

include pictures of personal heroes (Gandhi, Einstein, Bill Gates, Chris Evert, Beethoven etc.) or a personal hobby such as mountain climbing.

DON'T display pictures or computer screens that depict explicitly sexual images.

DO ignore flirtatious students in your classes and under your supervision. It is your professional responsibility as a teacher to show students through your actions how people should interact in the workplace.

DON'T pursue a personal relationship with a student in your class. TA'S: wait until the semester is over and the student is no longer in your class. Professors: Students are off-limits.

DO use gender-neutral language during lectures and in your writing.

DO encourage promising women students to continue on to graduate school or pursue other research opportunities.

3 Future Recommendations

The committee recommends that a similar committee be chartered in the fall, to continue the work begun this semester.

In the remainder of this section, we list suggestions that were given to the committee, but which we did not have time to consider fully. Thus the committee recommends that our successors examine these suggestions.

3.1 Short-Term Suggestions

- Studies have shown that teachers, both male and female, treat male and female students differently, in spite of their best intentions. Learning about these biases by watching a videotape can be quite effective, allowing the teacher to identify and remove them in his or her own behavior. The College could commission such a videotape from one of the authorities in this field (e.g., Prof. Sue Vilhauer Rosser, a zoologist at the University of South Carolina Medical School, who has published four books on women in science, and speaks nationally on this topic).
- Establish all-female sections to which women are assigned by default, when schedules permit, in large classes. Women could of course enroll in other sections if they so wished. We have heard that this has been tried in Physics here, with success. This will help with problems such as women not being willing to speak out in class in front of males, and feelings of isolation.
- Have the default advisor for incoming female students be a female, thus ensuring at least occasional contact with a female role model. Students may of course select another advisor if they wish. Many engineering departments will not have enough female faculty to cover all the female students, but this measure should be implemented to the extent possible.
- Publicize the University's current policy on maternity, paternity, and family leave and tenure clock adjustments.
- Offer seminars for women students on taking oral examinations, and on interviewing. Women's typical problems in these areas are different from those of men, so while such a seminar would also be useful for men, it should be offered separately. The seminar could make effective use of videotapes of typical problem behaviors and remedies.
- Promote the use of group/team learning in courses, rather than requiring students to work alone. Studies have shown that women particularly like this form of studying, and it builds skills that will be required after graduation. The problem of how to assign grades to group work can be addressed effectively by a number of techniques. The students also need some guidance in dealing with potential problems within their groups (e.g., someone who does no work), and the instructor must make sure that women in mixed-gender groups don't get relegated to the position of notetaker.
- Offer a seminar for female undergrads on applying to graduate school.
- Have a central office that collects announcements of fellowships and sources of financial aid for women.

- Encourage the recruitment of female colloquium speakers at the departmental level, so that women students get to meet women professionals in their field. Organize brown bag lunches before these colloquia.
- Publish a flyer about gender bias in homework problems, suggesting possible alternative domains from which problems can be chosen.

3.2 Medium-Term Suggestions

- Establish day care on campus, for faculty, staff, and students.
- Establish a dorm wing for female science and engineering students.
- Improve access to family housing for students who are US citizens.
- Review the University's current policy on maternity, paternity, and family leave and tenure clock adjustments, with an eye to the needs of young families with two breadwinners, and the needs of single parents. During this semester, the committee discussed the language of the statement and the appropriateness of adding "child bearing" to the list of reasons for tenure clock adjustments. In the fall we wish to discuss the previous history of the language (why child bearing is not listed) and possibly recommend that the Dean of Engineering elaborate on the college's interpretation of the current statement.
- Women and men working late at night often feel unsafe. Review problem areas in University security, e.g., restrooms and lighting. Publicize policies on how to handle and report a suspicious person. Publicize procedure for reporting potential security problems.
- Conduct a comprehensive survey-based climate study for women and minorities.
- Institute more thorough tracking of students and faculty, including exit interviews.

3.3 Long-Term Suggestions

- Until more women faculty appear in classrooms, serving as role models, women are not likely to be attracted in large numbers to engineering careers. Probably the majority of women undergraduate engineering majors at the U of I do not take any classes in their major area from women faculty. For example, recently a graduating senior at the U of I in Computer Science declared that there were no women faculty at all in her department (untrue, but an understandable mistake in light of the 11:1 ratio), and that she was leaving computer science for a field more hospitable to women. Spertus [1991] says, "Not only do women make-up just 7.8% of computer science and computer engineering faculties, only 2.7% of tenured professors are female [Frenkel 1990, page 38] [Gries et al 1991]. Even worse, these numbers seem to be improving only very slowly or even dropping [Leveson 1989, page 3]." The committee should consider measures to improve the recruitment and retention of women faculty in the College.
- Examine the problem of faculty spouse employment, which is an increasing barrier to successful recruitment of both male and female faculty.