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STATUS OF WOMEN AT THE UNIVERSITY OF DAYTON

2018-2019 REPORT CARD
Project Overview

The purpose of this report card is to be transparent around the representation of women across the UD workforce and in leadership roles.

Our goal 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.
Research Question

What does institutional data reveal about the gender composition across the university for faculty, staff, and leadership? How can institutional data be communicated and disseminated in an accessible way to the campus?
Process

1. Review peer institutions reporting process
2. Operationalize measure for gender equity and identify data points to request from institutional research
3. Select data to be used for the final report and organize to tell a meaningful story
4. Discuss ways to best present data in an accessible way without reinforcing problematic narratives about gender and race
5. Create images representing the data
6. Compile images, data, and written materials into an original layout for print and online versions
Considerations

1. What data should be represented in the report card and what data can be left out?
2. How can we include the experiences of staff in meaningful ways?
3. How do we communicate data in the most effective way?
4. How should we represent gender and race on the report card?
5. How should data be presented in a way that is universally applicable to the institution without losing the nuance of gender dynamics within specific offices?
6. How should we develop a voice in this report card that takes a stance without becoming overly critical or ignoring where progress has already been made?
Staff Representation

Representation of Women in Non-Exempt and Exempt Roles

- Total Non-Exempt Employees (792 total):
  - Women of Color: 93
  - White Women: 413
  - Men of Color: 56
  - White Men: 230

- Total Exempt Employees (1192 total):
  - Women of Color: 69
  - White Women: 457
  - Men of Color: 98
  - White Men: 568

Women in Non-Exempt Administrative Support Roles

93% of support roles are held by women.
Staff Composition by Division

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.
Faculty Representation

Representation Across Faculty by Rank, Gender, and Race

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women of Color</th>
<th>White Women</th>
<th>Men of Color</th>
<th>White Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor (133 total)</td>
<td>6</td>
<td>29</td>
<td>27</td>
<td>71</td>
</tr>
<tr>
<td>Associate Professor (171 total)</td>
<td>16</td>
<td>53</td>
<td>22</td>
<td>80</td>
</tr>
<tr>
<td>Assistant Professor (124 total)</td>
<td>10</td>
<td>52</td>
<td>25</td>
<td>37</td>
</tr>
<tr>
<td>Lecture and Other Full Time, Non-Tenure Track Faculty (221 total)</td>
<td>10</td>
<td>122</td>
<td>12</td>
<td>77</td>
</tr>
</tbody>
</table>

Tenured and Tenure-Track Faculty by Gender

- **Library**
  - Women
  - Men

- **School of Engineering**
  - Women
  - Men

- **School of Education and Health Sciences**
  - Women
  - Men

- **School of Law**
  - Women
  - Men

- **School of Business Administration**
  - Women
  - Men

- **College of Arts and Sciences**
  - Women
  - Men
Academic Leadership

**Senior Academic Leadership**
- Women of Color: 3
- White Women: 16
- Men of Color: 1
- White Men: 11

**Department Chairs**
- Women of Color: 3
- White Women: 18
- Men of Color: 10
- White Men: 5

- 36% of department chairs are women.

**Academic Program Directors, Executive Directors, and Equivalent**
- Women of Color: 7
- White Women: 28
- Men of Color: 2
- White Men: 31

- 56% of program directors or equivalents are women.
Senior Leadership

President's Cabinet by Race and Gender

4/15 Cabinet members are women.
0 are women of color.

Board of Trustees (34 Total)

Senior Administrators (34 Total)
Next Steps

1. Present and disseminate the 2018-2019 report card
2. Seek feedback from a variety of source on campus
3. Identify areas for improvement
4. Identify major changes in data sets between data requests
5. Operationalize new measurements that account for change and progress since the last iteration
Feedback

1. What surprised you?
2. Which graphs are effective? Which graphs are not?
3. What would you like to see included in the next iteration?