationship to the U and student body is probably very different than other older students.
- 043 u Instructors are sometimes condescending to the students in general as to their knowledge and/or motivation to learn. Also material presented assumes little historical background which many of the older students possess. This isn't a big problem, it's more an attitude than a hindrance.
Adequate low cost private housing for older students is a big problem. Very difficult to find and/or afford.
- 044 g - lack of special funding
- career counseling/financial aid counseling
- special scholarships/loan programs
- daycare for kids
- daycare for off campus jobs
- 045 u Age discrimination only in the scheduling and lack of flexibility of class hours and offerings.

- 047 g The classes required are not set up for people that also have to work.
- 048 u Resources need to be made available & presented to reach our attention regarding making adjustments from a working situation/environment to university level expectation about changes to expect and meet in home life once enrolled in a full-time program such as nursing. Also having an orientation geared towards older students would be of some benefit. Especially for those whose family members never entered college & who were "breaking ground." For those of us who weren't able to begin college at age 18 due to lack of financing, knowledge of the "system" & encouragement from our families - This is important.
- 053 u People estimate my age as 25 yrs so I fit in well w/younger group.
- 057 u Questions 26-42 did not apply to me or I honestly didn't know the answer, so I responded as neutral! I suspect that I am an exception to the rule, regarding older students, since my husband is supporting me and my education, and I am able to attend full-time, without the responsibility of a job or the financial worries many older students must face!
- 059 u I have had two TA's behave toward me in a manner which made me feel inferior because I could not respond fast enough (to learning). They have actually been humiliating!
- 065 u I can't recall a single instance where I felt my age was a problem in contacts with faculty, other students or financial aid officers. And I feel comfortable with and well accepted by the students and faculty in the School of Communications. I'm very happy with my experience as an OTA student at UW all around.
- 070 g I enrolled over the phone. I was very impressed with the professionalism of those I spoke with and with the way the whole procedure was handled. It was very easy. I liked that a lot! I was interested in a graduate program. But - the way the classes were scheduled I'd have to quit my job for one year. That doesn't make economic sense for me. Thus - I'm not going to pursue it.
- 074 g I observe fewer older students here than I did for my BS degree or masters. This may or may not be true but, the rigor your University offers may partly be responsible (esp for senior citizens). Thank you for this opportunity.
- 080 g I feel that older students have a great deal of life experience which often goes beyond the academic experience. These life experiences don't seem to be allowed to be expressed by older students and, a great deal of knowledge is lost to younger students when they don't get a chance to explore the experiences and knowledge of older students. Need more programs for older students that have to work for a living and are unable to attend full-time programs. Need non-traditional programs to take advantage of older students life experience.
- 082 u I have definitely not experienced any age discrimination.
- 085 g It is not uncommon for college to be oriented toward youth and at times kids. There is an anonymous student body comprised of young to middle aged adults i.e., 25-40 yrs. And, there seems to be little student body assoc. resource allocated toward such students at the U. Wash. Ideally, older students could meet and strengthen the learning process for all students. A GPSS program that is much more than a private interest or special interest pet project group would be a good start.

- 086 u Lack of variety for evening courses (the only time I can go).
Lack of financial aid for anyone taking less than, I believe, 12 credits.
What do you mean "Older Than Average Students"!?!?
I'm average (with respect to years) in my classes. How 'bout, if you really have to label me, just call me a student.
- 087 u I was told when I auditioned for a music instructor that I was too old to be a performance major (he later retracted the statement).
I find the patriarchy of this institution to be disrespectful of individual differences, needs, and development potential, particularly those of older students, who are more resistant to being treated like sheep.
- 088 g Not really experienced discrimination, but lack many common interests with younger students. Feel a little "out of it" at times.
- 091 u There is discrimination that is based on the attitude that students have all day to go to school and study and pick up papers, older students have to work and sometimes it is almost impossible to do basic tasks - such as get time schedules, they should be available somewhere at night like the libraries or the Hub; add or drop after week one, change to audit or C/NC or S/NS - after 1st week. Why can't that be done thru STAR? It is very difficult to get on campus before 5 pm to go to Sections - or why can't Sections be open late till 8 pm after 1st week?
Another almost impossible project for older students working full time is to get special permission to take a class when there is not a schedule line # in the catalog and you have to go get an entry card from the professor. They are never around - have very limited office hours. Why can't their secretaries handle that? Why can't they be given over the phone if the student is a senior or junior w/high grade point average? It wastes so much time for working student running around the campus.
There should be more classes that meet MWF or TuesTh for 2 hours or 1 1/2 instead of 50 minutes 5 days a week, these classes are very difficult to get to, for working students - yet many are required for the major and not offered at night.
Why are extension college, correspondence, and time schedule classes all treated differently? It's ridiculous! I pay twice as much in registration fees because I am forced to go to extension college classes that meet at night and day classes but each group acts like the other one does not exist. If I am registered already with University of Wa. day programs, why do I have to pay more fees for going to extension? Why can't extension classes be listed in time schedule as night classes as well?
Finally, the parking situation is horrendous, too expensive and extremely inconvenient. I was shocked when I was told (I am supposed to rush to school from work, skip lunch, find parking, drive back) I could not park in Burke Museum area parking lot - it was not for students? Then who the hell is it for? How can someone waste 1/2 hour walking each way from Montlake parking? Why are parking permits so expensive?
- 092 u Have experienced none to my knowledge.
- 096 g It was very difficult to get into the system initially - I had to wait almost a full year to the summer quarter to enroll - No one was particularly interested in my gaining entrance. It was an extremely frustrating experience.
- 099 g I have felt no age discrimination. I confess I'm somewhat baffled by the concept. You don't really think 32 is old for a masters student, do you?

- 102 u Myself & the other older students in our program feel that the faculty don't take us seriously - they don't believe we are seriously committed to becoming professionals in our field. Ironically, this discrimination has been most apparent from a female faculty member who has been discouraging the older women who after raising their families have returned to school & want to become jewelers - she views these women as hobbyists even though they've tried to make their goals clear to her - usually the final result is that these people stop taking classes with her and study with the male faculty member in our department. I don't think she is aware that she is doing this.
- 103 g Older students need more support groups, especially for older women students, and older single parents. The University should find a way to more fully subsidize childcare costs for all students.
- 105 u Though I am "only" about ten years older than most students, I am made to feel that the gulf is much wider. I often feel that my presence is merely tolerated by students, and that my input is unwelcome. On an intellectual level, I realize this hostility arises because younger students feel threatened by my experience; nevertheless, I find their attitude difficult to bear. On the other hand, all of my professors have been extremely helpful and encouraging. On #50, I indicated that I felt there was systemic discrimination because I do not feel the university has done enough for older students. The younger students need sensitivity training.
- 107 g I have encountered more events of sexism, or a combination of sexism and agism, than agism alone.
- 113 g Seems to be an unstated assumption that as an experienced adult, we have no need for guidance (we already know what we want), that we don't need clear expectations (we have our own agenda), and that we don't need lots of feedback (we can self-assess) or positive reinforcement/encouragement (we're not grade-schoolers anymore, so unnecessary to say we're doing well). Yet I'm no longer acquainted with academia after an absence of 16 years - so I'm not experienced in that arena, I'm not sure how I'm measuring up, or whether I'm doing what's expected. And it would certainly help to have professors to verbally indicate that I'm doing well. Very hard on confidence - on the one hand, we're adults, so need no special attention - on the other hand, we're treated as idiots "you're only a grad student, you don't have the experience to understand." I'd rather have my intellect treated as adult, with more care for my emotional state, instead of the reverse!
- 116 g Hopefully, most students returning as older students have reached some degree of maturity and do not require "hand-holding." However, we often do need specific advice on classes and programs. My observation is that we know less than the regular student about the system, yet people think we know the answers already because we are older. Specific, logical advice is what we need. It is very difficult to go back, but for some, it is our only chance. Some of us "older than average" people might have something to offer if given the chance. Specific incident - went to advisor for help in planning program and it was a waste of time - no specific advice.
- 117 g Older students are more likely to have children. The university should provide a quality drop-in center for preschoolers & babies so that parents can keep appointments with faculty etc. more easily. Childcare should be provided at the IMA building so that parents can utilize its important offerings in exercise and recreation
- 118 u Not much discrimination - just passing comments about my age. I do feel some understanding needs to be there for those of us who not only have the same amount of school work but are also self-supporting and trying to keep a family intact.

- 122 g Although I consider it commendable that UW admits older students to its professional programs, and although there are individuals within the system who are sensitive and supportive, there are still serious gaps in the financial and academic services necessary to see the older student through the process. The emphasis on short-term-memory-based examinations and the "keeping-up-appearances" games inherent in professional training are especially difficult for the older student. The quandary of spouse's income disqualifying the older student from eligibility for financial aid yet still inadequate to pay for tuition and other expenses produces more obstacles.
- 123 u - I have heard a few comments by students, but most seem to accept others for who they are, not their age.
- Most faculty have been supportive.
- The one who isn't doesn't seem to be supportive of younger students, either.
I don't fit into the system at the school of Music because I preferred "popular" music, and went that route after high school. At age 18, I could read music much better, and played many "classical" pieces, but after years of making my own arrangements, using both knowledge of harmony, and developing an "ear," I don't fit the requirement of the "classically" oriented U. of W. despite having a possible talent for composition and arranging.
- 124 g None that I am aware of!
- 125 g I've lived in Seattle for 8 years, and have built up my own social network outside of law school. I wish I had more involvement with main campus (e.g. non-law) students, but haven't attempted too many times to join groups.
I'm about as alienated from school as I was as an 18-21 year old undergrad, so my age is not a "burden" I'm living under.
- 133 g Generally older students are much more mature. If there has been any age discrimination against me I have not let it bother me. I am secure in myself and therefore less affected by others in a negative way, plus I just do not take crap from ignorant people.
Money is the biggest problem -- financial aid isn't (in my limited experience) geared to the older student with a family. The following are not considered: 1) pregnancy insurance 2) auto insurance 3) life insurance. We are insurance poor, but continue to keep our policies intact because we feel it is the responsible thing to do. It would be well if these things were considered in calculating financial aid! Most of the questions in this survey are not too important to me. I have a family, etc and am not too concerned about the typical undergrad activities -- money is the biggest concern of this "older than average student."
- 135 u Nine years ago, I was discouraged by an advisor to pursue an architecture degree based on length of time to attain it and the fact that it was a "man's field."
Hard to believe we were so unenlightened at that time - Had I ignored him, I might be an architect today.
- 137 g Average current MBA age is (I think) 30. I'm 31. I don't feel particularly "older," because my peers are approx. the same age.
- 139 g The only age discrimination I fear is in the future...e.g. - that I will apply for jobs & people will say, "Must not be too goal-oriented if it took him so long to get a PhD" (Though I haven't experienced it yet...)

- 141 u The students have been very supportive, although I often feel isolated merely by the difference of interests & experience between 18 and 34. Surprisingly, it is the faculty who seem to be most discouraging of, and uncomfortable with, older students. They often, I think, are worried by the different way in which older students question what they are being taught. They also seem often to feel threatened when a student is someone who may have more information in some areas than they do. The university experience and system as a whole are simply not even aware of the existence of the older student population & are, therefore, largely irrelevant.
- 142 g The acceptance process in the law school fails to take into consideration distinctions between older & younger students in terms of entrance qualifications etc. Scheduling similarly seems to take place in an environment free of consideration that some of us have children and other non-school responsibilities. Having been a college professor in my previous life, I have found the intellectual poverty and the administrative ineptness that seems to characterize student life here, particularly frustrating. Simple procedures, like easy access to a nearby parking space or easier procedures for picking up a loan check would have improved my life immeasurably. Nothing in my experience here will lead me to want to contribute as an alum.
- 143 g I've had not one thought about the fact I'm older except the mailings I get from OTAS.
- 145 g Can't say as I've experienced any age discrimination, though I may not be aware of it... The faculty in the Dept. treat me as the students in their mid-20's; I think we're all worked by the faculty & push ourselves equally hard!
- 146 g This does not apply generally to graduate students.
- 149 g In general I have enjoyed U. of W. very much and did not expect particular support. I have however felt isolated at times and would have enjoyed more contact. I have felt especially frustrated just getting information in my own Dept. about particular requirements for my degree. I sense a great deal of isolation & competition on this campus. A mentor program might be helpful - I have never gotten any information on any organization sponsoring this questionnaire.
- 150 u Older students have less stamina, less ability to do "all-nighters." It takes us longer to do our work. Yet teachers and TA's have often accused me of procrastination if I have difficulty accomplishing my work on time. Taking into consideration that my GPA is 3.7 (I am obviously not lazy!) and that as a grandmother I have family duties, I consider this an insult. I do not spend time socializing. I spend all my time studying. More often than not, a professor in a 3 credit class will assign 30 or more hours of homework. That is too much. As an "older" student, I need more than 3 hours of sleep a night in order to function! Another problem is professors who write tests that should take 3 hours and expect you to do it in 50 minutes. As I grow older, it takes me longer to work things out than it did when I was in my twenties. Since almost all classes are graded on a curve, this puts the older students at a disadvantage. Young students are faster - but not necessarily smarter or better! I am mostly ignored by the younger students. I've made friendships but I must always take the initiative. The young students seem to keep at a distance from me, as if they don't know how to relate to someone my age (and they probably don't). The professors, however, treat me with the same disdain they treat all the students with. 'Tis a lonely life.
- 151 g Perhaps because the average time for completing a PhD in science is >6 yrs, I've found little age-related discrimination (I also look a good deal younger than I am, which may help or hurt). I've found far more discrimination, both blatant and subtle, as a woman in science than anything based on age.

- 152 g I tend to look much younger than my age indicates. Students are shocked when they hear that I am 10 years older than they are. I suppose TA's and faculty would feel somewhat uncomfortable if I looked older (my age), however, age is not discussed. I am a little more aggressive about what I want than I used to be, but there are only a few occasions when I rattled a professor's cage and they growled back. The University does discriminate against students who will not be graduating with a B.A. or other degree (in my case, I am getting credits for state endorsements) and I am denied certain privileges in the placement office; for instance, I was told I was not a real student - my money is real, my grades come in the mail, it beats living in a third world country I guess.
- 156 g In my program I do not feel like an older student. I am older than those who start in the program but not as compared to those who complete the program. Your questions seem to assume that I work outside of school or that I have a special schedule because I am an "older than average" student. I am a full time student who has never worked outside of school; I don't feel that I belong to your target population. It seems to me you should have questions discriminating between students like me and older students who have worked and have decided to come back to school. I'm graduating in June 90! And that's it as a student for me!
- 158 u One of the most irksome things to me are lecture courses with required attendance. I am a student, by my own choice, and I am paying for it. Literally I/we are hiring the instructors and the university - therefore, it is up to me how I utilize the services I have purchased. If my time prioritizing dictates going to only some lectures, that is my choice as the consumer. Attendance requirements are for children and employees. If I am able to do the required work, reading, assignments and exams - attendance at over-large lecture classes should be at my discretion!
- 162 g I have no need of student support programs; however, the doctoral program does provide for networking and support if a student wants to avail themselves (himself/herself).
- 164 g I received by BSEE from the UW in 85 and returned in 88 to work on my MSEE. I have received encouragement and equitable treatment from all of the faculty and advisers of the EE department.
- 167 u I was quite surprised to find a rather hostile attitude among very few of the students (younger) I've met in discussion groups. I have attended evening classes for years without this feeling but day classes provide a higher percentage of younger students hence discrimination? Never anticipated encountering unkind behavior.
- 169 g It would be interesting to see what percentage of students are Vietnam Veterans. The school should consider this in the next survey.
- 171 g Education is expected to be a lifelong process. People now have multiple careers in their lifetimes. I want to see more attention to specific post graduate degree programs (especially PhD, JD, and MBA) which accommodate the full-time, working adult student. (Social interaction activities are desirable but secondary.) Existing personal enrichment classes & short refreshers (e.g. through the Extension) do not address this need. It is a shame that working, productive people must go outside the U. of W. system to obtain advanced degrees, especially when they can often finance their own education fully this way.

- 172 u **More important than merely being older than the traditional college student is being faced with balancing school work and classes into an already busy life of family life and employment. The hardest part of being a college student is trying to do it along with working and being a mom. College life is not at all forgiving when it comes to taking secondary place when a child must come first. Too many times I have taken an exam the day after my child kept me up all night with an illness. To be judged and graded on the same basis as a kid who is 10 years younger than I who only has his classes to study for or perhaps work part time, seems highly inequitable. A second problem to the college student who is a parent is the unavailability of childcare that is as flexible as the class schedules. In my opinion, these are symptoms of a faulty system, not the direct result of our faculty or administration.
- 174 g I think it was "status discrimination" rather than "age discrimination."
Quarter one = as an "Independent study student" paying with credit - Extension used someone else's credit card number. Never did register for the quarter (although this was only part of the problem; rest was medical)
Quarter two = paid for 4 credits - recorded as 3 credits.
Quarter three = who could "sign off" on "what" changed. Three trips from & to Extension in order to register.
- 183 u Lack of flexible class scheduling, mostly. For example, Marketing 301 is always only offered early in the morning. With young children to get off to school, I was forced to take it by correspondence. This method is not preferable to classroom instruction.
- 186 g Faculty Quality: The professors in my program have been away from the real job for so long that I feel their comments are almost useless. The best instruction & information comes when people are brought in from outside the University, who are presently employed as school principals, superintendents, etc.
- 189 g The UW Administrative Bureaucracy is appallingly insensitive, even inhumane, to students young and old alike. Thank God for STAR! It may likewise be insensitive and inhumane but at least it's not maliciously so. Some of the bureaucratic hoops through which one must occasionally jump are most inconvenient for working students and perhaps therefore disproportionately so for older students.
- 190 g Not so much age discrimination as status - GNM and 5th year students as I have been counselled "fall through the cracks" of your university system. Particularly in the area of correct, much less adequate, counsel at the Financial Aid Office. It took from April of 1988 to April/March of 1990 to secure positive action from the U. of W. with respect to loan moneys forthcoming. Not because the "system" would not grant the loan request but because no one knew (your first come first served counter system) or had proper training which would allow me securing a loan. As a result after 4 quarters of possible loan period I was eligible only during this last quarter; completely draining my personal financial reserves unnecessarily. This has not left me with a favorable attitude towards the institution!
- 192 g I do not feel I have experienced age discrimination, but the department I'm in (English) does not value work experience I have gained when it comes to TA-ships.
- 194 g I am not interested in support programs or student government. More placement (job) would be great - for non-entry level jobs.

- 195 u I work full time - require and expect no financial assistance - pay full tuition and books - But, the courses I need are never offered at night. The explanation is that nursing courses are so hard and the schedule so heavy that students supposedly cannot cope with working and the course. Nonsense - Many of our older students are almost as qualified as the instructors and many of the courses are simply review and are easy. I am going to school full time now - But in order to do so I have to be enrolled at 2 different colleges! Please give me nursing classes at night.
- 200 u Faculty fails to allow more of the "real world" into the classroom. Textbooks don't tell the whole story, and often don't come close to reality. Prof's seem to dislike interjections by older students with valuable info.
- 202 u It is a major sacrifice to go back and complete a degree. The responsibilities and commitments are more numerous and complex - It is very difficult to deal with arrogance at any stage of your life. It is even more so when in the context of the sacrifices required at this point of my life. I feel I am paying a high price for my education and do not appreciate faculty who know little or nothing about teaching but have total control of the situation and flaunt it with arrogance. It would be appreciated to pay for education and receive instruction that benefits my education instead of paying for credits and learning from the book.
- 205 u I feel no pains about being an older student. The only beef I have is that the quality of learning is far less than I expected for the U of W. For years I wished to come and now I wish I would have gone to a school with real teachers; but of course there are a few good teachers here -- N. Koblitz, Dr. Critchlow are the only two real teachers I have found out here so far though.
- 210 u **There has not been any overt discrimination that I have personally experienced. This system though, is geared to the younger student, e.g., Test reviews are scheduled in the afternoons - or 6:00 p.m., not allowing for those of us with families to truly attend. This is only one example. Due to family life - I have a husband and son - I have chosen not, by necessity, to be very involved in the campus. My time is very limited. Faculty is very understanding though!
- 211 g Would like aerobic exercise program geared for older people - low impact, more stretching time - less bouncy instructors.
Campus paper, Daily, is almost irrelevant to older students.
- 212 u It's hard being an older student because you have your own life also and school priorities don't seem to take that into consideration. For example we had an exam the day after Easter which makes it difficult to study when most people like to go to church and have dinner on Easter. I think it was inconsiderate exam scheduling.
- 224 g Social activities with students in my program are difficult because they don't want to deal with me when I bring my daughter (8 years old) along. They definitely avoid me. For example in one field trip we took, they preferred to be jammed 6 of them in one car than come with me and my daughter in another car even though I waited 'till the end to leave. Throughout the three days on the trip they never notify me of the group activities they were organizing. When experiments have not work, some faculty have pointed out that it must be me not making the experiment work. One time I tried this experiment 3 times and the faculty member could not believe me until a younger student tried it and get the same results as I did.
- 225 u **I have had very few problems with just being older than average. I have felt a great deal more discrimination because I am a night student. Facilities & services available to day students usually close at 5:00 pm which makes it difficult to see counselors, go to Schmitz Hall, etc.

- 253 g The most blatant ignorance I've encountered at the university regarding age is this questionnaire. The questions are poorly written for they assume that most "older than average students" are undergraduates. The average age for the Ph.D. students the last time I checked was 32-34. Secondly, most of these questions have little or nothing to do with the experiences of a graduate or professional student. (Note questions 8, 18, and to some extent 16.) You will have validity problems with the results.
- 254 u
- more afternoon classes are needed for graveyard & swingshift workers.
 - some instructors are insulted that older students must work and cannot give 100% to classes. They grade accordingly and are insensitive (Of course, it's not true, I give 100% to my school work.)
 - final exams should be made available to be taken early for working students when only 1 out of 3 exams is scheduled on finals week.
 - administrators treat older students with the same belittling and insincerity as they do younger students. It's insulting, because experience accounts for something.
 - recreation programs should include activities & teams just for older students.
 - we need support groups, extra counseling and more info.
 - career counseling is not geared toward us as much as to mainly the Japanese.
 - scholarships would be helpful, esp. for Masters & higher degrees.
 - more & a more variety of night courses with the same caliber of professor.
 - work/study that pays more.
 - paying \$647 for a class with a graduate student teaching is a waste of my money.
 - student govt does not include older students.
 - we need someone to listen when professors are unfair, unreasonable and just plain bad... still to not know where to go in such a "good old boy" network to speak my piece.
- Thanks for this opportunity. It's a great idea!! Let's do something with it.
- 257 u I would like to express my concerns about the type of class scheduling available at the U. Both the quarter system and the lack of a quality evening program indicate to me that the U is a university which has geared itself to the young, single student.
- I am a single parent who has until this quarter worked part time. For personal reasons, I'm now in a position where I need to attend the U full time. Due to class availability, I have been forced to quit my job in order that I might attend day classes which are only offered on a daily basis. This has produced a huge financial strain upon my son and I. I feel that it would have been unnecessary, had the U offered a quality evening program or classes based on a semester system.
- I have attended other universities that operated on a semester schedule and it offers many benefits to both the student and the university:
- 1) It provides "off" days, whereby the student can schedule part time employment. If you're only attending class on a MWF for example, it leaves you T and TH for work.
 - 2) Material is not forced down your throat in a rushed or stressed manner. A student actually has time to absorb material. Professors have time for questions and even class discussions. Daily classes that don't even go a full hour are wasteful and extremely inconvenient!
 - 3) Transportation is less expensive for students and reduces some of the parking stress for the university as well.
- I am grateful that I am in a position whereby I can return to the U under the conditions which now exist. I only question the amount of other single parents who are not able to do so. Please re-evaluate the schedule you are now offering. You could open some doors that are now closed.
- 259 u Not age discrimination, but sex discrimination by faculty.

- 260 u I have been associated with the Native American student groups. They tend to be older, but also are more open to all ages, including the children of fellow students. This has been a pleasurable aspect of my time at the U of W.
Because my studies so closely relate to my occupation, I have felt a good support from faculty.
My best support network is outside the U of W context. Although getting encouragement here is desirable, it is not essential to me.
- 263 u Financial aid is geared to parents supporting kids. It's hard to get any support while being married and returning to school.
Counseling needed to help adapt personal life around school - very hard to coordinate the rest of my life.
- 260 u I personally don't think that there is enough support for the older student. I also believe that the university is aware of the situation, this just proves the point at hand.
I have experienced discrimination in some of my classes, it was by the way of quiet comments about wasting time and money.
Hopefully this study will solve some of the problems that we have to deal with. I would like to thank you for your concern.
- 269 g I think it might be useful to distinguish between older students who went to college previously and the older students who are entering the U.W. as freshmen.
- 270 u I have not felt the need for any special treatment/counseling. I am amongst people of similar age-range at school.
Question #28 - I haven't found inadequacy in recreational programs/facilities due to age, but I certainly have found them inadequate for all ages concerned (> 18 years).
- 271 g If anything, being older has been an advantage.
- 274 u The Univ. of WA is geared almost exclusively towards a full-time 18-24 year old undergraduate program. The discrimination exists in the system itself. As demographics change so must the University. In Economics there are virtually no evening courses. In Business there are few upper division evening courses. Also the use of group projects is hard for working students as little time is available for group meetings.
- 276 u I have attended four major research Universities, UW, UCLA, Purdue, and Rochester, and know what I'm talking about. The U of W has nothing to apologize for in the way it treats older students. Although I think the UW should look closely at the night school programs offered at UCLA.
This discrimination stuff is nothing but a witch hunt and a disgraceful waste of tax payer money that could be used to improve the quality of academics rather than to pacify a very loud, ill or uninformed minority of bellyachers. Frankly, I find the university's efforts in these areas to be embarrassing to the community and very counter productive.
- 278 u The University system of admission and enrollment makes it very difficult for a fifth year student like myself to feel secure. If I take a quarter off to work so I can pay my own way without loans etc there is no problem, but if I have to take more than one quarter off I lose my student status and must re-apply with no guarantee of acceptance. This has been a problem. Second, there are not enough evening classes, and half of those which do appear in the quarter schedule are cancelled by the beginning of the quarter. It is always the more specialized and therefore more needed classes that get cancelled. The process is a trauma every quarter, although STAR is great. The overload system does not work for an older, part-time, working student.

- 279 u My main problem has been finding financial aid support. Because of previous jobs or the part-time job I hold at the present, I have never qualified for financial aid to relieve some of the pressure.
One other comment - the quality of faculty for the Math and Chemistry departments could be better.
- 280 g Question 17: The quality of the teachers is very good, however, the quality of the teaching is not as good. I suspect the problem is that if you want to be a first class researcher (which most health science depts. require) then you don't have much time left to spend at developing your teaching skills. The two goals appear for the most part to be mutually exclusive. The solution may be difficult to find, especially since it keeps getting harder to secure research funding.
In general, I am not sure that this questionnaire was useful for evaluating older students who are graduate students.
- 282 u With two children I have less time for study than younger students but that's not agism.
- 283 g I wish I had known about a group such as OTAS before receiving this survey. I feel very supported by the Nursing faculty and classmates, but it would be nice to know more about activities around the campus. I must admit that I don't always read the Daily or GPSS publications so I am sure I am missing much of the information if it is provided in those available sources.
It is difficult to go to school full-time and work 20 hrs/week. There are activities I would be interested in (such as student government) but I do not have much free time which would grant active participation.
Information about financial support would be appreciated although I'm not sure the "news" would be different. Since most scholarships, grants, etc look at previous years' income, it is difficult to receive funding.
- 284 g 1) When the ASUW elections are held, candidates and campaign workers never approach me with literature or whatever (guess I look too much like faculty or something).
2) The system tends to be geared toward traditional college students. 8-5 office hours, often closed for lunch, make it difficult on working students.
3) The money I pay for student activities (particularly the Student Activities Office and Daily portions) would be more useful to me in my pocket.
4) I'm not really aware of the need for additional student services. Longer weekend library hours and another ERIC terminal would be the main ones.
- 289 g I feel because of my age I am fairly self sufficient and stable in my educational goals. I am able, and do, take care of my emotional needs. My educational goals are firmly established and, at this time I feel adequate without school support systems. I believe that if I have difficulties it would be in the area of scheduling and relevant courses needed/offered.
- 290 u The only overt action of age discrimination I can recall was during the entry process of admittance into the U.W. Business School. An academic counselor advised me to attend a community college or technical school. She commented that at my age I just needed to know how to keep books (bookkeeping). I didn't need to know the theoretical background of business that the U.W. School of Business taught. When I explained that the reason I applied to the U.W. was to learn theory as well as application, she replied that I should realize a younger student will not be able to study business because I am filling that space.
I noticed the counselor was not an academic counselor at the Business School for much longer after my encounter with her.

- 295 g Note: I graduated with my masters in June 1988. I was 28 years old. I have worked full-time since. I'm currently enrolled in an extension class but have not attended between Aug 1988-March 1990.
- 296 g As an older student, my life is very busy. Trying to keep up with my studies as well as my baby, my job, my partner, and my mortgage is difficult. I don't need more activities, but flexibility in University office schedules (e.g., Schmitz) would be helpful.
- 298 u When I went to Arts & Sciences counseling to get advice on how to get into P.T. school, I was essentially told - don't bother to apply - nobody gets in. 11/2 years later I began the P.T. program -- it's a good thing I didn't listen to them!
- 300 u Your questions seem to presume a slight bias in your perspective of what an older student's profile might be. (#6 & #11). Also, regarding student government, it has never seemed to me to be anything more than just another thing for fraternity/sorority members to fart around with. No one else can afford the time; studies are just too important. Last, my accumulated years at the U.W. is over 7.
- 303 g I don't think older students need as much support - they're usually a little clearer on their goals & themselves. Also, most of us tend to cluster by age (at least in the MBA program) anyway.
- 304 u - We would like to have children soon. The university program is designed for younger students and does not seem to offer support systems for students with children, jobs, life outside UW.
We live quite a distance from UW. This has been my biggest problem. I am unable to participate fully in UW activities and my scheduling (availability) is limited.
- Faculty are more concerned with research than with teaching. This has been frustrating.
- 307 g I am, for the most part, independent and prefer to have information on my program (written), set my own pace, and seek my advisor only occasionally. I like it that way. I have heard that some would like (need) more direction, supervision - but I'm comfortable. I can get help when I need it.
Thanks for asking.
- 309 g The main problem that I have experienced is that there seems to be no adjustment to the way the mature mind changes in its learning style & learning need, i.e., as one ages fluid memory is in decline while cognitive ability increases. Our professors' teaching style remains glued to teaching young people. Mature students not only have different learning needs they bring a wealth of information with them into the classroom. This sometimes seems to threaten the instructors and at other times is ignored. It could be used to the benefit of the entire class.
- 310 u Most older students are living off-campus in permanent home settings, so getting to classes on campus can be the biggest hassle of attending the U. of W. because of inadequate & remote parking. The parking on campus has been restricted to people who are not attending a class. Walking long distances & climbing steep hillsides or flight after flight of stairs is not only time consuming but drains an older person's energy.
From what I've seen here and as a grad. instructor at the U. of Illinois, older students are usually more serious, more highly motivated & hard-working, i.e., better "students" than younger students who have just "left the nest." I think older students deserve some special considerations, such as older student on-campus parking permits or areas or allowing students over 40 to park on-campus for their class(es).

- 311 g The response to Question #12 may give you two very distinct sets of data. I work full time & must handle Univ. work & family on the side. I have no time to concern myself w. student gov't, being isolated, recreation, etc. (In summer I went full time to Univ.) There is a possibility that if I were not working off campus, some of this might concern me. I feel actually respected by the faculty for my experience that comes w. age!
- 314 u Scholarship requirements sometimes are geared toward new high school graduates. Get some more family activities to integrate the family and student with UW.
- 317 g The largest hurdle as a graduate student was the financial aide. Even with a large discrepancy between income & expenses it amazed me how the university felt there was no need for financial aide. Many of my classmates were barely able to stay in school due to financial difficulties! Those of us married were the most fortunate in not having much financial difficulties.
- 318 u Some of these questions aren't relevant to me because I'm currently taking on 2 courses. One through the U.W. correspondence and another at night.
- 319 u I must respond with statements to emphasize my agreement to no's 35 & 37. There are almost no options for older students with a normal work schedule and family life to complete a university degree (from UW) in the evening. Considering the great need to provide education to meet the demand for qualified people in our job markets, now & in the future, this should be of utmost priority.
- 320 g A support system or group that meets at flexible hours for students who must support themselves would be a welcome addition. Also, some funding options would be nice - there are hardly any! In my particular department (English) there are students of all ages, but almost all teaching assistants are newly graduated from their four-year degree programs, and very young.
- 321 g There is a feeling derived from the financial structure of "the system" that graduate students are completely on their own. There are no grants available at the graduate level, yet the tuition is more burdensome than at the undergraduate levels. This causes added burdens on young families and is a serious deterrent for serious, continuing studies.
- 322 g No discrimination.
- 324 u I attended North Seattle Community College for two years and felt much more comfortable and accepted there. Community colleges seem to want older students, and especially returning women. My dream has always been to attend the University of Washington, but I now feel very fortunate to have had my first two years of college at N.S.C.C. Personally, I think a college education is wasted on half of the 18-22 year olds at the U. They are too young to appreciate the advantages they are receiving! (Is this alienation or what?)
- 325 u It is very difficult to be in a study group, the younger students see me more as a parent, overseer, too smart, not smart enough, anything but equal. I understand their feelings but it makes the homework and learning much more difficult than necessary. Balancing school and family is much more difficult than I ever imagined. There is barely enough time to be a parent & wife and absolutely not enough time to be the student I could be.

- 333 g I have been accepted and encouraged by all. I use IMA daily and find school all encompassing and consuming. I don't need anything else to distract one from my present goal. A large grant would be nice but not expected. I am getting an excellent education & I appreciate the opportunity.
- 335 u - Inflexibility in degree programs discriminates against older students, giving them no credit for valid real-life experience toward fulfilling distribution and deficiency requirements. E.g., I'm required to take Math 101 in order to graduate. This is a hands-on science, which doesn't work for me, as a 31-year-old liberal arts major. This is my 4th attempt to pass Math 101 - yet my (general) GPA is 3.5! Why do I, as a graduating senior, need this class? I would enjoy an alternative to remove my math deficiency perhaps a course in mathematic theory!
- 336 u #16 As a housewife I'm not interested in the student community, but in spending maximum time with my family.
Late afternoon or mid-day courses should also be offered in the mornings during some semesters to allow those with children to take all morning classes.
- 340 g When applying for change in residency status, forms seemed most applicable to younger students (questions like: are you a dependent on parents' income tax).
Should be special forms for students over age 28-30 that don't ask irrelevant questions about parents.
- 343 g Had difficulty getting into program because of low math score on GRE. It had been 20 years since I had a math class, and I had already been in another graduate program with a 4.0 but was not accepted into the program. I had to attend as a GNM, retake the GRE and reapply. Because of this situation I could not receive tuition reimbursement. No one informed me that I could apply to have the GRE waived (math score) as requirement for entrance.
- 345 u Living 6 miles from campus with a wife & 2 stepchildren makes social or intellectual commerce with other students very difficult, regardless of age differences. Mass lecture courses exacerbate this problem. Of 9 classes taken at UW so far, the smallest had 85 students. It's unusual even to know another student's name, let alone develop friendships under these circumstances.
Friends & family outside of school compensate for social isolation in it. No similar compensation makes up the diminution of intellectual life where exchange of ideas among students is severely limited. That's life in the big university.
- 348 u The UW is the 6th college/univ. I've attended, because I interrupted my studies to marry and raise 2 children. Because both children now attend the UW, my re-entry has been eased by them.
However, I have had problems - not entirely due to age, but because I entered as a 4th yr. student, with most of my credits at least 10 years old. Because of the "gaps" between classes, it's hard to remember what I learned in 1st year classes nearly 30 years ago, & harder yet to convince admissions & sociology advisors that I should receive full credit for these "old" classes!
I really wish the UW would offer a re-entry orientation program each quarter for newly admitted students, especially for those of us who've got gaps between transcripts. I attended a re-orientation after my first quarter at the UW - very helpful, but would have been even more so a quarter earlier! SORORIA has also been of great help. I choose to be part of the ASUW as a whole, prefer not to be segregated out with just the older students & I love it!
Thanks for asking!
- 349 u - inexperienced advisors ability to give advice about classes, requirements or suggestions about long range educational planning.

- 350 u This is the 3rd quarter that I will have to withdraw from - with no financial aid available it is impossible to continue - I've tried to keep the dream alive, to complete this degree - but can't any longer.
- 351 g I am not much above the average age of MBA students.
I don't believe it is a good idea to specifically assist older people, especially if such assistance affects the help given to 'college-age' people.
Access for all to University programs, facilities, networks is sufficient.
- 352 g I feel there is inadequate academic encouragement and advice for older graduate students, who feel the need to achieve their degree goal, and resume their normal working life. The years that a student can be left alone "shopping around" the current research areas are a major frustration to those of us with jobs to return to, with deadlines to meet. I believe faculty are generally insensitive to the maturity and ambitions of older students. My answers to "specialized information networks" and "specialized counseling" on the previous page were intended in this academic support sense. ['agreed' they were needed more for older than younger students.]
- 353 g It's not my age or sex - it's the fact that I operate in a professional world ... I was told my happy personality might not fit in the refined atmosphere of grad school at U Dub - that I should "tone it down!" It appears as if academics w/little or no professional experience are threatened by aggressive students who seek value in both worlds.
By the way "Older than average" is an unfortunate term.
- 359 g Older than average students should be given separate waiting list for family housing and they should not be treated at par with undergraduate young students who may just be living as a couple in the campus.
I felt discriminated while searching for a family house off-campus due to my three children. Problem became more severe as I was a foreigner. University did not provide me any assistance in this regard, even my hearing (personal appeal) before Application Appeals committee on April 18, 1990 has not been fruitful for family housing.
A graduate student entering for two years if remain on waiting list for 18 months vis a vis an undergraduate student is not fair who may stay on university for four years.
- 363 u There is too much fear in the Dental School to reveal discrimination, whether it be age or sex related.
- 365 u #13 I've attended UW 3 yrs as a part-time 5th year student and have been able to handle the finances so far on 20% my income, 80% my spouse's. We haven't had to borrow so far. But now that I'm going full-time for a year and will be going into grad school full-time after that, I'm anticipating a lot of borrowing. I'm also applying for scholarships, but don't have many leads. I'd love more info on scholarships, as I make very good grades, but don't know where to turn.
- 366 g I feel being an "older" student is an advantage. Faculty and administrators have been far more willing to discuss my questions and meet my needs than when I was an undergraduate several years ago. Perhaps confidence comes with age in approaching these persons.
- 371 u My biggest problem has been getting into the classes I want to take which has nothing to do with my age.

- 372 u - I previously attended the U. of W. '68-'73 which I have been informed were "pre-computer" days when grades were hand transcribed. Somehow one of my 5 credit classes was recorded as an Incomplete. But since I have no proof of taking the course & since it was so "long ago" I am supposed to just grin & bear it.
- The advisor in the Sociology dept. seems uninterested & inept. I was misinformed and misled w/incorrect information. I could have done as well perhaps better totally on my own! I would have thought the University would have had more competent staff and more encouraging or enthusiastic people to help up with our goals.
- 383 g Mostly this amounts to being ignored or being unnoticed by younger students; sometimes they look at me as if I were from some alien planet - it's very discomfoting - and I get impatient with them.
I will say that it works the other way with faculty - most of whom are my age. Sometimes they are intimidated by me, especially if they are younger. I have noticed that much older students (55+) are often disregarded - perhaps as inconsequential (career wise).
- 385 u Older students have basically the same needs as the younger students. We all need to know that we are considered to be individuals. We all need flexibility in scheduling. We all need to meet encouraging faculty and counselors. In return I think we are generally eager to be hard working, serious students.
The group of students I see as needing a little extra support and encouragement are the foreign students studying abroad. If there was a program to match OTAS with those foreign students I would enjoy participating.
- 387 u As a working, totally self-supporting returning student, I find my financial aid options quite limited. I am not poor enough to receive any FINANCIAL AID AND AM BARELY SCRAPING BY working so few hours. (I've had to cut my working schedule considerably in order to keep up with the scholastic demands of the U.) I'd like to see an increase in aid for people in my financial position. At 31 - I can't see moving in with a couple of room-mates. At this point (having lived alone for years) changing one's living situation seems like cruel and unusual punishment.
Thanks for asking!
- 388 u My problem as an adult student is the lack of flexibility in my home status to move closer to campus. The 2 hour one way commute is the aspect of attending the U. that gets me down the most. More classes offered on a 2 day or 3 day week would be of value.
- 389 u My experience w/administrators has been discouraging. I am continually treated like an inexperienced, young, newly-admitted freshman. If I have questioned the system, more often than not there are flaws the UW knows little about; nor what action(s) to take. The glib cliches that work on the younger student population don't work on the older students, and shouldn't be used ("the university is an extension of real life"). Particularly when the recipient of such statements is aware that same is an excuse for substandard service. We should all be treated as adults pursuing honest, positive futures!!!
- 392 u The most difficulty I have had is the overemphasis on grades instead of learning; and in particular, the sophomoric approach toward the cheating "potential" in sophomore classes. An honor system or at least an assumption that no one cheats would be so (no?) less insulting. (particularly a problem in INTRO TO BIOLOGY, #201,202.)

- 393 g ['agreed' that has experienced discrimination by system itself] Only because classes I want are not available. Also libraries not always open when I am able to be on campus. Classes I want are only offered in daytime - why can't you offer classes very early in morning or after 5 pm so working people can attend? Also libraries are closed during holidays, semester breaks, and evenings when I have the opportunity to use them. Also, some classes rely on books "on reserve" at library. I cannot be on campus long enough or often enough to acquire the materials. In my circumstance, I would rather have materials available for purchase.
Thanks for asking our opinions!
In addition, at the History Dept., it always seems that special lectures and speakers are scheduled for mid-day. This makes it impossible for me to attend. I would like to have the opportunity to attend some lectures and could do so if they were scheduled for the evening.
- 394 u Since I was studying in an area where there was no degree program, I had to put things together on my own. I could only attend a class (or two) at a time, because of other obligations: working part time, taking care of a 6-member family, helping my husband in his career, and placating his anger & negative attitude to my career goals. I went to two counselors at the UW & didn't get a lot of help. It would have been nice to get a masters degree, or some sort of initials behind my name after earning over 90 credits beyond my bachelor's degree, as well as on-job work & education. But I don't blame the U! I love the U of WA!
- 397 u Since my department is fairly small, most students & instructors get to know one another, so there is fellowship available. However, I find less flexibility in class scheduling and time expectations at the U.W. Many of us have reached an age where we have commitments to work, home and family life, so more flexible schedules are needed.
I also cannot commit myself to full-time studies, as I am paying my own way. I feel that students should be given this option in all departments, particularly in Master's degree programs. Many of us also do not wish to give up our careers while attending school.
- 399 g Good university experience, with no real age related problems.
- 401 u - Many older students have complete lives apart from academics at the U. We need flexible programs with the special needs of us in mind.
- We need special advising on career options & more help in job search.
- Parking is a serious concern & using public transportation adds 2-3 hours a day to my schedule and with field work away from campus makes public transportation impossible.

- 404 u At first I was often not taken seriously by faculty and some other students - but rather classified as "dilettantish" by them, since I was a mid-30's woman returning to college in a fine arts degree program. This was especially true of teachers in the 2-D classes (design & drawing). The people with whom I worked closely were soon disinformed of that notion, by the time and energy I devoted to my studies. I do not mind having to "prove" myself, though. In one way or another, don't we always have to prove ourselves? Attending the UW at this point in my life has been a wonderful experience. But this experience was not "delivered" or easily available. I think a student of any age has to be willing to fight for their education; pursue the people and information you need with determination and even aggression, if necessary. In that sense, I had a considerable advantage as an "older" students. I found I possessed a perspective on both the system and the people administering it that younger students lacked. Since I had clear feelings about who I was and what I was doing there, it followed that failure, humiliation, even evil-tempered professors, etc., were minor irritations, not major obstacles.
- My gratitude for having an institution like the UW available to me is inexpressible. I started pretty much at zero, and completed all my BFA requirements in five years, between '83 and '89; and am spending one extra year in the UW foundry. As long as I was willing to go after what I wanted and needed - instead of wait to have it handed to me - I had more help, access, and encouragement than I would have ever expected. Hooray for the University of Washington.
- 405 u I wouldn't say I have age discrimination in that something wasn't in my favor because of the fact that I am 31 yrs old but there is discrimination in the fact that certain priorities are given to people who live on campus or can get to campus early in the morning. For example, overloads in the Business School are given to students on a first-come - first-serve basis starting at 8:00 am - the same is true for counseling appointments - I simply cannot be to the U by this time. I have 3 children to get ready for school. Also a required course in the business school - MKTY 301 is only offered at 8:00 am even though students have been requesting for over a year (probably many, many years) that an alternative time be offered at least one quarter per year. The class is offered at night which means that parents must arrange for & pay a sitter so that their children are taken care of while they attend school. (Normally children are at school themselves so this is an added burden on parents.) I don't feel the U has gone to any lengths at all to make schooling more accessible to returning students.
- 408 u My needs as an older student differ from those who are younger. I've been an employee of the U (thus my discernment of attitudes on both sides) & resent the "common" attitude displayed by the system that I don't deserve the respect generally accorded most "adults." The distinction of being a student appears to generate (although there are exceptions) a less serious approach by the system. It's difficult to explain because, in many cases, it's subtle. Most of the programs & events occur during daytime hours which I am unable to attend due to work responsibilities.
- I appreciate those professors who draw from or include the input of the life experiences of older students.
- I also appreciate those instructors who understand the complexities of life involved with juggling my worlds -- school & other -- & make allowance accordingly, i.e., responsibilities that require schedule changes or extra time for completing assignments.
- As far as instructors & TA's go, I have been fortunate indeed with the quality & standards I have encountered. These experiences help to balance out those occasions when I have felt like a number in a very impersonal system.
- 411 u Only in the very vague social reactions where like-aged individuals usually aggregate together at social functions. This is not to say that younger students don't talk to me but perhaps they are uncomfortable or intimidated.

- 413 g As an older student trying to get a competitive surgical residency I felt (and was told) that my age was a factor not in my favor.
- 414 g The only "age discrimination" I've ever experienced is having been sent this questionnaire! ASUW can spend \$15,000 on Jerry Seinfeld for Parents Weekend, and you people can spend whatever you spent on this project, but the English Department gets money for (only) twelve T.A.'s - me not among them. Who do you think you're kidding? There's a brain-drain in faculty and grad. students - GOSH! I wonder why?
- 415 g I have 2 kids, and my wife must work full-time as part of her professional training. Given this situation, I find graduate school difficult. I really don't think I am discriminated against because I am older than average, but I do find it difficult to fit graduate level classes into my schedule. The classes seem to fall in the same time slot year after year and many are only offered every other year. Classes & daycare require quite a bit of juggling. I do not want my children to suffer, so I fear I will not complete my PhD. Perhaps more flexibility in class scheduling & in required courses would help.
- 416 g Being a graduate or professional student is quite different than being an older undergraduate. I would expect an OTAS undergrad to have more difficulties than I.
- 423 u The only discrimination I have experienced is in the microcomputer lab in the Hub where a young man was very rude & inconsiderate & arrogant. Apparently this person is like that generally - according to others to whom I've spoken - he certainly was to me!
- 426 u Once a person becomes an "older student," it is more difficult to attend classes on a continued basis because of demands of family and home. I feel the University of Washington has a long way to go in offering a large number of classes on a correspondence level, thus permitting more people who work or who don't live close enough to Seattle to attend the University. My husband and I made a major move here to enable me to go to school and for a job change for him. I will need correspondence courses if we have to move back before I graduate.
- 428 g As an under 40 student, age discrimination in the legal sense is inapplicable. You might have considered a separate survey for those under & over 40. In many regards, situations & problems encountered for someone who is 20 years older than the average age student & someone who is 6-8 years older. The same notion might well apply to graduate vs. undergraduate students, i.e., displaced homemaker of 45 going back to complete undergrad. program vs. 35 year old person working on a doctorate.
Overall I felt that many professors are somewhat uncomfortable with graduate students of same age who have a fair amount of work experience - prefer younger students - there are some "power" issues in some cases. Also - many grad. professors seem oriented to a relatively inexperienced student who is contemplating entry level work.
Graduate advisor experience has been poor - nice person, but no guidance truly offered - creates (?) the rules!
The overall system & my particular school does not structure itself to accommodate people who need to work (at other than work-study jobs), create opportunities for collegiality and dialog - my program intrinsically assumes a non-employed grad. student - very isolating experience overall.

- 431 g By far the most serious problem I faced was financial. The "student budget" allowed for financial aid awards is seriously unrealistic for self-supporting single adults in an increasingly expensive urban area. I was denied access to maximum GSL amounts because I worked part time to make up the difference between what the financial aid office considers a budget and what my basic expenses really were. (This for studio apt, \$800 car, groceries, etc. - not an extravagant lifestyle.) I leave school in heavy debt from bank loans when my resources qualified me FOR FULL GSL eligibility.
- 432 g I have been treated fairly in every respect since being enrolled at U.W. in the graduate program. I have not experienced any age discrimination nor have I heard of any from other older students. If I could have more night classes and increased flexibility I won't ask for anything more. Leave the rest of the school to the younger students.
- 437 u In a class I was used as an example of the aging process.
Required field trips do not allow for family schedules.
Absolutely feeble financial aid packages.
Required class schedules are in prime work hours.
Review sessions for classes are always late afternoon or evenings - catering to on-campus students.
- 440 g Question #17 - Quality of education at the Masters level, Sch of Social Work, is at best fair & often is poor - I have been very disappointed by:
a. instructors who are unprepared for class; who rely on "guest lecturers" far too often; who generally have exceptionally poor teaching skills;
b. library staff that is uninformed (perhaps due to instructors who don't properly inform them re: reserve material, etc);
c. class scheduling: limited choices for required courses, particularly those meeting specialization requirements.
When I receive a call for a school donation/pledge my response is going to be "You MUST be kidding!", particularly due to (a). At \$1000+ /quarter I don't feel I'm getting my money's worth.
- 442 g 1. The ASUW seems geared entirely towards the 19-22 yr. olds.
2. I know nothing about OTAS and little about GPSS. I suppose that were there now some active social organization(s) targeted at older students, the study lounges and mailboxes of graduate students would have (been) aggressively targeted. I am unaware of any such effort. In retrospect, I believe I might have enjoyed having social contact w/ older students outside of my own program. This would have no doubt proven intellectually stimulating as well.
- 444 u I think more needs to be said to us old fogeys about what's around & happening on campus. As far as student gov't is concerned, this seems more geared toward those who live on campus - in dorms or the Greek system. A lot of us are more interested in getting our courses completed rather than going to frat parties; it's all a matter of priorities.
- 451 g Due to the fact that I am not on campus & am enrolled part time I have had several occurrences of being misinformed concerning enrollment dates, deadlines, and necessary forms, by phone. I also have had difficulty getting in touch with the proper authorities to get my questions answered. Most of the time I am directed to come to campus, which isn't possible for me most of the time. Many times I have had to deal with rude and curt employees.

- 452 u My feeling in general is that the curriculum is far too theoretical; no interface with the end user, i.e., business and hence is 90% a waste of time and resources.
Why? Because of the obvious obsession with university prestige through research. I have been told by various professors that essentially teaching rates about 3rd in priorities of the department.
Additionally I have been told by potential employers that they do not consider the U.W. a particularly useful institution wherein their commercial interests are served. My previous work experience concurs.
Stop worrying about student grades and start worrying about reasonable curriculum.
- 453 g The financial aid system is designed with only younger students in mind. The FAF is ridiculous to older students and the formulae used to determine need is based on an eighteen year old's standard of living. This is very discouraging to older students who have been out in the world a while.
- 454 u I don't think that I am a very typical older student as I have no children and do not work.
- 460 u I appreciate the concern which this questionnaire shows. It is, however, unfortunate that the computer's wisdom chose me, since I have very little input to give. I use my profession (physical therapy) as my financial support and have interests outside the university. I do not expect anything other than quality of instruction and a certain amount of flexibility from the university. These two things have, with rare exceptions, been forthcoming.
There has never been any question of any kind of discrimination. In my homeland (England) where a university education is practically impossible for someone of my age, I would have the opportunity only to attend a few evening courses, hence my enthusiasm for this system.
- 462 u My biggest disappointment so far has been the caliber of instructors here at the University. Twenty-five percent of them I would consider outstanding -- meaning qualified in their area of expertise and concerned about the students understanding the material. The rest, I am sorry to say, don't meet those criteria and should not be teaching.
Adjusting to classes scheduled on a quarter system has been one of my biggest problems. I don't feel as though I have a good understanding of the material by the time the quarter is over. It seems as though everything is crammed in so fast that I do not have a chance to internalize all the information. So once the exams are over, much of the information is purged. Prior to attending the University, I attended schools that maintained a semester system, which I feel is far superior. My only conclusion as to why the University maintains this inferior system is that it prefers receiving \$609 four times a year rather than three (including summer school) -- it certainly isn't for our benefit.
- 465 g As a student in health professions, the age average is older than upper-campus, and there seems less distinction between older students. My only non-medical course work (upper campus) was Admin 510 (Business course) and the acceptance of older student was excellent. I would definitely have appreciated more info and orientation to the university as a whole, to feel more a part of the general student body.
Thanks.
- 466 u I have not experienced any discrimination. I feel that it's up to me to fit in and be a part of the school. Once I leave college & go back to the work force I will be working with people of all ages and feel my college experience will be helpful.
- 467 g The most difficult part is all the responsibility I've accrued over the years in my profession, with my kids (aged 13 & 15), with my close friends. I know my grades are lower because I don't have the extra time to put into studying. But the professors can't help that, nor can anyone. It is a dilemma.

- 470 g You would be well served to examine Portland State Univ. for ideas on how the UW could better accommodate older students. I don't feel your time would be well spent trying to find ways to engage older students in campus social life. Most older students have their own established social circles, and would not have much interest in expanding it to a new younger group. As an older student I would like better access to the classes. Most departments have bankers hours, since I work this makes it hard to attend many classes. As a commuter I cannot take courses offered between 9:30-11:30 am, as there is no place to park. How about a 'one class' parking lot? PSU school of Engineering has all senior and graduate course after 4 pm! That's a real good idea!
- 471 g The U of W needs to offer more evening classes for students who are working full-time. U of W caters to only full-time students. This is reflected in tuition schedule & class schedule. U of W is inflexible in terms of good programs. Not terribly impressed with quality of teaching either. Had better instructors at W.W.U., B'ham.
- 473 g Most of the age discrimination I have experienced comes from the faculty of my department, in the following areas:
 1) Being treated as an inferior by people my own age or younger.
 2) Faculty expectations that grad students' social lives will revolve around the department and that grad students have no other social interests.
 3) Negation of any professional or avocational experience, interests & talents I might have that are not directly related to my field of study.
 I have also received comments from age-contemporary post-docs in my department that I am not as dedicated a grad student as they were because I don't center my life around the department.
- 476 u NONE.
- 477 g Graduate/older student life has been nearly invisible during my years at U of W. Undergrad activities seem to virtually disappear, evenings and weekends -- also discouraging to a grad or older student.
 Atmosphere in study areas of grad library (Suzzallo) are much improved; but it was deplorable, often difficult, prior to 1984 (esp. 1982-83). (Undergrads/younger students talking, eating, etc.)
 During my 5 years at U of W, I have never developed a sense of participating in a vital, relatively cohesive student body -- as I did during my graduate years (M.A.) at another university of similar size.
- 478 g Age discrimination has not been in the form of denying a student a position as T.A. or a lower grade. The discrimination takes 2 forms usually. Foremost is a total lack of recognition on the part of faculty (and younger students) of the responsibilities older students have with children and elderly parents. The time and stress involved with family is a significant factor. The second form is the lack of recognition of the older student as having experience and background to draw upon. Faculty usually react as if you were a neutral blob; remarks in class, and occasionally one on one, are, at times, patronizing. Since I am often older than the faculty, remarks about "how things used to be" and philosophizing about social events seem trivial, biased and intended to impress younger students.
 Most significantly, little in the educational structure and method utilizes the learning styles and strengths of older students. As a group, we learn and achieve differently than we did as younger students, and differently than younger students in the class.

- 483 u #47 - How can you be discriminated by students who you know nothing about and who don't care to learn anything about you. I suppose if discrimination is not being interested in me, O.K.
#50 - My problem is with the financial system. I am good at networking all the programs available. Still I never have enough money to pay rent or childcare.
- 484 g There is a real need for professional students in the Health Sciences (regardless of age) (e.g., Medical, Dental, primarily) to meet and socialize with other professional students. Male students within these two professions are largely single while females are married, engaged, or not available for socializing &/or dating because they are already in a long term relationship. It would be nice if a network could exist by having people primarily in the health sciences to get together & socialize. I would like to see "get togethers" & "events" organized where students of Medical, Dental, Nursing, Pharmacy, Health Sciences (e.g., Health Administration, Environmental Health, Public Health, Biostatistics) would be able to interact. This would allow students of these professions to have a better understanding & appreciation for each other's disciplines, and derive personal growth & enrichment.
- 485 g There is conflict from Financial Aid office, they have been unwilling to talk with my wife in lieu of myself. We are treated like inexperienced students.
- 491 g Older students are often much more focused regarding their academic goals and objectives; they therefore are less likely to seek or need counseling. It is also more likely that the older student has an established social life, and is less interested in normal student activities, e.g., sports, concerts, student government. Older students can take advantage of flexible class schedules and night classes etc. The principal difficulties I experienced as an older student were scheduling class time around my work.
- 495 u This is what you're really after - you don't really want to know how to improve the services to your customers because you don't have customers!
You are totally consumed with playing the "Equal Opportunity Skin Game" and finding out new strategies to extort money from the state legislature - all under the pretext of "Academic Excellence" and "Equal Opportunity," of course!
- 499 g Actually, faculty seem to be more encouraging and supportive of older students. Being with younger students tends to eliminate any age barriers - it's very refreshing.
- 500 g I am only currently enrolled in my first course as graduate non-matriculated, so some questions were hard to apply to my specific situation.
- 501 g None.
- 503 g I applied for housing (family) a full year before coming to UW. I was told I would have student housing soon after our arrival. We never did get housing. We were always pushed down the list by the "preference" system. I and my family were forced into an extremely competitive and expensive rental market, forcing us to take out large loans. My wife had to go to work, our child had to go to full daycare, that cost also, causing the spiral to escalate. The housing office seemed indifferent. Twice I was told we were at or near the top of the list and could expect housing soon only to be pushed aside. I feel the system punishes and discriminates against white, older, married men. It's forced us into heavy debt and created family problems.
- 504 g I have received nothing but encouragement, but I am aware that it is more difficult for those who are considerably older than average in undergraduate programs. I would fear dilution or lesser value for degrees if they are altered to provide for older students' special needs. The real challenge is still the principal motivator!

- 506 u - Parents' weekend invitation very cliché - very demeaning to the OTAS.
 - Faculty often do not leave themselves an "out" - "All of you sit at home & watch MilliVanilli"
 "None of you..." "Of course, you're NOT old enough to remember..." etc.
 - Need more flexibility w/ class entrances - often can't get in when one younger can and, frankly, I don't have as much post-education career development time to work with - I need to get in & out of school as quickly as possible as I have less time left in my life to garner experience.
- 507 g 1) I started grad studies at the U at 24 in a core-oriented program. There was no feeling of being lost - I think you should focus your admirable efforts on students in programs not in core oriented programs.
 2) I also do not subscribe to the myths of the typical, younger UG. Most of my students work - pay for their education themselves &, I feel, face as much stress, although different than older students.
- 508 g I did not feel age was an issue - a large # of students in my program were older.
- 510 u #34 - More four or five credit classes scheduled for two or three - or even once - a week, would be helpful, rather than 5 days a week for 45 minutes.
 These classes could be held daytimes. This would be helpful to people having to arrange for baby-sitters, and also for older students who would prefer to be on campus during the day without wasting so much time coming and going.
- 511 u Because I have children, I find it important to use my car so that I can get to them in an emergency. This is particularly true when they are ill. The bus schedule leaves too many, long gaps to be helpful. However, parking on campus is awful! Again, because I have children, I often cannot be on campus until 9:30 - too late to get a space in Montlake. Resident halls have parking - why?!
- 512 g Financial aid office.
- 515 g I am 43, & quite comfortable in the MSW program, which has quite a few "older" students. I feel no real need to be connected to the rest of the university. I earned a B.A. from the U. in '83, & feel that items in section 1 reflect a difference between undergrad., & grad. rather than student age. Items in section 3 are probably of greatest concern to certain groups regardless of age, especially women with children. I'm glad that there's increasing sensitivity to the needs of older students, although it's not much of an issue personally. Well-written questionnaire!!
- 516 g None.
- 517 u I have been on South Campus primarily. Older students are the norm. I will be taking some North Campus classes where the younger students seem to be.
 I will then feel a little bit more out-of-place.
- 519 u Married students are discriminated in that they are limited to 3 guest tickets for graduation ceremony, the same as single students. Why is this?
 Also I feel there is discrimination on scholarships in respect to community involvement, volunteer service, offices held, etc. Married students with children are very limited in time & do not have any spare time to participate in other activities.

- 520 u Forms, classes, etc. always ask question about my mon & dad - I really don't have access to their financial info and feel embarrassed asking them. Also I feel rather silly when prof's start talking about adolescent topics that they assume relevant to all students. (i.e. dating, etc.) I feel much more subtle and pervasive discrimination for being gay than being older.
- 521 g Some age discrimination will always occur, just like some forms of subtle racism. I have not felt anything except perhaps the observation of younger students that I am older. It is true so why should that bother me.
I don't think the Univ means to, [but] administrators do think of students equaling young. This could be changed.
If one looks for differences one will find them. Let's dwell on the similarities.
- 526 u Sometimes I feel that everything at the UW is geared toward the 19-22 year old student. I would like to have a place to go, like a lounge, where I didn't have to sit next to a bunch of snorting frat boys or fashion-victim girls. It would also be nice to have some kind of newsletter for older students so that we didn't have to depend on the daily for info about issues regarding OTAS - which is non-existent (the info, I mean).
- 527 u I have experienced no overt age discrimination from anyone at the university ... and have had just one "possible" experience with a young TA (who felt "threatened," I'm sure).
OTAS support groups, and scheduling/exam flexibility, would be most welcome.
Overall, the most pleasant surprise I have had as a returning, OTAS, is the "equal" treatment I've received from virtually all people on campus.
One reasonable suggestion: Many of us OTAS types have some rich life experiences.
Perhaps an OTAS advisory group for young students might be a good idea.
- 528 g Much of this did not seem relevant because I'm 31 and that's not particularly old for a PhD student.
In general, I have not felt any lack of services for me as an "older student." I am much more independent and self-directed than I was an undergrad.
- 529 g None - I support myself now and when I was a Masters student 2 years ago - I also served as a T.A. - and thought it was great.
- 530 g Until I received this questionnaire, I did not know that there were any support groups or interest groups geared to older students - why was I not sent information about these organizations upon my first registration at U.W. (at age 43)?
- 531 g The age range of graduate students is fairly broad, which may account for apparent acceptance of older students. I have been readily accepted as a member of class projects and have had no sense of age discrimination.
- 532 u The system is not geared so much to prepare a student for a career in their major as it is in providing Professors & T.A.'s a vehicle to display what they are doing w/ their research dollars. This has been a disappointment because I was hoping to learn job related skills - this hasn't happened because the dept's focus is on research only. I have been in the job market for 15 years and there is not much in the curriculum that prepares a person for the world outside the university - that's a shame & the university should be ashamed for such a sham...
DON'T EXPECT ANY ALUMNI SUPPORT FROM ME. & I won't vote for any U of W project or funds.

- 535 u Mainly when I began - since I was considered a junior I received no information about campus orientations, maps, how to even register. The 1st quarter was scary! Just by getting lost I'm finding most things. I did seek out a sm. support groups from the Women's Center & for a quarter that really helped. Now too many time conflicts.
- 536 u My only comment is that I sometimes get annoyed at how inconsiderate some of my younger (18-20 y/o) classmates are in lectures, frequently talking during class when I'm working to take concise notes and to listen to the professor's comments on an issue. I recognize that this behavior may be simply a function of being younger and wanting to socialize rather than study. I fully expect to avoid these problems when I begin taking upper-level courses. Until then, I am very thankful to be back in the university, surrounded by others who wish to soak up as much understanding as possible.
Thank you.
- 537 u The faculty for the science courses and most core courses have been excellent. The faculty I've encountered in my electives and pathway requirements have been poor instructors and I've been amazed at finding such faculty at a major university. (This is a second degree for me - the first came from the Univ. of Puget Sound.)
- 539 u One faculty member made it plain to me that I was too old to break into a new career in accounting.
- 540 g The full time residency requirement should be eliminated. Just take the courses when it is possible. More time should be allowed to complete degrees.
- 542 u No problems with age discrimination - I look younger than I am, therefore, at times I am spoken down to as if I've had no relationship with the "real world" (i.e., a "fresh" kid outta high school...)
- 545 g Perhaps "age discrimination" is too harsh of an expression. There have simply been a great deal of times that I have felt isolated and excluded, and that it can be very difficult to make social contacts because you are not given a chance to participate due to your age.
- 546 u No biggie, I just get tired of receiving mail addressed "To the parents of...."
- 548 u Why not include a little demographic info with the survey, or one like it in the future. I for one, would be interested in knowing, for example how many (percentage) older students are there - what programs are they in, etc. Make the results of this survey available.
Thanks!
- 550 u **Simply the assumption by faculty that because you are older you must be a better student - not taking into account the fact that since you have been out of school so long you don't have the advantage of recent learning experience, new methods, etc., and because of added responsibilities you may have to work a lot harder within much shorter time.
- 551 g I feel very strongly that evening courses need to be expanded. In fact, it would be very nice to have more graduate programs that are wholly evening oriented.
- 552 g I feel that because there are few night classes and schedules cannot be accommodated to fit the need of students presently employed, I have experienced discrimination.

- 555 u The only real problems I have had to deal with are as follows:
 1) Bus Admin program faculty institute group projects about 75% of the time. It has been very difficult to arrange time (I work, have social & family responsibilities & live 1 hour from campus).
 2) Campus events are for the most part at times inconvenient for me (i.e., evenings).
 3) It bothers me to have classes prior to 8:30 am because I live so far away.
 Basically, because older students often do not move to & become part of the Univ. community (for obvious reasons they are often already established elsewhere) there are problems - the faculty assume it is very easy for me to be on campus at any time for either group work, library research, late or early classes, etc.
 Thank you for asking!
- 556 g I have experienced age discrimination in finding off-campus housing advertised for students through the Student Housing Office.
- 557 u In the Office for Minority Affairs EOP, I have had an extremely hard time getting any help with problems I have had, with scheduling my classes, and just plain getting an appointment with anyone. I know what I want to do where school is concerned, I just sometimes need information about requirements or where information can be obtained, where is my file kept etc... I've nearly given up trying there and I'm seeking outside help. Sometimes I think its that they think I should be able to do it myself because I'm not 18 yrs old.
- 564 u It is as if the older student is invisible to other students and the system.
- 567 g Medical School discourages older students.
 System discriminates against part-time and working students. Full-time students receive TA- and RA-ships which gives these students access to laboratories and offices which have resources that are an advantage in engineering studies.