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The Status of Women at the University of Dayton: 2018-2019 Report Card

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THE STATUS *of* WOMEN

at **THE UNIVERSITY OF DAYTON**
2018-2019 Report Card



University of Dayton
Women's Center

Published October 2019

About the Report Card

This inaugural Status of Women at the University of Dayton: 2018 -19 Report Card is an effort to be transparent around the representation of women across the UD workforce and in leadership roles. 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 academic year data collected in fall 2018; all gender and racial categories are self-reported. While the university collects and shares data on employees and students at UD, we created this gender-specific report to take a more in-depth look at women's representation across the staff, faculty, and administrative ranks, as well as leadership at the Board of Trustees level. We also wanted to paint a more nuanced view of women's status at UD, by disaggregating the data to more clearly show the differences between and among women by examining both gender and race. The data shows us that women of color remain grossly underrepresented across the life of the university, particularly in key leadership roles.

Representation, Intersectionality, and Nomenclature

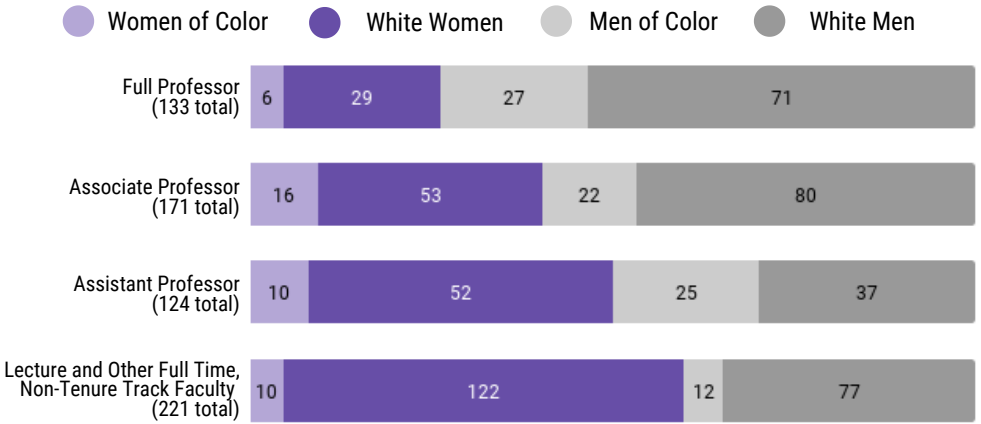
While this first iteration of the report card is comprehensive, data alone does not represent the full scope of issues related to gender equity, including pay, climate, and advancement opportunities. Still, we were intentional about the data we chose to present and the ways in which we presented the data. Due to the small numbers of domestic persons of color (both women and men), we decided to display those numbers in aggregate to avoid identification of individuals. However, we recognize that women of color are not a monolithic entity and there are real and marked differences between and among women at UD. We also opted to order our legends beginning with "women of color" to de-center whiteness from this effort, such that white women or white men would not be the default in how we look at and understand data about the composition of the workforce. However, because our focus was on the intersections of gender and race/ethnicity, we did not disaggregate by other social identities. It is worth noting that our efforts to understand the interplay of gender and race does not erase the complexities of other identity categories including age, ability, religion, sexual orientation, and national origin.

There were some challenges with regards to the datasets, including how to account for employees who are considered nonresident aliens by the federal definition. A nonresident alien is an alien (a non-U.S. citizen or non-U.S. national) who has not passed the green card test or the substantial presence test. In keeping with other institutional reports using federally defined categories for reporting an individual's race/ethnicity, we have elected to omit individuals who are considered nonresident aliens but noted such in the graphs, as appropriate. Similarly, we did not include those who "Declined to State" for their race/ethnicity self-identification. For graphs in which we only shared gender (not race) data, we included those individuals in the counts.

Given our focus on women-identified individuals, we replicated that language throughout this report card. The university reports on the federal categories of "female" and "male" which are based on biological sex. However, we intentionally used the categories of "women" and "men" to focus on gender as a social and cultural construction. While the terms do not encompass the spectrum of how people identify, there are limitations in the data the university collects. Our hope is that, over time, we will have ways to collect data on people who identify outside the binary. Similarly, we opted to avoid the use of gendered markers, both in the colors we selected for this report, and for the infographics we utilized as we work towards this goal.

Faculty Representation

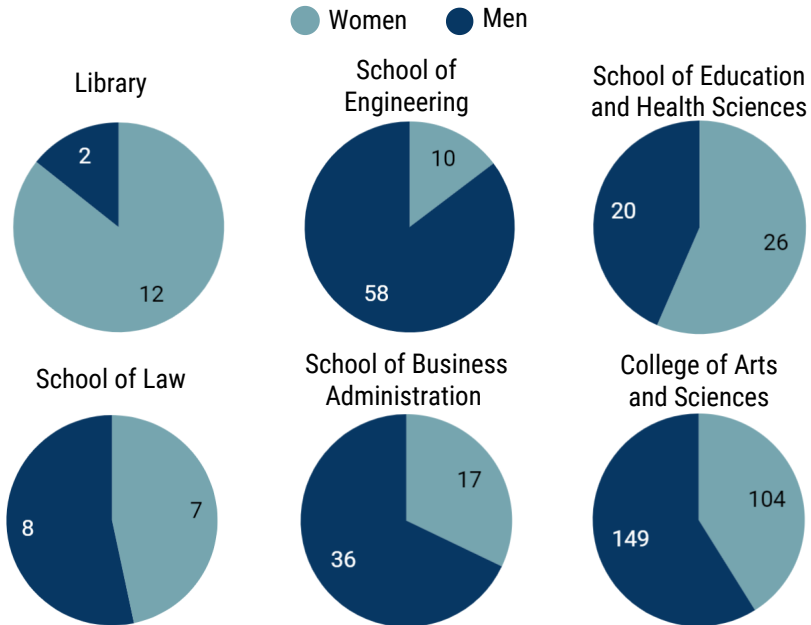
Representation Across Faculty by Rank, Gender, and Race



Women make up **60%** of lecturer roles but account for only **26%** of full professors

Note: This chart excludes 12 women who declined to state their race, one man who indicated his race as "international," and 14 men who declined to state their race. Of those, 9 women and 11 men are at the Assistant Professor level, and 3 women and 4 men are at the Lecturer or Other Full Time, Non-Tenure Track Faculty level. The "Other Full Time, Non-Tenure Track Faculty" category includes Clinical Faculty and Faculty of Practice. These charts do not include faculty who also serve as administrators within their respective academic units.

Tenured and Tenure-Track Faculty by Gender



Following national trends, women comprise the majority of faculty in traditionally feminized fields, such as libraries and education, and remain underrepresented in male-dominated fields, such as business and engineering. Women—particularly women of color—remain underrepresented at the full professor ranks and overrepresented in the non-tenure track, even in fields in which they are numerically on parity with men.

Note: In some cases, individuals identified their gender but not their race or ethnicity. If data was available for only gender, it is included in the "Tenured and Tenure-Track Faculty by Gender" pie charts.

Academic Leadership

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

Senior Academic Leadership

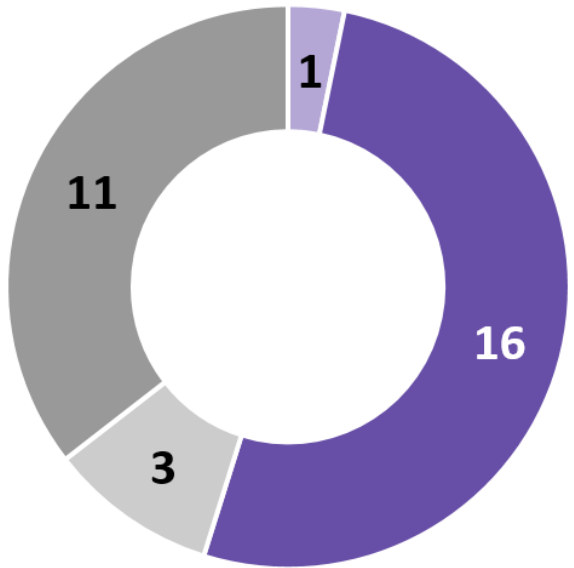
1 of 6

academic deans are women.

Women of color make up *only*

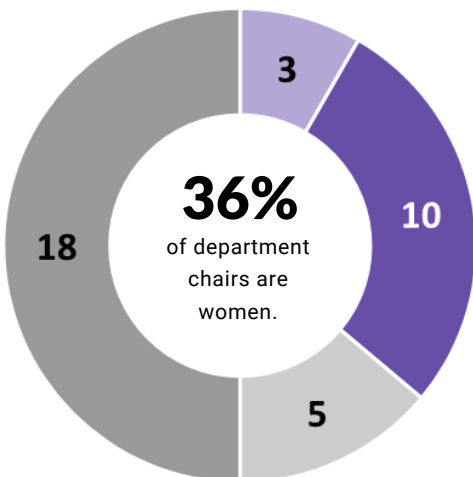
8%

of all academic leadership roles

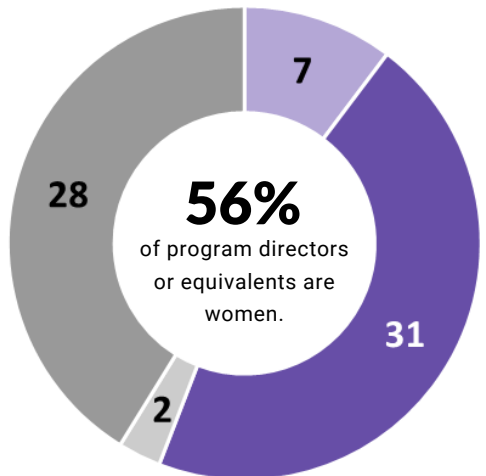


Senior Academic Leadership is defined as Deans, Associate Deans and Assistant Deans in the six academic units: College of Arts and Sciences, School of Business Administration, School of Engineering, School of Education and Health Sciences, School of Law, and University Libraries. Academic leadership captured in the "Department Chairs" and "Academic Program Directors, Executive Directors and Equivalent" graphs are likewise derived from the six academic units. The Provost and Provost-level positions are included in the "Senior Administrators" graph.

Department Chairs

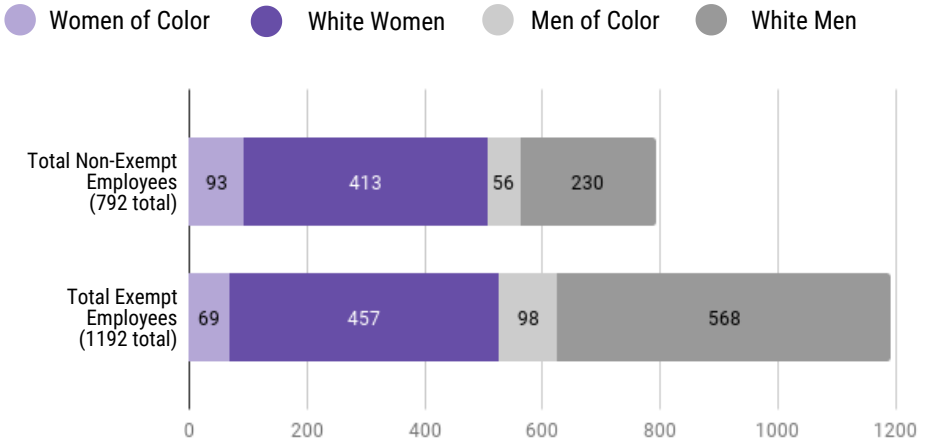


Academic Program Directors, Executive Directors, and Equivalent



Staff Representation

Representation of Women in Non-Exempt and Exempt Roles

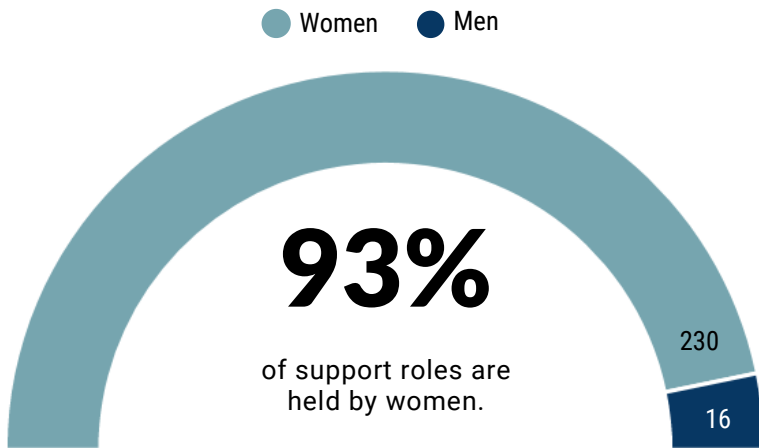


Note: Graphs for staff exclude one woman who indicated her race as "international," two women who declined to state their race, two men who indicated their race as "international," and seven men who declined to state their race.

Non-exempt employees are hourly paid employees who are subject to the provisions of the Fair Labor Standards Act (FLSA) regarding hours of work and overtime.

Exempt employees, by contrast, are salaried employees and are not eligible for overtime pay. Full-time employees in both categories have similar benefits, with some differences.

Women in Non-Exempt Administrative Support Roles



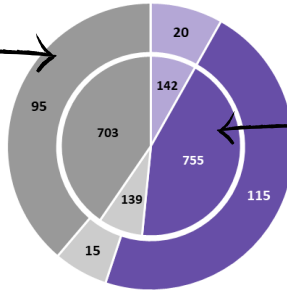
The data represented in the graphic are Hay Classified, hourly positions. This includes a wide array of job titles and responsibilities, such as administrative assistants, data specialists, clerks, and employees who work in records, residential operations, student accounts, and numerous other functions across the life of the university.

Staff Composition by Division

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

All Divisions

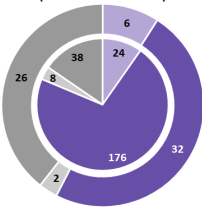
The outer ring represents division leadership, defined as individuals with titles of 'director' or above.



The inner circle represents staff members not in leadership roles.

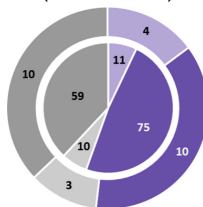
Academic Divisions & Library*

(312 total staff)



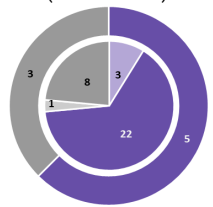
Provost and Academic Affairs

(182 total staff)



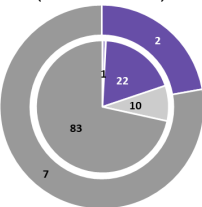
Office of the President, Legal Affairs, Mission and Rector

(42 total staff)



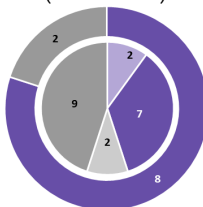
Facilities Management

(125 total staff)



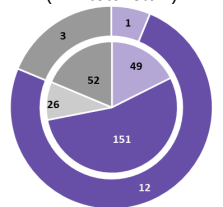
Marketing and Communications

(30 total staff)



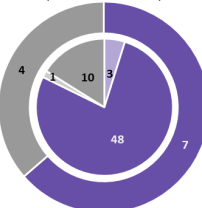
Business/Finance & Administrative Services

(294 total staff)



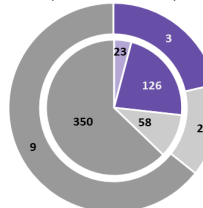
University Advancement

(73 total staff)



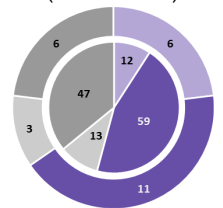
UDRI

(571 total staff)



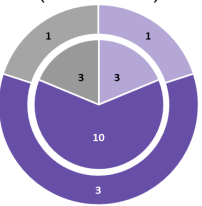
Student Development

(157 total staff)



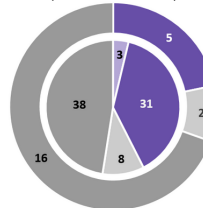
Human Resources

(21 total staff)



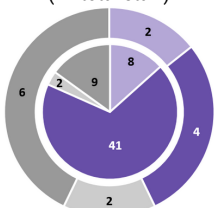
Athletics

(103 total staff)



Enrollment Management

(74 total staff)



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

Leadership Initiatives

With the goal of supporting women leaders and identifying high potential women at UD, the university has made a commitment to sponsor up to two employees to the Higher Education Resource Services (HERS) Institute each year. HERS is a nationally recognized leadership training program that seeks to elevate women in higher education. Founded in 1976, the HERS Institute has trained more than 5,000 women faculty and staff across the U.S. through its intensive residential and distance learning leadership and management development programs. Throughout the Institute, women learn skills to utilize in advancing their professional careers, as well as have access to a network of HERS alumnae across the country.



Smith is attending the HERS Institute at Wellesley College for Academic Year 2019-20.

Since 2006, the University of Dayton has supported 15 women to attend one of the three HERS Institutes at Bryn Mawr College, the University of Denver or Wellesley College, including: Dr. Patricia Hart (Honors Program); Kathy Webb (Libraries); Julie Mitchell (Continuing Education); Emily Hicks (Libraries); Dr. Janet Herrelko (Math Education); Dr. Sheila Hassell Hughes (English); Susan Scott (UDIT); Chris Schramm (Student Development); Dr. Linda Hartley (Music Education); Dr. Leslie Picca (Sociology); Dr. Caroline Merithew (History); Dr. Daria Graham (Student Development); Dr. Jana Bennett (Religious Studies); Dr. Lisa Borello (Women's Center); and Dr. Kenya Crosson (Engineering). Christina Smith, Director of Residence Life in the Division of Student Development, is attending the Wellesley College HERS Institute in Fall 2019, with a leadership project focused on creating an Integrated Learning Living Community (ILLC) for women students with a focus on dialogue and building relationships across social difference.

In addition to HERS, the university has supported attendance at ELATES (Executive Leadership in Academic Technology, Engineering and Science) at Drexel University. ELATES is a national leadership development program designed to advance senior women faculty in STEM fields into institutional leadership roles within their schools and universities. Dr. Margie Pinnell, Associate Dean for Faculty and Staff Development in the School of Engineering, is participating in the year-long fellowship program for 2019-2020.



Dr. Pinnell is participating in the 2019-20 ELATES fellowship at Drexel University

The Women's Center coordinates the HERS recruitment, application, and nomination process for the campus; women-identified faculty (tenure and non-tenure track) and staff are invited to apply through the university's internal process. Together, the Provost's Office and Human Resources will fund up to two individuals to attend each year. Applications for attendance is open to the campus community each August.

For more information about HERS, visit
go.udayton.edu/HERS

Senior Leadership

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

President's Cabinet by Race and Gender

4/15

Cabinet members
are women.

0

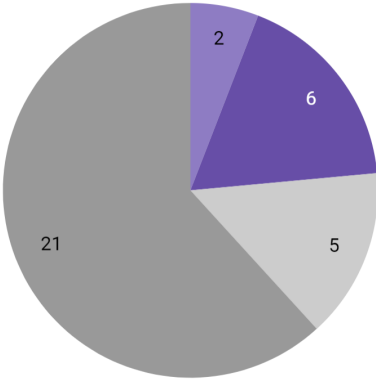
are women
of color.



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 sit on the President's Council, which is an extended advisory group. Prior to President Spina's arrival in 2016, only 1-2 cabinet positions were filled by women.

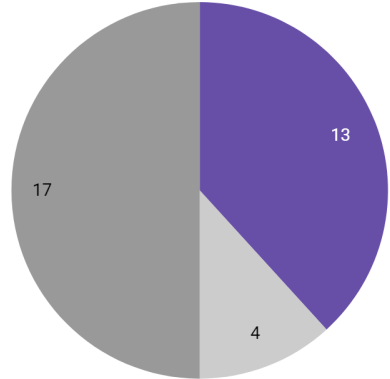
Board of Trustees

(34 Total)



Senior Administrators

(34 Total)



The **Board of Trustees** is comprised of 34 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. 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 (Provost, Associate Provosts and Assistant Provost) and leadership at the Vice President level (including Associate and Assistant Vice Presidents). Academic Deans, as well as Associate and Assistant Deans, are not 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.

UD Men for Gender Equity

While the work of advocating for gender equity has often fallen to women, the path forward is one that must engage the whole community. This year, a team across campus launched the UD Men for Gender Equity Initiative, an opportunity for men to increase their gender equity knowledge, skills, and strategies to affect positive personal and departmental change and enhance institutional inclusive excellence. The Advocates and Allies Men Faculty Gender Equity Initiative started at North Dakota State University (NDSU) and has since been adapted at universities across the country. Supported by the President's Office and the Provost's Office, a Planning Team comprised of representatives from the School of Engineering, College of Arts & Sciences, Equity Compliance Office, Office of Diversity and Inclusion, Student Development, and the Women's Center brought a team of NDSU facilitators to campus in January 2019 and September 2019 where the initiative reached more than 200 campus members.

Over the course of four Equity Allies Workshops—led by men for men attendees—we have cultivated a network of men-identified allies among the faculty and staff who will commit to taking an active role in gender equity at UD. In addition, we offered four parallel Women-Only Workshops to provide information regarding the UD Men for Gender Equity Initiative. Through this initiative, men-identified faculty, staff and administrators can become Equity Allies or Equity Advocates. Equity Allies attend two-hour workshops and have access to ongoing professional development opportunities to prepare them to serve as proponents for gender equity in their department and units. Equity Advocates participate in a two day long “train-the-trainer” style workshop where they are equipped to educate others and promote wider campus engagement around issues of gender equity.

A group of men-identified faculty and staff Equity Advocates will partner with a Women's Advisory Council to work to change campus culture. This Council launched in the summer of 2019 and the inaugural cohort of Equity Advocates began its efforts in fall 2019.

Four workshops and

149

**MEN EQUITY ALLIES
TRAINED**

92%

Percent of men said after the training, their knowledge of unconscious gender bias and its impact on the campus climate has increased.

94%

Percent of men said they felt personally committed to addressing issues of gender bias and discrimination at UD.

For more information, visit
go.udayton.edu/UDMenforGenderEquity.

THE WOMEN'S CENTER

Alumni Hall, Second Floor
(937) 229-5390
www.udayton.edu/womenscenter

Research

Data-driven, evidence-based research on gender equity-related issues at the university

Policy

Critical examination of existing policies and practices as they concern women's and gender issues

Education

Both traditional programming and new avenues to educate the entire campus community on gender equity-related work

Action

Actionable steps and opportunities to engage in social justice work, community building, and efforts to advance and empower women

Lisa Borello, Ph.D.
Director

Mary McLoughlin
Project Manager
Student Research Assistant

Josh Segalewitz
Student Research
Assistant

Aaron Winfrey
Student Research
Assistant