

**Joint Provost and Faculty Senate Committee on Gender Equity
2023-2024 Final Report**

Submitted on May 17, 2024 to:

**The Office of the Provost
Faculty Senate
University Leadership Council (ULC)
Academic Affairs Committee of the University Board of Trustees**

I. History and Establishment

On May 12, 2017, the final report of the Faculty Senate Gender Equity Task Force (GETF) was submitted to Provost Nancy Brickhouse. A key recommendation from that report is that SLU establish a standing Joint Faculty Senate/Provost's Office Gender Equity Committee committed to advancing the work of the GETF. This document operationalizes the endorsement of both Provost Brickhouse and Acting Provost Lewis of that recommendation as it articulates the new standing committee's creation, composition, and charge.

Committee Establishment: Effective November 1, 2018, the Office of the Provost hereby establishes the Faculty Gender Equity Committee. This committee is a standing committee and is responsible for advancing the shared governance of the University via its consultative role to the Faculty Senate and Provost on issues related to gender equity among faculty.

In May 2019, the Joint Committee of the Provost and Faculty Senate held the first organizing meeting with Provost Gillis, Faculty Senate President Doug Rush, Faculty Senate President-elect Ruth Evans, and the newly seated members of the committee. In accordance with the committee charge, at this meeting, it was decided among those present and by approval of the Provost and Faculty Senate President that Christine Rollins, JD, School of Law, and Kristin Wilson, PhD, MHA, College for Public Health & Social Justice will be co-chairs of the committee.

Committee Composition, Appointment, and Terms of Service are posted on the Office of the Provost's website: https://www.slu.edu/provost/joint-provost-faculty-senate-committees/faculty-gender-equity-committee/charge/faculty-gender-equity-committee_charge.pdf

II. Charge

The charge of the Faculty Gender Equity Committee is as follows:

1. To implement the recommendations of the Faculty Senate Gender Equity Task Force contained in its report dated May 12, 2017, and to regularly monitor the University's progress toward equity for all faculty at SLU.
2. To research issues, questions, and concerns related to faculty gender equity, and to assist in preparing reports on such research, including periodic gender pay equity studies. The bulk of the

research is to be completed by the Faculty Fellow in conjunction with the Institutional Office of Research.

3. To recommend to the Provost actions to be taken to support and advance gender equity in any institutional context, including (in no particular order and not limited to):

- campus and departmental climate, recruitment and hiring policies and practices
- tenure and promotion policies and practices
- faculty development
- leadership development for academic administrator/leadership positions
- gender pay equity
- benefits
- workload distribution
- allocation of leadership opportunities

4. To report annually on the state of intersectional gender equity at SLU and related institutional initiatives, including related recommendations, to the following:

- Provost and Faculty Senate
- University Leadership Council (ULC)
- Academic Affairs Committee of the University Board of Trustees

5. To regularly draw upon the expertise and experience of, and collaborate with, the Vice President for Diversity and Community Engagement and the Office of the Provost to achieve all the above.

Important to note in the committee charge is the dedicated support required of the Committee:

The Committee's work will be supported by the resources of the Office of the Provost, primarily by filling the position of Faculty Fellow. The Office of Institutional Research, in particular, will support data gathering and data interpretation efforts as applicable and as its resources allow. Additionally, the Committee will work with and be supported by the Faculty Fellow for Equity Issues, the Director of Institutional Equity and Diversity/Title IX Coordinator, and others – especially regarding equity-based questions or concerns related to the intersectionality of identities.

III. 2023-2024 Committee Members

First Name	Last Name	Position	School/College/Center
Craig	Boyd	Professor	School for Professional Studies
Dyan	McGuire	Associate Professor	School of Social Work
Katie	Stamatakis	Associate Professor	College for Public Health and Social Justice
Dannielle Joy	Davis	Professor	School of Education
Caitlin	Stamm	University Archivist	SLU Libraries
Rabia	Rahman	Assistant Professor	Doisy College of Health Sciences
Gajapriya	Tamilselvan	Assistant Professor	School of Science and Engineering
Jane	McHowat	Professor of Pathology	School of Medicine
Tina	Chen	Associate Professor (January to May 2024)	School of Medicine
Craig	Rhodes	Program Director	Center for Advanced Dental Education
Irma	Kuljanishvili	Associate Professor	Faculty Senate (Starting Nov. 2022)
Deborah	Horton	Assistant Professor	Nursing
Anne	Dewey	Associate Professor (January to May 2024)	SLU-Madrid
Michael	Sinha	Assistant Professor	School of Law
*Terri	Weaver	Professor	College of Arts and Sciences
*Jintong	Tang	Mary Louise Murray Professor	Chaifetz School of Business
**Katie	Heiden-Rootes	Associate Professor	Assistant VP, DICE

*Co-Chair

**on sabbatical Spring, 2024

IV. 2023-2024 Final Report

The Committee convened monthly September 2023 through April, 2024. Aligned with [Priority #3 of the Academic Strategic Plan](#), the committee prioritized efforts around

- (1) studies carried out by the Assistant VP examining faculty service activities,
- (2) identifying intersection of work and mission with DICE,
- (3) assisting in the research and development of an Ombuds program in collaboration with the Faculty Senate,
- (4) advising on workload policy development,
- (5) providing data driven communication and recommendations to the Provost, and
- (6) updating our website to show current initiatives and efforts.

- **Greater connections with the SLU community**

Throughout the 2023-2024 academic year, the gender equity committee welcomed guests from across the campus, including:

- (1) Faculty Senate President, Chris Rollins (October 2023),
- (2) Learning and Development Manager HR, Aaron Mensinger (November, 2023)
- (3) Provost Michael Lewis, (January 2024)
- (4) Faculty Senate Compensation and Fringe Benefits Committee, Chris Sebelski (February, 2024)
- (5) Assistant VP, Public Safety, Melinda (Mel) Heikkinen (March, 2024)

These guests' participation and presentation at the committee meetings strengthened the connections between the GEC committee and various units on the campus, enhanced the visibility of our work, better aligned our work with the university strategic plans and priorities, and provided more needed support for other units. These guests were informed of subcommittee work being conducted by the GEC and their respective expertise informed the evolving work on those committees for alignment with broader DEI work being conducted at the university.

- **Subcommittees and Accomplishments**

To streamline and focus the efforts of the committee, two new sub-committees were created, and added to previous subcommittees. Their accomplishments are summarized below:

- The visibility of the Gender Equity Committee was increased throughout the campus with a [Newslink article on its end-of-the-year meeting](#). Thank you, Provost Lewis, for attending this meeting and raising a dry toast to Co-Chair, Dr. Terri Weaver, for her contributions and leadership.
- **Teaching feedback Sub-Committee (2023 Sub-Committee)**
 - **Accomplishments**

In collaboration with Associate Provost and Chief Online Learning Officer, Debra Lohe, and Associate Provost, Seve Sanchez, the GEC developed and approved the following

pre-amble to be added to the end-of-term student Blue feedback. This preamble was designed to alert students to the potential for implicit bias toward women and faculty of color as one way to reduce disparities in student feedback for underrepresented faculty. The preamble was written and approved by the GEC and the implementation roll-out happened in the end-of-term student feedback in Spring, 2024. The preamble reads:

Student feedback about their courses and instructors plays an important role in the improvement of teaching and learning. Research shows, however, that student feedback is often influenced by unconscious and unintentional biases about their instructors. For example, women and instructors of color systemically receive less positive student feedback than white men – even when there are no actual differences in the instruction or in what students have learned. To help reduce the possibility of any bias in your feedback, please focus your responses on the questions asked, and be intentional about not responding in a way that reflects any interpretation or judgement of an instructor’s perceived identity(ies), age, appearance, personality, or national origin.

The committee has also been supportive of Associate Provost Lohe’s ten-year plan to reformulate the evaluation of faculty pedagogy using gold-standard methods. GEC member, Rabia Rahman, will be serving as a representative to Provost Lohe’s teaching reexamination project.

- **Faculty Compensation Subcommittee (2023 Subcommittee)**
 - The GEC continues to work closely with Chris Sebelski of the Faculty Senate and Compensation Subcommittee to advocate continuing to have a separate pot of money to ensure gender parity in compensation.
- **Wellness, Mentorship, and Equity Sub-committee (2024 Subcommittee)**
 - **Goal: Create a culture of mentorship and wellness for inclusive excellence**
 - **Proposal:** Collaborating with the [Emerson Leadership Institute](#) to
 - (1) provide implicit bias/intellectual humility training to faculty and staff across the campus, especially search and promotion/tenure committees at the university and college/school level. We are seeking to create inclusive candidate pools, and reduce potential bias in the evaluation of faculty candidates at all stages of their career.
 - (2) devote Day 1 of the [Be Heard – Women in Leadership Conference](#) (hosted by the Emerson Leadership Institute annually) to be internally-focused only, so that faculty across the campus can (a) review and discuss available university data and documents such as this [white paper report](#) on improving faculty equity and the [toolkit for best practices in faculty recruitment and retention](#); (b) present their own equity-relevant research in their respective disciplines; (c) share the latest findings on gender equity reported in both scholarly studies and industry research.

- **Research and Equity Sub-Committee (2024 Subcommittee)**
 - **Goal: Provide recommendations for funding and promoting equity work**
 - **Connect with OVPR, DICE for DEI-embedded grant proposals/research projects**
 - **Support for under-represented graduate students and faculty**
 - **Accomplishments:** We have created a [Committee equity research folder](#) in which we are seeking to increase the visibility of the equity-related research being conducted by members of the committee. Regarding equity and research, we continue to amplify the importance of transparent workloads and examination of service, particularly for women and underrepresented faculty. If women and minoritized faculty continue to have greater service commitments, they will experience disproportionate challenges in having the time to allocate to their research. Regarding institutional research, we have been unable to examine several issues related to institutional equity, such as the factors that are associated with losing underrepresented faculty. Challenges to examining these factors include inconsistent or absent exit interviews and difficulties associated with institutional research.
 - The GEC will continue the acknowledgement letter addressed to each committee member along with their respective Dean to formally acknowledge the efforts and initiatives of each individual member in the past year. This acknowledgement letter will be sent out from the Provost's Office to increase the awareness of GEC work across campus.
- **Assistant VP for Faculty Equity, Dr. Katie Heiden-Rootes**
 - (1) Year 2 of NSF ADVANCE work produced a [white paper report](#) with a summary of the internal research and work to date offering several recommendations for improving faculty equity in advancement for women and underrepresented minority (URM) faculty.
 - (2) Early Career Faculty Mentoring program by DICE inaugural year with 35 faculty. Monthly learning and social events, one-on-one mentoring meetings with Rochelle Smith, Katie Heiden-Rootes, and Jintong Tang, and pre and post surveys about experience for informing next year's mentoring programming.
 - (3) Drafting application for NSF ADVANCE Catalyst submission for Fall 2024. Core team – Leslie McClure, Gregory Triplett, Bidisha Chakrabarty, and April Trees.
- **Relevant work by Jintong Tang, Co-Chair**
 - (1) Organized the 3rd annual [Be Heard – Women in Leadership Conference](#).
 - (2) Received 4 grants:
 - Scholarship Opportunity Fund by OVPR for the Be Heard conference.
 - Cultural and Belong Grant by OVPR for the Be Heard Conference.
 - The Mike Medart Women in Leadership Grant for the Be Heard Conference.

- Beaumont Scholarship Grant by OVPR for research on female, immigrant entrepreneurs.
- (3) Publication in a Diamond Journal (premier journal as determined by the Chaifetz School of Business):
- **Tang, J.**, Ye, W., Hu, M., Zhang, S., & Khan, S. 2024. [The gendered effect of populism on innovation](#). *Journal of Business Venturing*, 39(4): 106393.
 - This research was [featured by Saint Louis University Research Institute](#).
- **Relevant work by Terri L. Weaver, Co-Chair**
 - 1) Received/continued 5 research grants:
 - Co-principal investigator with Vithya Murugan, Ph.D., Doerr Center for Social Justice Education and Research Intimate Partner Violence Service Providers' Perspectives on Racism and Race-Related Challenges for Black Survivors' Experiences
 - Principal Investigator, Stolle Award, Black Survivors of Intimate Partner Violence: Community Advisory Board
 - Principal Investigator, AHEAD Institute, Intimate Partner Violence and Healthcare Utilization among African American women
 - Principal Investigator, HRSA, Scaling UP Integrated Behavioral Health Treatment for OUD, Engaging Primary Care and Telehealth; No-cost continuation year focusing on developing resilience in the workforce.
 - Principal Investigator, Health Research Council, A Qualitative Examination of Risk and Resiliency Factors Associated with Burnout in Pediatric Intensive Care Providers
 - 2) Institutional and other Equity-related research
 - Hawk, R., Bell, S., **Weaver**, T. L. (2023, November). *Gender Discrepancies in Self-Care Motivations*. Poster submission for the 57th Annual Association for Behavior and Cognitive Therapies Convention.
 - Hawk, R., **Weaver**, T. L. (2023, November). *Childhood Maltreatment is Associated with Low Self-Care in Adulthood*. Poster submission for the 57th Annual Association for Behavior and Cognitive Therapies Convention.
 - Hawk, R., Bell, S., **Weaver**, T. L. (2023, November). *Emotional Abuse in Childhood as a Predictor of Self-Punishment Motivation*. Poster submission for the 39th Annual International Society for Traumatic Stress Studies Conference.
 - 3) Gender-related scientific presentations presented at national and international conferences
 - **Weaver**, T. L., McMorrow, S. R., Bell, S. L., Bosch, J., & Tang, J. (in press). COVID-19 and Asian American and Pacific Islander (AAPI) Healthcare Providers: The Importance of an Ecological Lens when Examining Stressor Exposure and Outcomes. *Trauma Psychology News*.

- Werner, J., **Weaver**, T. L., Owens, M., Bell, S., Murugan, V., Hoague, F., & Draper, L. (in press). Institutional Experience with Investigation and Service for Acute and Posttraumatic Stress in the Pediatric Intensive Care Unit, *Missouri Medicine*.
- 4) Equity-Related Clinical Practice
- Provided pro bono trauma-focused psychotherapy for an intimate partner violence homicide survivor as a teaching case

Recommendations

The following recommendations were provided by the committee to the Provost:

(1) Ombuds Recommendations

The Joint Provost-Faculty Senate Gender Equity Committee recommends that a report from the Ombuds for the committee to review in terms of office use and what was addressed. We are particularly interested in the uptake for this new position and whether/if issues of gender, or racial disparities were listed as areas of concern. Having a report from the office would inform potential recommendations related to consideration for making this a permanent position.

(2) Workload Recommendations

The Joint Provost-Faculty Senate Gender Equity Committee recommends the Provost continue to communicate the importance of considering issues of equity to Deans regarding unit workload policies. We continue to recommend that that the Dean reviews by the Provost should include five important and related items: 1) **demonstration of how each of their department's workload policies identifies faculty service and less visible workload elements (e.g., mentoring, directorship responsibilities, planning of student welcome events, advising student groups, etc.)** and contributes to retention of faculty from marginalized groups; 2) **demonstration of efforts made to match the workload of individual faculty to their promotion/tenure guidelines;** 3) **demonstration of efforts made to distribute or redistribute service equitably across the department;** 4) **identification of problems and areas for growth with goals set for annual review;** and 5) **articulation of guiding principles for reallocation when workload exceeds the expected number of units.** Transparency and equity in service allocations hold even greater importance as the university enters R1 status with reallocations of teaching based on research intensiveness. Further, service equity between majority and underrepresented faculty is even more critical during this time to ensure that women and minoritized faculty have the time to engage in scholarly activity.

We also recommend **that data on teaching and service loads of faculty be collected to evaluate and monitor equity in these service distributions.**

We also recommend that the **faculty manual be amended to include language about community engaged research as well as best practices in the evaluation of faculty community engaged work.** Community engaged work is integral to mission driven institutions and developing standards to evaluate this work would contribute to faculty equity and align with the Catholic Jesuit mission.

(3) Integration of Implicit Bias Training Committees from Hiring to Advancement

We recommend providing implicit bias/intellectual humility training to faculty and staff across the campus, especially search and promotion/tenure committees at the university and college/school level. We are seeking to create inclusive candidate pools and reduce potential bias in the evaluation of faculty candidates at all stages of their career.

(4) Sustained Recommendations from 2023

- Establish a non-revocable yearly equity pool. This is essential to address the ongoing and dynamic inequities that exist in compensation. Dedicating this fund separate from the other compensation practices at SLU would explicitly demonstrate the on-going commitment to equity as part of the University's articulated values and priorities.
- Adopt transparent hiring and promotion practices. These would assure that when faculty are hired into a position, the salary and benefits package are consistent regardless of the gender of the person being hired for the position. Base pay discrepancies only compound disparities at later times. In addition, after many years of no merit, equity, or inflation-based raises, hiring continues this problem. Policy or practices need to be in place to recognize how new hiring or "competitive hiring" can exacerbate inequities and reduce faculty morale.
- For the 1% equity pool for pay raises we recommend the faculty of color who were below the 25th percentile be increased as a group. And with additional funds, women under the 25th percentile be increased as much as possible.
- Create an internal review process for equitable administrative stipends. Past practices have meant that some women are expected to accomplish administrative duties without stipends or titles in contrast to male counterparts. The process should assure that stipends, provided to faculty for administrative duties, are consistently awarded and compensation rates are equitable regardless of the gender of the person taking on the additional service to the department, college or University.

V. Challenges and Barriers

There are currently two significant barriers - a lack of administrative support and research expertise and dedicated research time. Both of these deficits leave management of associated tasks to the chairs or the equity fellow.

Administrative support from the Provost's office is important and is consistent with the original charge and creation of the committee. Their duties would include meeting administration,

maintaining representations, coordinating communication with the Faculty Senate and Provost's office, and other tasks as needed.

Second, research expertise and associated dedicated time could be created with a postdoctoral position. They would be charged with collaboratively executing quantitative, qualitative, and mixed methodological studies and their reporting. They would work closely with the chairs and equity fellow to accomplish needed data reviews, extraction, data management, IRB protocols, and literature reviews.

VI. Future Planned Work

(1) Continued Advocacy

- Continued partnership with the Division of DICE for coordinating efforts.
- Continued research and advising the Provost's Office on all relevant gender and intersectional identity equity-related issues.
- Continued partnership with the Faculty Senate on the establishment of the Ombuds position and partnership with the Ombuds if general consultation on issues of gender equity is needed.

(2) Future planned studies

Translation of NSF ADVANCE faculty focus group analysis and summaries into recommendations to Faculty Senate and Provost office, where appropriate; additional community participatory activities.

Respectfully,

Terri L. Weaver, PhD; Jintong Tang, Ph.D. – Co-Chairs
Katie Heiden-Rootes, PhD, LMFT – Assistant VP for DICE