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10-2021

## The Status of Women at the University of Dayton: 2020-2021 Report Card

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Sierra Johnson

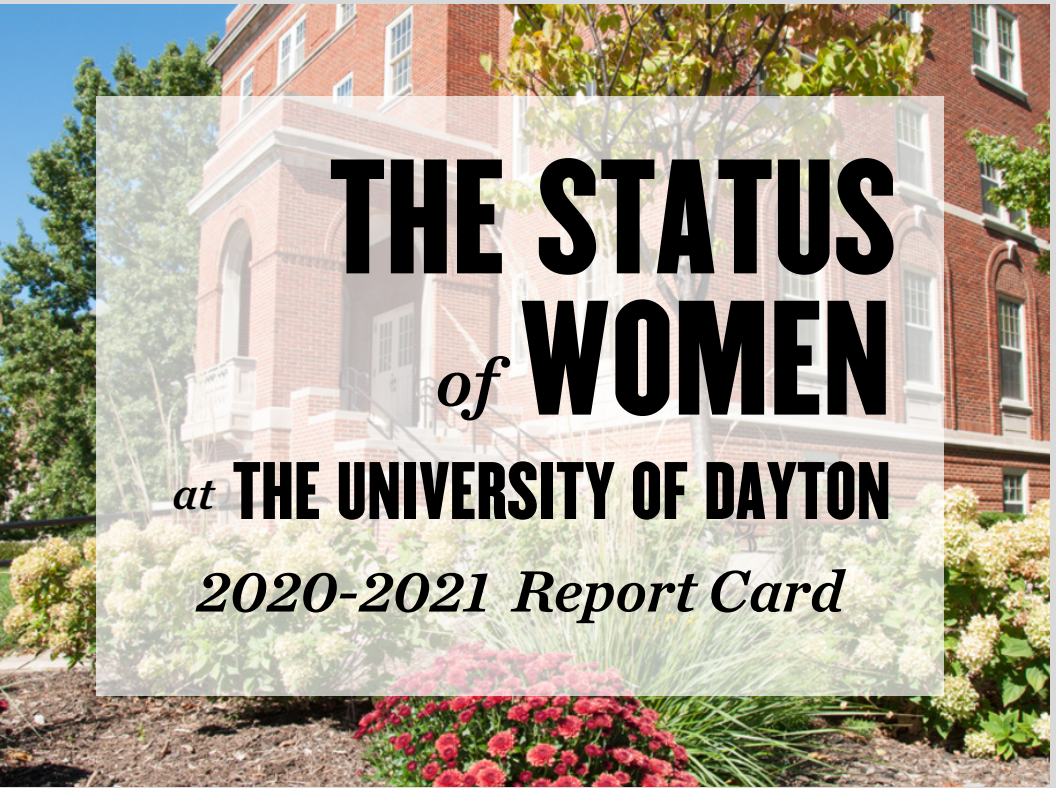
Abigail Stover

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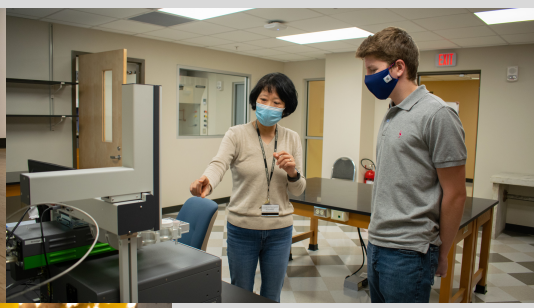
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# THE STATUS *of* WOMEN

at **THE UNIVERSITY OF DAYTON**  
*2020-2021 Report Card*



University of Dayton  
**Women's Center**

*Published October 2021*

# About the Report Card

In this third iteration, the “Status of Women at the University of Dayton: 2020 - 2021 Report Card” continues the effort of the inaugural report card in measuring the representation of women across the university’s workforce and in leadership roles, with a focus on highlighting changes from year to year. Our goal in generating this report card is to annually evaluate progress toward increasing institutional diversity and promoting equity for women-identified staff and faculty. In doing so, the report identifies areas where progress is being made and areas where more work is needed. The report card is also a space to share progress on gender equity initiatives led by the Women’s Center and other units across campus.

Data presented in this report card was provided by the university’s Institutional Research Office and represents data collected in Fall 2020; all gender and racial categories are self-reported. As with the previous iteration of the report card, we disaggregated the data to more clearly show the differences between and among women (and men) by examining both gender and race. This year’s report card has some changes from the previous academic year, including: revised definitions of ‘Senior Academic Leadership’ and ‘Senior Administrators’; and revised categories among exempt and non-exempt staff due, in part, to changes at the federal level. We believe our reporting categories continue to add to our understanding of the gendered division of labor within the institution and its connection to pay, job security, and advancement.

Of significance during the 2020-21 AY is the impact of pandemic-related employment actions on the composition of the workforce; while there was no disproportionate impact by gender for those staff who were laid off, there was a statistically significant gender impact on those who were furloughed, revealing deep and persistent gendered inequities in leadership roles across the life of the university. Continued monitoring of workforce trends with regards to attrition - particularly among those who were furloughed - will be critical to understanding the short and long-term impacts of the pandemic on our efforts to advance gender equity.

## Highlighted Changes to Women's Representation

### *Administration*

The number of women serving as senior administrators increased by one from the previous year; however this increase is due to a change in who is considered a senior administrator. The “Senior Administrator” graphic now includes academic deans, which account for the increase in the category. However, there were still no women of color serving as senior administrators or members of the President’s Cabinet. In terms of Academic Leadership, four fewer women served as department chairs as compared to the previous academic year, and two of the six deanships are held by women, which remains the same from the previous academic year.

### *Staff*

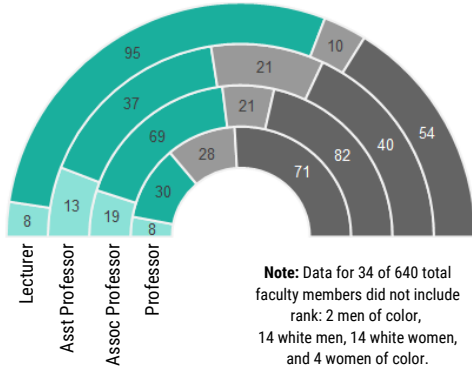
With regards to staff, we analyze the composition of women in the workforce in both formal leadership positions and non-leadership roles; “leadership” in this report card is defined as Director and above. For the 2020-2021 AY, the percent of women in non-leadership positions declined from 49% to 47%. The total percentage of women in staff leadership positions has remained around 55%, and the percentage of women of color in staff leadership positions has remained the same. Out of the 12 staff divisions, six divisions have women in equal to or greater than 50% of leadership roles. This year, Facilities Management, Athletics, UDRI and the Provost and Academic Affairs all fell below parity between men and women in leadership positions. Of the five divisions where women make up fewer than 50% of leadership roles, Marketing and UDRI saw an improvement to their percentage of women in leadership roles, while Student Development, and the Office of the Provost and Academic Affairs saw a decline; Facilities Management, Office of the President, Legal Affairs, Mission and Rector and Human Resources remained the same. In eight out of 12 divisions, women are underrepresented in leadership roles as compared to non-leadership roles. However, in all 12 divisions, women of color are underrepresented in both leadership positions and non-leadership positions with no women of color in leadership positions within UDRI, University Advancement, Marketing and Communications, Office of the President, Legal Affairs, and Mission and Rector.

### *Faculty*

Overall, tenure line and full-time, non-tenure track faculty has increased since 2015. During the 2020-21 AY, the percentage of women who are associate professors and full professors increased. As compared to the previous year, women continue to be overrepresented in lecturer and non-tenure track roles, with the percentage of women remaining the same. By academic division, the percent of tenured and tenure track positions filled by women increased in the School of Engineering, the School of Business Administration, and the College of Arts and Sciences.

# Faculty Representation

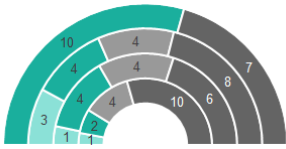
● Women of Color ● White Women ● Men of Color ● White Men



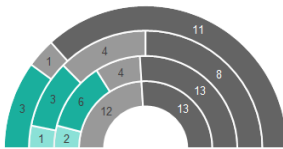
**Note:** Data for 34 of 640 total faculty members did not include rank: 2 men of color, 14 white men, 14 white women, and 4 women of color.

## Data By Academic Unit

**Business**  
(68 total)



**Engineering**  
(81 total)



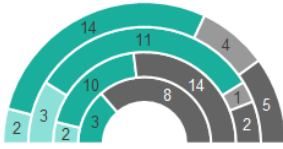
**Visual / Performing Arts**  
(54 total)



**Humanities**  
(121 total)



**Social Sciences**  
(79 total)



**Visual and Performing Arts**

include faculty in Art and Design; Music; and Theater, Dance, and Performance Technology. **Humanities** include faculty in English; Global Languages and Cultures; History; Philosophy; and Religious Studies. **Social Sciences** include faculty in Communications; Criminal Justice Studies; Political Science; Psychology; and Sociology, Anthropology, and Social Work. **Natural Sciences** include faculty in Biology; Chemistry; Computer Science; Geology; Mathematics; and Physics.

**Natural Sciences**  
(99 total)



**Health Sciences**  
(27 total)



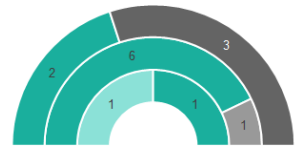
**Education**  
(45 total)



**Law**  
(23 total)



**Library**  
(14 total)

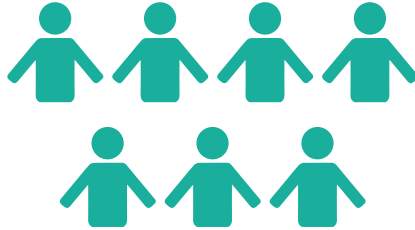


Lecturers and Other Full-time, Non-tenure Track Faculty include individuals in a variety of instructional roles across campus. Job titles in this category include Artist in Residence, Clinical Faculty, Lab Instructor, Lecturer, Principal Lecturer, and Visiting Professor. IEP instructors (5) are not included. Graphs depicting Faculty exclude 9 women and 15 men who indicated "international" as their race. Graphs depicting Faculty exclude 1 woman who declined to state their race.

# Academic Leadership

● Women of Color ● White Women ● Men of Color ● White Men

## Senior Academic Leadership

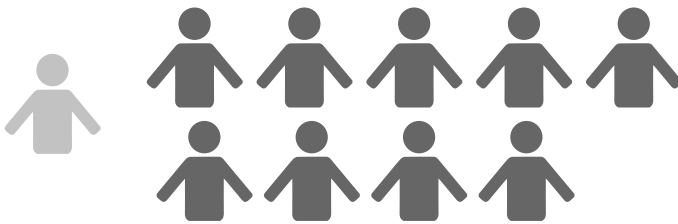


**0 of 17**

senior academic leadership positions are held by women of color.

**2 of 6**

academic deans are women.



**Senior Academic Leadership** is defined as Deans and Associate Deans in the six academic units: College of Arts and Sciences, School of Business Administration, School of Engineering, School of Education and Health Sciences, School of Law, and University Libraries. In previous iterations of the report card, this category also included Assistant Deans.

## Department Chairs

**39%**  
of department chairs are women.

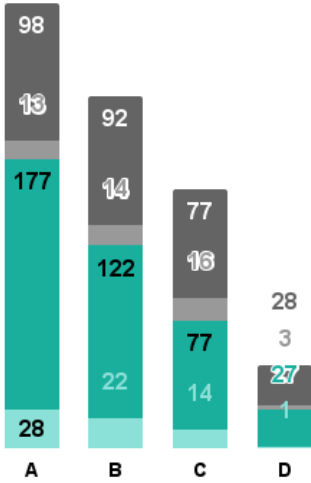
## Academic Program Directors, Executive Directors, and Equivalent

**59%**  
of program directors or equivalent are women.

# Staff Representation

● Women of Color ● White Women ● Men of Color ● White Men

**Administrative and Professional Staff**  
(803 total)



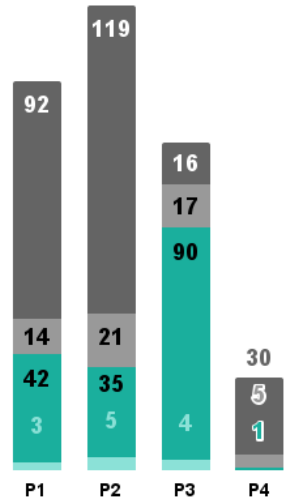
**Exempt Staff**  
(1395 total)

Women make up:

**62%** of A and B level roles  
but  
**48%** of C and D level roles.

**30%** of P1 level roles  
but  
**3%** of P4 level roles.

**Research Professionals**  
(494 total)



**Exempt Staff** are salaried employees and are not eligible for overtime pay. There are 4 pay grades for **Exempt Administrative and Professional Staff**, increasing in salary from A to D. Not included in this graphic are 67 individuals coded A1-A7 who represent research administration; their pay scales do not map onto those shown above. Also not included are 9 individuals coded C6, C8, C9 and CT in our dataset; they represent hourly administrative support positions in UDRI and do not map onto the pay categories shown above. This graphic also does not include 3 individuals coded AH who represent hourly employees. There are 4 pay grades for **Exempt Research Professional Staff**, increasing in salary from P1 to P4. Not included are 5 individuals coded as PD which represents post-doctoral research fellows. Graphs depicting Research Professionals exclude 6 individuals who declined to state their race and 6 individuals who indicated international status. Graphs depicting Exempt Administrative and Professional Staff exclude 4 women and 10 men who declined to state their race or indicated their race as "international." A total of 113 staff members were converted from nonexempt to exempt effective January 1, 2020 as a result of the Department of Labor's final rule increasing the salary threshold for white-collar exemptions to the federal overtime pay requirements under the FLSA from \$23,660 to \$35,568.

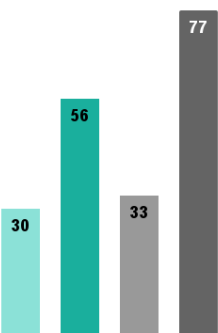
## Non-exempt Staff

(611 total)

### All Non-exempt Staff



**Bargaining Unit**  
(196 total)



**Research Staff**  
(113 total)



**Administrative Support**  
(237 total)



**Non-exempt Staff** are hourly employees who are subject to the provisions of the Fair Labor Standards Act (FLSA) regarding hours of work and overtime. The three largest categories of non-exempt staff are shown above. **Bargaining Unit Employees** include those who work in Dining Services, Facilities, and Parking Services. **Research Staff** hold research positions across the university; this category includes job titles such as Materials Technician, Electronics Technician, and Software Technician. **Administrative Support Roles** are Hourly Classified, hourly positions; this category includes job titles such as administrative assistant, data specialist, and clerk. Graphs depicting Non-Exempt Staff exclude: 4 Bargaining Unit staff (2 declined to state race and 2 indicated international status); 3 Research Staff (3 declined to state race); 2 Administrative Support staff (2 declined to state race).

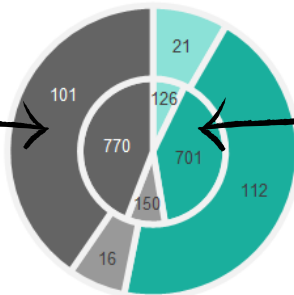
# Staff Composition by Division

● Women of Color ● White Women ● Men of Color ● White Men

## All Units

(1997 total)

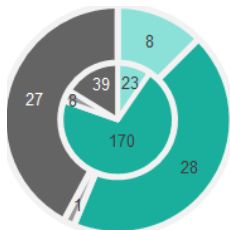
The outer ring represents division leadership, defined as individuals with titles of 'director' or above.



The inner circle represents staff members not in leadership roles.

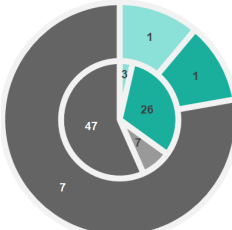
## Academic Divisions & Library\*

(304 total)



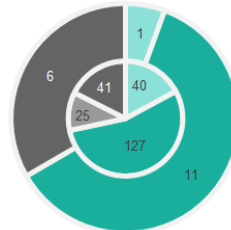
## Athletics

(92 total)



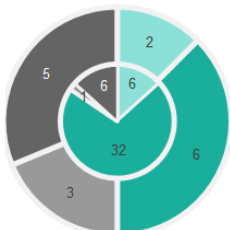
## Business, Finance, & Administrative Services

(251 total)



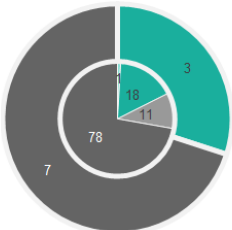
## Enrollment Management

(61 total)



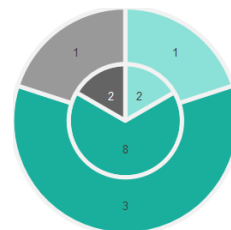
## Facilities Management

(118 total)



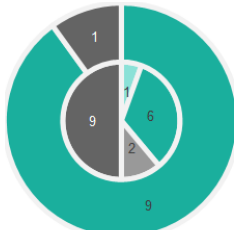
## Human Resources

(17 total)



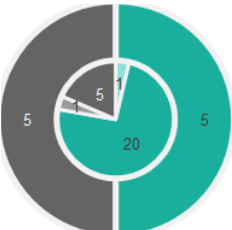
## Marketing & Communications

(28 total)



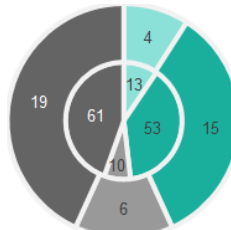
## Office of the President, Legal Affairs, Mission & Rector

(37 total)



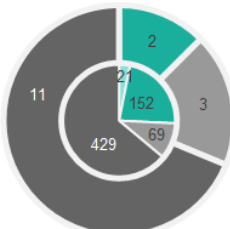
## Provost & Academic Affairs

(181 total)



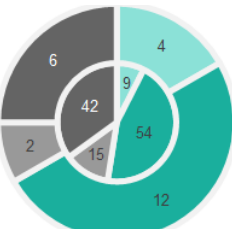
## UDRI

(687 total)



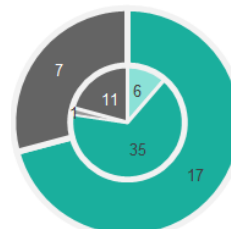
## Student Development

(144 total)



## University Advancement

(77 total)



\*Leadership in the Academic Divisions & Library includes both academic and non-academic individuals. The inner ring includes only those exempt and non-exempt staff working in those units.

# Gendered Impacts of COVID-19



While the COVID-19 pandemic has disrupted nearly all aspects of life, it has also revealed deep and persistent social inequities. The disproportionate negative effects on women, in particular, are shown in nearly every industry, from healthcare to the hospitality sector. As K-12 schools and daycares, as well as elder care facilities, closed across the globe, caretakers

(particularly women-identifying caretakers) were forced to make impossible choices with respect to balancing care work and their professional responsibilities.

Mirroring national research, women-identified faculty and staff at UD were managing multiple demands and stressors brought on by the pandemic, including those related to precarity regarding their employment status. In April 2020, the Women's Advisory Council, as part of the UD Men for Gender Equity Initiative, conducted several listening sessions for women-identified faculty and staff to share concerns related to remote work amidst the pandemic. Below is a summary of the major concerns expressed by UD employees:

- Constant state of caretaking for immediate and extended family, and for students
- Complex care arrangements with multiple family members under one roof, including aging parents, college-age children, school age, and infants/toddlers
- Disproportionate share of childcare and homeschooling responsibilities, in addition to domestic tasks and paid work
- Physical and emotional exhaustion
- No separation between home life and work
- Inability to concentrate and diminished productivity
- Fear of returning to work without care arrangements secured (schools, childcare)
- Concerns about family members' health
- Discrepancies unit to unit with respect to flexible work arrangements
- Concern and worry about co-workers and colleagues

Additional information is included in a special research report created by the Women's Center, "[COVID-19 and Gender: Impacts and Resources](#)".

67%

of all staff furloughed  
in Summer 2020 were  
women

## Pandemic Shines Light on Gendered Work

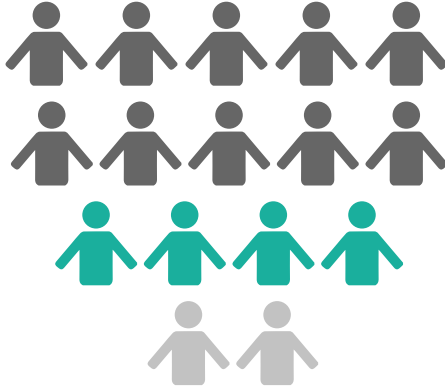
The financial impacts of the pandemic caused disruptions throughout higher education, including UD. In April 2020, the university notified about 400 employees that they would be furloughed, and notified an additional 60 people that their positions are being eliminated. This was approximately 18 percent of the university's total full-time workforce and 23 percent of full-time staff. A furlough is an unpaid leave of absence during which employees retain University benefits. While all units of the University were affected by the furloughs and layoffs, the majority of those directly impacted were women; for those staff who were furloughed, those who identify as female represented 60.7% of staff who were eligible for furlough, yet were selected at a rate of 67.2%, creating a disproportionate gender impact of +6.5%, which was statistically significant. There was no disproportionate impact for women of color as compared to white women.



# Senior Leadership

## President's Cabinet

● Women of Color ● White Women ● Men of Color ● White Men



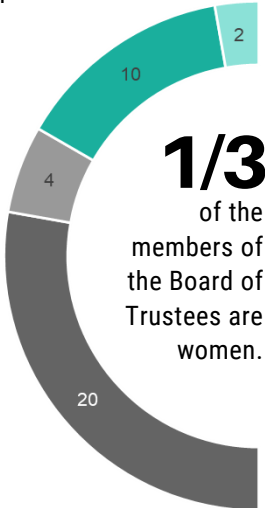
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are women of color.

The **President's Cabinet** - including the President - is comprised of: Provost and Executive Vice President for Academic Affairs, Executive Vice President for Business and Administrative Services, all 10 Vice Presidents, Secretary of the Board of Trustees, and the Executive Director for the Office of the President. Deans and Associate Provosts/Vice Presidents and several select administrators sit on the President's Council, which is an extended advisory group.

## Board of Trustees

36 total

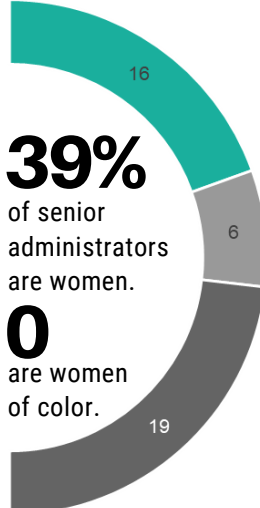


1/3

of the members of the Board of Trustees are women.

## Senior Administrators

41 total



39%

of senior administrators are women.

0

are women of color.

The **Board of Trustees** is comprised of 36 voluntary members that represent the Society of Mary, the alumni of the University, the greater Dayton community, and the national community. Membership can range from 15-40 in any given year and includes several ex-officio members. The Board is the governing body of the university and is charged with high-level decision-making, including: selecting and evaluating the President; ensuring the responsible management of the University's financial resources; review, approval and changes of university plans and policies; and several other major responsibilities.

**Senior Administrators** includes leadership in the Provost's Office (including the Provost, Associate Provosts and Assistant Provost) and leadership at the Vice President level (including Executive Vice Presidents, Associate Vice Presidents, and Assistant Vice Presidents). Academic Deans are also included. Leadership in the Provost's Office is comprised of individuals who also hold academic appointments; for reporting purposes, they are considered administrators given their primary job function.

In 2019, the President's Commission on the Status of Women (PCSW) was established to facilitate regular, strategic conversations on gender-related issues with the president and other senior leaders. The Commission, 12 members appointed by President Spina, comprises representatives from University faculty, staff (both exempt and non-exempt), and the student body.

# PRESIDENT'S COMMISSION *on the* STATUS *of* WOMEN

In June 2020, the PCSW identified the following priorities for the 2020-2021 academic year:

1	REMOTE WORK POLICY	Including the exploration of flexible work; accountability and reporting
2	GENDERED EFFECT OF COVID	Short- and long-term implications of layoffs and furloughs; future budget and employment cuts
3	ANTIRACISIM AND GENDER	Intersection of race and gender in the University's planning strategy
4	WAGE EQUITY	Equity studies of staff wages
5	ADVANCEMENT	Structured pathways to promotion for staff
6	CAREGIVER SUPPORT AND CAMPUS RESOURCES	Housing and structural concerns for student parents; COVID concerns for faculty and staff
7	TITLE IX NEW REGULATIONS AND PROCEDURES	Necessity of equitable access and education about new rules

Conversations with senior administration about the PCSW 2020-2021 priorities began in September 2020. By November, the Commission had produced an action plan to document progress. For each priority area, the PCSW suggested the administration provide the office, unit, or name of the person responsible for assigning associated tasks. In addition, it was suggested the administration relay the timeline and date of expected completion for each area. During Spring 2021 semester, the Commission extended invitations to several senior leaders, who individually updated the PCSW on specific priority progress.

# Gender Equity Research Fellows



From Left to Right: Dr. Julio A. Quintero, Dr. Kathrin Hanek, Christina Beis, Kayla Harris

The Women's Center, Women's and Gender Studies Program, and the Office of the Provost sponsor faculty and staff fellows of any gender and from any disciplinary background who work to advance gender equity and social justice through high-quality research and the development of recommendations to share with the campus community. Dr. Julio Quintero and Dr. Kathrin Hanek were Gender Equity Research Fellows (GERFs) for the 2020-2021 academic year. They shared their projects in April 2021 during the annual "Gender Equity Research at UD Colloquium."

***Dr. Julio Quintero – Vocation, Belonging, Courage: Gender Equity in Narratives of Non-Exempt, Women, Administrative Assistants in Academic Units at the University of Dayton***

Dr. Quintero explored the ways in which workplace gender roles make certain labor invisible, either because it does not typically fit with the expectations of a determined gender group, or because it is deemed normal and therefore expected.

The report condensed the narratives of 11 women, non-exempt, administrative assistants at the University of Dayton in reference to how vocation, belonging, and courage are affected by gender.

Dr. Quintero recommends the University adopt a process that provides visibility, voice, support, advancement guidance, and the right tools and spaces for administrative assistants to interact as peers.

***Dr. Kathrin Hanek – Faculty Start-Up Negotiations: An Examination of Gender Differences and Recommendations for Improvement Opportunities at the University of Dayton***

Dr. Hanek examined the faculty start-up negotiation process at the University of Dayton from the perspective of department chairs and new tenure-track faculty hires, with an emphasis on gender differences in the initiation and outcomes of negotiations, as well as potential underlying factors that may contribute to gender disparities. Data collected from surveys and interviews indicated gender differences primarily in the initiation of negotiations, satisfaction experienced with the negotiations, and topics negotiated.

The report included recommendations centered on standard, clear, and transparent procedures to mitigate inequities in faculty start-up negotiations.

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In a joint project during the 2021-2022 academic year, the third cohort of GERFs – Christina Beis, University Libraries, and Kayla Harris, Marian Library – will assess the experiences of faculty and staff who have taken maternity leave since the implementation of the 2017 policy offering six weeks paid leave.



# THE WOMEN'S CENTER

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*[www.udayton.edu/womenscenter](http://www.udayton.edu/womenscenter)*

## Research

Data-driven, evidence-based research on gender equity-related issues through efforts such as the Gender Equity Research Fellowship, Report Card and special projects.

## Policy

Critical examination of existing policies and practices as they concern women's and gender issues through consultancy, benchmarking and academic internships.

## Education

Campus-wide programming and initiatives, including UD Men for Gender Equity, Women's History Month, Body Positivity, and Salary Negotiation workshops.

## Action

Efforts to advance the status of women through student leadership opportunities, professional development, and parenting and caregiving resources.

Lisa J. Borello, Ph.D.

*Director*

Sue Stewart Stute

*Administrative Assistant*

Sierra Johnson

*Undergraduate  
Research Assistant*

Abigail Stover

*Undergraduate  
Research Assistant*