Quantitative Committee
Descriptive Profile of Full-Time Faculty
Gender Distribution
as of October 13, 2015

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This report was produced by the Quantitative Committee of the Saint Louis University Gender Equity Task Force (“SLU GETF”). The SLU GETF was formed as a project of the SLU Faculty Senate in Spring 2015. The SLU GETF received the following charge from SLU President Fred Pestello:

a. To examine data in multiple areas of university activity such as climate, recruitment, hiring and appointment of faculty, workload distribution, allocation of leadership responsibilities, compensation and promotion to assess whether faculty are treated equitably and are not disadvantaged because of their gender;
b. To determine if there are areas of perceived gender inequity among the faculty with an awareness that gender may intersect with other issues and identities; and
c. To prepare a report on the findings and conclusions of the task force that will include a plan, with recommendations, to address any inappropriate gender differences.

The SLU GETF is composed of full-time faculty members who represent each of the schools and colleges within the university. The work of the SLU GETF is conducted through two committees, the Quantitative Committee and the Perceptions Committee. The goal of the Quantitative Committee is to provide a quantitative evaluation of gender equity indicators among full-time faculty at Saint Louis University. The goal of the Perceptions Committee is to explore perceived differences in full-time faculty experience based on gender at Saint Louis University. This report is one of several projects of the SLU GETF that are currently ongoing.

This report sets forth the results of data collection and analysis by the Quantitative Committee on the question “What is the gender distribution of full-time faculty at Saint Louis University?” **To our knowledge, this report is the first of its kind since SLU currently does not publish a report on faculty gender demographics. The SLU GETF recommends that the university collect, analyze and publish information on an annual basis of the type and in the format presented in this report.**

The Quantitative Committee expresses its gratitude to Provost Nancy Brickhouse, Associate Provost Michael Lewis, Assistant Provost Steven Sanchez, Assistant Provost Stacey Barfield Harrington, and Director of Institutional Research Brett Magill for their support of this project. The Quantitative Committee also thanks Faculty Senate President Douglas Williams and Faculty Senate Past President Jane Turner for their ongoing guidance and advice.

The following members of the Quantitative Committee contributed to the preparation of this report: Sue Heaney, Leslie Hinyard, Rebecca Hyde, Allison Miller, Michelle Sabick, Gretchen Salsich, and Constance Wagner.
The current report summarizes the findings of the research question: What is the gender distribution across faculty positions at Saint Louis University? Three overarching trends emerged across the university:

- There are more men than women in full-time faculty positions at Saint Louis University (Fig. 1).
- Women are more likely than men to be represented in non-tenure track faculty positions (Fig. 2).
- Men are more likely to be full professors than women (Figs. 3a and 3b).
There are more men than women in full-time faculty positions at Saint Louis University. The current report is based on cross-sectional data as of October 13, 2015. We do not have information on the longitudinal trend of gender distribution at Saint Louis University.

Trend 1 raises the following questions:

- What is the longitudinal trend of gender distribution historically and is the gender distribution changing across time?
- What are the reasons for the current gender distribution?
Women are more likely to be represented in full-time non-tenure track faculty positions than men. There are fewer women than men in full-time tenured and tenure track positions.

Trend 2 raises the following questions:

- Are there differences in pay, workload, and/or opportunity for leadership positions between non-tenure track and tenure track positions in the university and in individual units?
- Why is there a higher percentage of women than men in non-tenure track faculty positions?
- Why is there a higher percentage of men than women in tenured and tenure track faculty positions?
- Is there a pathway to transition from non-tenure track to tenure track positions within the university?
Figure 3a.

In full-time non-tenure track positions, men are more likely to be full professors than women.
Figure 3b.

In full-time tenured/tenure track positions, men are more likely to be full professors than women.

Trend 3 raises the following questions:

- Why is there a higher number of male than female full professors on both the non-tenure and tenure track? While this may be due in part to historical trends, are there other factors influencing the distribution of men and women in these positions?
- Do individual departments offer mentoring and support for promotion and tenure for female faculty?
- Do individual departments employ unbiased talent management strategies?
- Are females leaving the university at a greater rate than males? If they are leaving at a greater rate, at what rank do they leave?
- Do women have greater teaching and service responsibilities than men?
- Do women have fewer opportunities for research and scholarship than men?
- Do individual departments offer collegial and supportive working environments for female faculty?
Recommendations

1. Collect, analyze, and report data on gender distribution in faculty positions on an annual basis.

2. Identify factors driving the trends noted in this report in each School/College/Center.

3. Develop action plans for addressing gender differences in individual units.

4. Develop a plan to address gender balance in recruitment and hiring, including reporting on ongoing searches for non-tenure track and tenure track positions. Reports should include information on search committee composition, applicant pool, interview pool, and offers made.

5. Develop a plan to enhance mentoring and retention of female faculty members from the assistant professor level through to full professor. Mentoring and retention strategies should be explicit and embedded into departmental culture.