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## Voices Raised, Issue 53

University of Dayton. Women's Center

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# Voices Raised

UNIVERSITY OF DAYTON WOMEN'S CENTER NEWSLETTER

## DIVERSITY & EQUITY IN UD'S WORKFORCE

The university's ongoing strategic efforts centered on diversifying the student body is shifting to a critical focus on UD's current and future workforce.

Released earlier this fall, the Hiring and Advancement for Diversity, Inclusion, and Mission Working Group Report outlines strategic priorities to enhance UD's recruitment, retention and advancement efforts for underrepresented domestic racial/ethnic groups as well as women faculty, staff, and administrators. Ranging from generating data on the composition of the workforce and analyzing advancement patterns to developing training for search committees, hiring managers, and senior administrators for both faculty and staff searches, the 10 priorities identified for the 2018-19 academic year are designed to signal a significant shift in how the university attracts and keeps top talent at the university.



UD's strategic efforts to diversify the student body has resulted in the most diverse incoming classes for the last two years.

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### Process

University leadership convened the Hiring and Advancement for Diversity, Inclusion, and Mission Working Group in 2017 to strategically identify, develop, implement and measure best and promising practices that will result in more effective and efficient recruitment, hiring, retention and promotion/advancement of faculty, staff and administrators from domestic underrepresented racial/ethnic populations and to achieve gender equity.

The group's efforts are driven by the belief that a more diverse community positively impacts the entire campus by improving learning and problem solving, enhancing research and innovation, and strengthening organizational culture and teamwork, said Dr. Larry Burnley, Vice President of Diversity and Inclusion and convener of the Hiring and Advancement for Diversity, Inclusion, and Mission Working Group.

"Informed by our Catholic and Marianist mission, and our understanding

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## DIVERSITY & EQUITY *(continued)*

of the educational value of more diverse and inclusive spaces of learning, living, and working, UD's effort to achieve greater racial/ethnic diversity among the undergraduate student population is achieving significant outcomes," said Dr. Burnley.

"Informed by the same core values, recommendations contained in the Hiring and Advancement for Diversity, Inclusion, and Mission Report seeks to achieve similar outcomes and also addresses how the University can achieve gender equity across the workforce," Dr. Burnley said.

### Insights

Over the last couple of years, the university has improved its racial/ethnic and socioeconomic diversity among the undergraduate student population. During the 2013-2014 academic year, students from underrepresented domestic racial/ethnic populations at the University of Dayton represented 8.5% of the student body. Today, these students represent 13% of the undergraduate student body. This increase is a direct outcome of shifting strategic priorities and an intentional investment of resources in this effort.

While UD has achieved greater racial and ethnic diversity in undergraduate student populations, the same cannot be said for faculty, staff, and administrators. A review of demographic data of UD employees over the past 10 years reveals moderate improvement in the racial and ethnic composition of some areas of the faculty and staff, and little-to-no improvement in others.

In 2017, individuals from diverse racial and ethnic populations comprised 19% of all tenure-track faculty at UD. Women comprised 43.5% of tenure-track faculty and women of color accounted for only 14%

***"Establishing employee benefits and policies that enhance work-life balance will have a positive impact on the quality of lives of our faculty and staff and their families, and is critically important to our ability to attract and retain highly talented faculty and staff."***



While UD has achieved greater racial and ethnic diversity in the student population, the same cannot be said for faculty, staff, and administrators. Recommendations from the Hiring and Advancement for Diversity, Inclusion, and Mission Report seek to improve this.

of all female full-time instructional faculty. Among exempt staff and administration at UD, individuals from underrepresented racial and ethnic populations account for only 15% of employees. Women comprise 52% of full-time staff, but women of color account for only 15% of that population and only 8% of the total staff workforce.

Representation doesn't tell the whole story for women who, nationally, continue to face inequitable treatment including sexual harassment, inhospitable department and classroom climates, biases in hiring processes, unequal distribution of work responsibilities particularly around service, and policies that penalize women's role in managing work and family responsibilities. Women's

exclusion from informal networks, limited mentorship opportunities, lack of standard and transparent promotion policies, and lack of recognition for their contributions further prohibits their advancement within higher education, with particular ramifications for women of color.



# DIVERSITY & EQUITY *(continued)*

## Future Direction

Teams from the Women's Center, Human Resources, Office of Diversity and Inclusion, Office of the Provost, Office of Mission and Rector, Equity Compliance Office, Institutional Research, and Legal Affairs, are working on 10 priorities this academic year, with several efforts due to be complete in December. Among the priorities identified this year to be completed in May 2019, include a focus on creating mentoring programs for both faculty and staff to support women and historically underrepresented racial/ethnic groups, as well as critically evaluating current benefits related to work-life balance and develop new policies and practices which promote gender equity.

"Establishing employee benefits and policies that

enhance work-life balance will have a positive impact on the quality of lives of our faculty and staff and their families, and is critically important to our ability to attract and retain highly talented faculty and staff," said Troy Washington, Vice President for Human Resources, who is leading a team of colleagues from Human Resources, the Office of Diversity & Inclusion, the Provost's Office, and the Women's Center on examining the university's current policies and benefits. Aided by an undergraduate student team completing a year-long internship in the Women's Center, the group will look at benefits and policies ranging from paternity leave and childcare to sick leave.

*To learn more and view the full report, please visit [bit.ly/ODIHiring](http://bit.ly/ODIHiring)*

## FRESH SPACE WOMEN'S CENTER GETS NEW LOOK

As you step into our center, you may notice a collage of images and quotes that adorn our gallery space. From newspaper clippings to magazine covers, this timeline highlights just a few of the accomplishments and contributions made by remarkable women at the University of Dayton. Their passion and dedication are a daily reminder of our work to continue advancing toward a just and equitable community. All are invited into our space to learn more about their stories!



# STUDENT PROFILE

## MEET THE SAGES

The Student Ambassadors for Gender Equity (SAGE) is a volunteer-driven program that develops students into leaders committed to gender equity by planning and providing programs for their peers related to gender and social justice. SAGEs are able to explore new ways of engaging with the UD community while advancing the goal of achieving a more just and equitable society. Students are provided with hands-on experience that enhances and supports their academic experiences at UD as well as in their future careers, and civic life.

Get to know two of the Women's Center's current SAGEs, Heather and Cierra! **Heather Ashley '21 (HA)** is a second-year Women's and Gender Studies major and Psychology minor from Dayton, Ohio. **Cierra Stewart '20 (CS)** is a second-year Political Science major and Pre-law minor from Dayton, Ohio.

### What brought you to UD?

**HA:** Ever since I was in 8th grade, UD was my dream school. Being awarded the Flyer Promise scholarship helped make my dream of attending UD a reality. Through this opportunity, I am able to show my family that I can make it to UD and succeed.

**CS:** The University of Dayton/ Sinclair Academy program is what brought me to UD. In high school, I took college classes online through Sinclair, and in Spring 2018, I transferred to UD as a registered sophomore.

### Why SAGE?

**HA:** I became a SAGE because I believe in equity and the Women's Center is truly dedicated to improving the lives of people, whether woman-identified or not, who haven't been given a fair chance in life. This semester, I decided to open myself up to more opportunities to be involved, and SAGE was a good fit. SAGE is unlike other opportunities on campus because we are able to talk to others about issues we



(L-R) Alumna Maggie Schaller, Heather Ashley, Cierra Stewart, and WC Programming Coordinator Margaret Murray at the Women's Leadership Summit in Cincinnati.

are passionate about and have the opportunity to take ownership of the types of projects that we do.

**CS:** I decided to become a SAGE because I was hoping to become more involved in the Women's Center. Last semester, I joined the student group, Feminists United, so that I could be a part of an organization with like-minded people, but I was still looking for an opportunity to put my beliefs into action in order to make a difference in the larger community. The SAGE program was this opportunity. By being a SAGE, I am able to utilize my passion for women's issues and female empowerment in a productive way.

### Describe projects that you are working on as a SAGE. What has been a highlight for you so far?

**HA:** Right now, we're still defining what we want SAGE to be about, so in a way that is one of our projects. Other projects are still in the works, but the one we're mainly focused on right now is the revamping of the Women's Center library. We plan on filtering through the books and adding more relevant titles and donating as necessary. Our goal is to make the Women's Center library more current and applicable for students today.

**CS:** Some projects that we have been working on as part of the SAGE program have been sorting and updating the books in Women's Center library, writing post-its for the display for Love Your Body Week, and attending events like the Ohio Women's Leadership



Conference. The conference was definitely a highlight for me so far. The conference was a physical manifestation of female empowerment, and I was inspired by all of the women in the room speaking of universal experiences and encouraging one another.

### **What do you hope to gain by being a SAGE and being involved in the Women's Center?**

**HA:** I have already gained a great deal of leadership experience from the SAGE program. Planning SAGE events teaches you to be a better project manager by scheduling meetings with other SAGEs, taking meeting notes, and collaborating with others on projects. It was also a way for me to make friends who share an interest in the types of issues and causes that I'm so passionate about. I got to meet Cierra, who is a phenomenal person to work with. Plus, the Women's Center staff have provided me with encouraging words and strong advice when I have needed it.

**CS:** The SAGE program is a great opportunity for me to make a difference in the UD community. By being a SAGE at the Women's Center, I'm able to draw awareness to gender issues and women's issues. I'm not a Women's and Gender Studies major, but women's issues are an integral part of my identity. Working on the positive Post-It notes and revamping the Women's Center library have allowed me to see



SAGEs and WC staff attend the 2018 YWCA Dayton's Breakfast for Domestic Violence Awareness Month.

the work I'm doing from a larger perspective. By developing tools for effective change and being involved in initiatives that utilize a social justice framework and a gender focus, I feel like I am actually making a difference within the UD community.

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Nominate an outstanding student leader to be part of the SAGE Program! Email Margaret Murray, at [mmurray4@udayton.edu](mailto:mmurray4@udayton.edu).



## **2019 "WOMEN OF UD" NOMINATIONS NOW OPEN**

In March 2018, the Women's Center coordinated an inaugural exhibit, ***Women of UD: Trailblazers*** which highlighted the contributions women made at the University of Dayton community and beyond, both past and present. The exhibit featured 15 trailblazing women who embodied "firsts" who broke proverbial glass ceilings in an array of areas and fields, and those that led the way for new initiatives, policies and practices that made our campus more inclusive and equitable.

We invite the campus community to nominate an outstanding UD-affiliated woman to be featured for the 2019 exhibit. To nominate a colleague, student, community member, alumna, or peer, please visit [\*\*bit.ly/WofUD2019\*\*](https://bit.ly/WofUD2019).

# VOICES FROM WOMEN'S & GENDER STUDIES

Someone recently asked me what I saw as the future of the Women's & Gender Studies Program (WGS). I sat with the question for a few minutes before I answered, "I want all students at UD to take courses with WGS content." My friend was surprised at the answer, he replied, "I thought you would say that you wanted to grow the major." Surely, I want more students to major and minor in WGS. I think it is a worthwhile and important pursuit for both knowledge's sake (what do we come to learn and know better when we think *with* and *through* gender) and for justice's sake (what are we to do to decrease gender based oppression?).

Our shared WGS and Women's Center administrative assistant, Maiella Hollander, has helped me to collect data about the reach and impact of Women's and Gender Studies at the University of Dayton. After analyzing course enrollment and student exit surveys, I've come to two conclusions:

1. More students are getting exposure to WGS than one might think and
2. those students who complete a WGS major and minor are well prepared to tackle the challenges of our current moment.

Over the last five years, hundreds of students at UD have taken courses in a wide variety of disciplines – everything from philosophy and psychology to health and sports sciences that count for WGS credit. These classes engage students in the timely work of reading the signs of our times when it

comes to gender and justice. Unlike the dedicated and determined WGS students who come to WGS classes with a fire for gender justice, because many of these courses also fulfill CAP requirements, some students may enroll not realizing that the course will use gender as a lens. Their exposure to vital and transformative work in feminism, I hope, will create the curiosity and desire to learn and do more to promote equity beyond the walls of our classrooms.

Our majors and minors, on the other hand, consistently report that their WGS courses have given them the tools to identify problems and work towards social justice no matter what professional field they pursue once they leave UD. It is my sincere wish that ALL students at UD would be afforded the opportunity to gain those same tools so that our program might fulfill its educational and socio-political mission to promote gender equity and justice, not just our majors or minors.



V. Denise James, Ph.D.

*V. Denise James, Ph.D.*

*Director, Women's and Gender Studies Program  
Associate Professor, Philosophy*



**BIT.LY/UDAYTONWGS**



**UD\_WGS**

## SAVE THE DATE LUNCH & LEARN: IT TAKES A VILLAGE

Monday, Nov. 19  
1:00-1:50 p.m.  
KU 331

Have you ever considered becoming a foster parent or just want to know how to best support coworkers who are foster parents? Join us for a panel of UD faculty and staff who will share their stories and experiences navigating the foster care system and hear how you can support those who care for children in state care. They say it takes a village to raise a child, but we have an entire Flyer Community to help make their lives safe and happy!

# GENDER EQUITY RESEARCH FELLOWSHIP

The Women's Center and Women's and Gender Studies Program, in collaboration with the Office of the Provost, will launch its inaugural Gender Equity Research Fellowship for the 2019-2020 academic year. Each year, there will be two Fellows- one lecturer or tenure-track faculty member and one exempt staff member- of any gender and from any disciplinary background. Fellows will work to advance gender equity and social justice through the conduct of high-quality research and the development of subsequent recommendations to share with the campus community.

Applicants can select among these topics and will be asked to propose a methodology for carrying out the project:

- Tenure and Promotion (T&P) patterns between men and women faculty, including those who choose not to go up for T&P;
- Best practices for chairs in evaluating and supporting faculty through T&P process;
- Advancement patterns among women staff;
- Pay equity among women staff/faculty;
- Use/non-use of maternity leave and stop-the-clock among faculty and impact on T&P.

## LEARN MORE

Drop-in hours will be held Wed. Nov. 14, 1-2 p.m. & Tues. Nov. 27, 1-2 p.m. in 206 Alumni Hall.

A proposed research topic not previously identified may also be considered.

Applications for the fellowship are now open for the 2019-2020 academic year. We invite proposals from both faculty and exempt staff, and joint proposals will also be considered. Applications are due Friday, December 21, 2018.

## AIM4 COMMUNITY EXCELLENCE

### ONLINE LISTENING SESSIONS NOW AVAILABLE

Members of the campus community are invited to participate in asynchronous, listening/group sessions moderated by Halualani & Associates – the external consultant firm administering the campus experience survey. These sessions are an opportunity to share your experiences related to belonging and diversity at the University of Dayton. Your participation is voluntary.

The asynchronous, listening/group session will take place online (which you can access using your own personal computer or mobile device) over 4-6 weeks. A Halualani & Associates moderator will facilitate the sessions and will uphold the confidentiality of all of the information provided as well as your participation.

Check your email for a secure link to these asynchronous, listening/group sessions.



## NEW LACTATION ROOMS

The Women's Center is proud to announce the opening of two new lactation rooms, along with plans to add lactation rooms as part of several major renovation efforts across campus. Lactation rooms have recently opened in 581 Kettering Labs and 219 Kennedy Union. In addition, new rooms are planned as part of the Roesch Library renovation and the UD Arena project. The spaces are available for nursing employees, students, and university visitors and guests; to request access to the rooms or to learn more, contact the Women's Center at [womenscenter@udayton.edu](mailto:womenscenter@udayton.edu) or (937) 229-5390.



## ALUMNI HALL, 2ND FLOOR

(937) 229-5390    [www.udayton.edu/womenscenter](http://www.udayton.edu/womenscenter)



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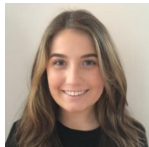
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## MARK YOUR CALENDAR UD MEN FOR GENDER EQUITY

Thursday, January 10 &  
Friday, January 11

This initiative focuses on developing men's gender equity knowledge, skills, and strategies to affect positive personal, departmental, and institutional change. Equity Allies workshops are for male-identified faculty and are taught by male facilitators. There will also be two sessions available for women-identified faculty and staff interested in learning about this initiative.

Please follow this link to learn more and register to participate:  
[bit.ly/UDMenforGenderEquity](http://bit.ly/UDMenforGenderEquity)

## FROM THE DIRECTOR'S DESK

### LISA BORELLO, PH.D.

It has always been my personal philosophy that gender equity is *everyone's* responsibility. We should all feel a personal commitment to ensure all individuals are valued and supported on this campus and beyond. To that end, with support from President Spina and Provost Benson, the Women's Center, with a team of colleagues from across campus (the School of Engineering, College of Arts & Sciences, Office of Diversity and Inclusion, and the Equity Compliance Office) are working to bring a new initiative focused on gender equity to campus. **UD Men for Gender Equity** will launch in January 2019 with the goal of educating men on their role in promoting an equitable campus. In short, we want to provide our male-identified colleagues with the tools to be proponents for gender equity in their departments and units and model inclusive action.

Originated at North Dakota State University from a National Science Foundation grant, the initiative has two components: equity allies training for male-identified faculty who attend a two- hour workshop; and equity advocates who participate in an advanced, two-day retreat, and then work to continue campus engagement and education for themselves and others on issues of gender equity. Advocates later became the trainers for the Allies. Our goal is to grow and institutionalize the initiative, expanding its reach from faculty to male-identified staff and later students. Our pilot Equity Allies workshops this Spring will focus on male-identified faculty from STEM and beyond, and we'll hold more Equity Allies workshops in Fall 2019 along with the Equity Advocates training.

I invite you to learn more about this initiative and encourage you to attend - or invite a colleague - to attend a training. Together, we can collectively work to create a more inclusive and equitable culture at UD.