

**2018 ULFA Survey of
Faculty Perceptions on
Equity, Diversity and Inclusion**



Final Report

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1. The 2018 ULFA Equity, Diversity and Inclusion Survey and recommendations

This EDI survey, designed by ULFA's Gender, Equity, and Diversity Committee (GEDC), was undertaken in the Spring of 2018 to explore faculty perceptions in regard to equity, diversity and inclusion (EDI). The analysis presented here can inform future directions for ULFA, the university administration, and the university at large.

Survey respondents pointed to a broad range of issues concerning equity, diversity and inclusion. On the basis of suggestions made recurrently by faculty members and of the analysis of the survey responses as a whole, a series of recommendations follows:

- Perform a salary review and remediation to address pay inequities affecting equity-seeking groups; and establish transparent processes for salary negotiations.
- Identify and track career progress inequities that result from biases in recognition and merit allocation for members of equity-seeking groups.
- Implement implicit bias training for hiring and STP, including revision and broader dissemination of the Best Practices for Hiring with a Focus on Diversity and Equity guide. In addition, implement implicit bias training pertaining to evaluation of PARs by chairs and deans.
- Collect faculty demographic information to track representation of equity-seeking groups.
- Address Truth and Reconciliation Calls to Action as pertaining to education reform, work towards structural change in that regard.
- Conduct a survey of sessional faculty and a study of sessional employment history at the UofL. Begin tracking sessional employment patterns.
- Establish effective mechanisms for addressing member-to-member disputes (complaint-driven actions are inconsistent and insufficient).
- Ensure effective participation of faculty in university governance.
- Diversify the senior administration.
- Review EDI practices within ULFA. Equity and diversity should be integral of all of ULFA's work and committees (not limited to GEDC).
- Establish a permanent Equity Office to facilitate EDI initiatives listed above. However, undertaking them should not be contingent upon the existence of such office.

2. Methodology and survey respondents

This anonymous survey was sent to all ULFA members in Spring 2018. A copy of the survey may be found in **Appendix A** of this report. The survey was hosted on the online survey site Survey Monkey. A link to the survey was sent to all ULFA members on April 4, 2018, with reminders sent on April 11, 2018 and again on April 24, 2018. The survey closed on April 25, 2018. Over a third of all ULFA members (n=204, 36%) completed the survey. Excluding Sessional Lecturers, 41% of ULFA members completed the survey (see Table 1).

Table 1. Breakdown of survey respondents by rank

	Total faculty employed Spring 2018	Proportion of all faculty (n=566)	Number of respondents	Proportion of survey respondents (n=204)	Proportion of faculty rank that completed the survey
Sessional Lecturers	107	19%	17	8%	16%
Instructors/Academic Assistants/Lecturers	122	22%	45	22%	37%
Assistant Prof/Lib II	116	20%	41	20%	35%
Associate Prof/Lib III	132	23%	59	29%	45%
Professor/Lib IV	89	16%	42	21%	47%
Total	566	100%	204	100%	36%
Total (excl. Sessional)	459		187		41%

Because of the voluntary nature of the survey, and despite efforts to encourage participation, over half of ULFA members chose not to participate. This non-response has the potential to introduce a bias in estimates when non-respondents differ from respondents with regard to the primary characteristics of interest. While it is not possible to compare the survey respondents to the population of ULFA members across an extensive range of characteristics, Institutional Analysis does maintain information regarding salary, rank, years of service, and gender of ULFA members, excluding sessional lecturers, which does permit comparison of the survey respondents to the broader ULFA membership across these categories. The most recent data available from Institutional Analysis is for the 2016/17 academic year. Data maintained by Institutional Analysis, categorizes gender as either male or female. This treatment of gender was adopted when comparing survey respondents to data available from Institutional Analysis, as is reflected in Table 2b, Table 2d, and Figure 1.

When responding to the survey, individuals were asked to select the relevant salary range and years of service range. For the purposes of calculating summary statistics, the value associated with any given salary range, or years of service range, was assumed to be the midpoint of that range, with the exception of the salary range of greater than \$200,000. For this range the assigned value was set at \$225,000. Tables 2a, 2b, 2c and 2d compare the survey respondents to the data provided by Institutional Analysis. This does not include Sessional Lecturers because Institutional Analysis does not maintain public records for this faculty rank.

Table 2a. Demographic characteristics of survey respondents

	Rank			
	Instructors/ Academic Assistants	Assistant Prof/ Lib II	Associate Prof/ Lib III	Professors/ Lib IV
IA	28%	20%	31%	21%
Survey	23%	22%	32%	22%

Table 2b. Demographic characteristics of survey respondents
Age and gender by rank; Age by gender

		Gender		Age			
		Male	Female	Average	Median	10 th Percentile	90 th Percentile
Instructors/Academic Assistants	IA	49%	51%	47	46	34	61
	Survey	49%	51%	46	45	35	55
Assistant Prof/Lib II	IA	54%	46%	45	43	33	58
	Survey	40%	60%	41	35	35	55
Associate Prof/Lib III	IA	57%	43%	51	51	41	61
	Survey	40%	60%	49	45	45	55
Professors/Lib IV	IA	75%	25%	59	58	48	69
	Survey	70%	30%	53	55	35	65
Faculty Total	IA	58%	42%	50	50	37	64
	Survey	48%	52%	49	45	35	65
Male	IA			51	51	38	65
	Survey			49	45	35	65
Female	IA			49	48	37	63
	Survey			49	45	35	65

Table 2c. Demographic characteristics of survey respondents
Years of service by rank; Years of service by gender

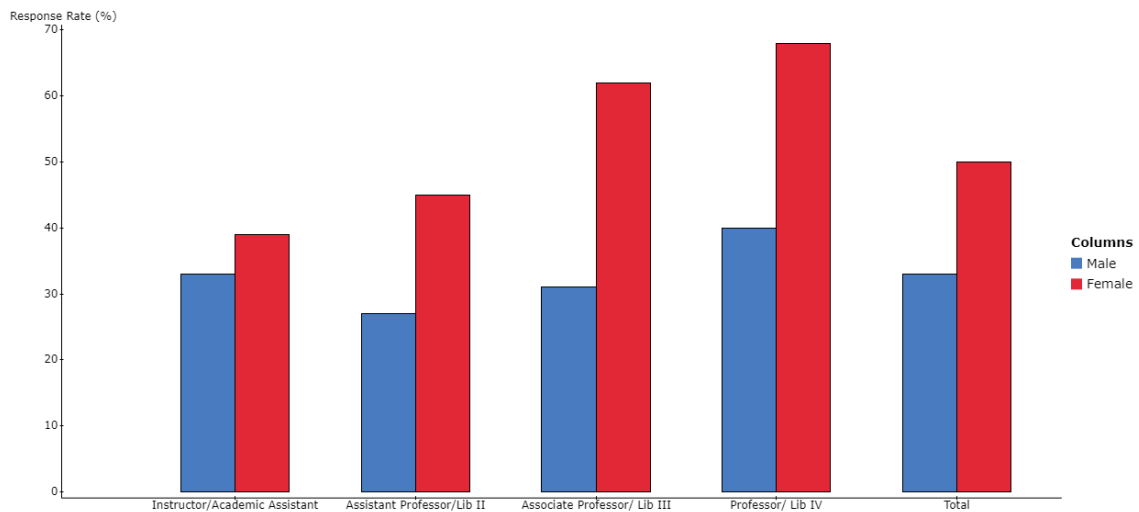
		Years of Service			
		Average	Median	10 th Percentile	90 th Percentile
Instructors/Academic Assistants	IA	7	4	0	18
	Survey	12	11	1	22
Assistant Prof/Lib II	IA	4	3	1	11
	Survey	5	3	1	12
Associate Prof/Lib III	IA	13	12	6	21
	Survey	13	13	7	19
Professors/Lib IV	IA	19	17	10	31
	Survey	21	19	12	33
Faculty Total	IA	11	10	1	21
	Survey	12	11	2	23
Male	IA	12	11	1	26
	Survey	14	14	2	28
Female	IA	9	9	1	18
	Survey	11	10	1	21

Table 2d. Demographic characteristics of survey respondents
Salary by rank; Salary by gender

		Salary			
		Average	Median	10 th Percentile	90 th Percentile
Instructors/Academic Assistants	IA	\$89,187	\$86,818	\$65,311	\$116,059
	Survey	\$94,000	\$95,000	\$75,000	\$125,000
Assistant Prof/Lib II	IA	\$93,624	\$90,163	\$70,476	\$120,000
	Survey	\$90,000	\$85,000	\$75,000	\$105,000
Associate Prof/Lib III	IA	\$120,439	\$117,556	\$94,196	\$150,939
	Survey	\$115,000	\$115,000	\$95,000	\$140,000
Professors/Lib IV	IA	\$159,194	\$149,338	\$121,746	\$209,995
	Survey	\$155,000	\$140,000	\$105,000	\$187,500
Faculty Total	IA	\$114,794	\$110,746	\$73,303	\$160,000
	Survey	\$114,000	\$105,000	\$75,000	\$162,500
Male	IA	\$119,183	\$115,371	\$73,824	\$172,481
	Survey	\$116,988	\$105,000	\$75,000	\$162,500
Female	IA	\$108,661	\$107,271	\$72,427	\$149,094
	Survey	\$106,974	\$105,000	\$75,000	\$135,000

The set of survey respondents appears generally consistent with the faculty population, as reported in the Institutional Analysis. There was a higher response rate from faculty who identify as female. As well, years of service among survey respondents at the rank of Instructor/Academic Assistant was noticeably greater than data from Institutional Analysis. This discrepancy is consistent with the differences in reported salary between survey respondents at this rank and salary data from Institutional Analysis. Otherwise, with regard to the characteristics available for comparison (age, years of service, rank, salary) the set of respondents appears generally in line with the faculty population as reported in the Institutional Analysis.

Figure 1. Response Rate Among Male and Female Faculty (by Rank and Overall)



The response rate increased along with rank. While only 16% of all Sessionals completed the survey, almost 50% of all Professors/Librarians IV completed it. This is despite the fact that there were 20% more Sessional Lecturers than Professors/Librarians IV employed at the University as of Spring 2018. An independent survey for the Sessional Lecturer population in the future is warranted.

The faculty that completed the survey have been at the University during a range dating from 1966 to 2018, thus the responses include perspectives from very long-term, to the most recent faculty. See a basic demographic breakdown of the respondent population in Table 3, 4 and 5.

Table 3. Demographic characteristics of survey respondents
Respondent Age

Age range	20-30	31-40	41-50	51-60	61-70	71-90	Total
Number of respondents	8	38	66	61	26	5	204
Percentage of respondents	4%	19%	32%	30%	13%	2.5%	100%

Table 4. Demographic characteristics of survey respondents
Year of Hire

Year of hiring range	No response	1966-1989	1990-2000	2001-2010	2011-2018	Total
Number of respondents	2	10	44	78	70	204
Percentage of respondents	1%	5%	22%	38%	34%	100%

Table 5. Demographic characteristics of survey respondents
Salary

Salary range	Number of respondents	Percentage of respondents
No response	7	3%
<50,000	18	9%
50,001-70,000	5	2%
70,001-90,000	43	21%
90,001-110,000	50	25%
110,001-130,000	41	20%
130,001-150,000	19	9%
150,001-175,000	10	5%
175,001-200,000	7	3%
>200,000	4	2%
Total	204	100%

This survey also collected detailed demographic information so as to be able to identify issues that affect specific groups, equity-seeking groups in particular. Group categories and composition appear in Table 6. Gender includes all survey respondents who did not identify as male. Sexual orientation includes all survey respondents who did not identify as heterosexual. Other minority status includes all survey respondents who identified on the basis of place of origin, ethnicity, or non-native English speaker. Of the 204 respondents, 68% (138 respondents) self-identified as being from a protected group under the Canadian Human Rights act on the basis of gender identity or expression, sexual orientation, FNMI status, disability, or another minority status. Of those 138 respondents, 52% identified as being disadvantaged. Of those who identified as belonging to more than one protected group, 76% identified as being disadvantaged. Belonging to more than one protected group clearly leads to a greater likelihood of experiencing disadvantage.

Table 6. Self-identified status as being from a protected group

Category	Number of respondents	Percentage of respondents
Gender	105	51%
Sexual orientation	22	11%
FNMI	7	3%
Disability	10	5%
Other minority status	49	24%

Given that the UofL does not collect demographic data on minority status from faculty, it is not currently possible to assess whether the respondent pool adequately represents the population of equity-seeking groups at the institution. The collection of this information remains a priority, as also suggested in the [University of Lethbridge Equity Working Group report](#).

Besides basic demographic information and perceptions of disadvantage along various dimensions of variability (gender, sexual orientation, FNMI status, disability and other minority statuses), the survey sought to elicit qualitative responses specifically around issues of workplace equity, diversity and inclusion as well as perceptions of the senior administration, experiences with harassment or discrimination, and awareness of the Best Practices for Hiring with a Focus on Diversity and Equity guide. The responses were rich, and we present a synthesis of perceptions below. For a complete list of the survey questions, please see **Appendix A**.

3. Faculty perceptions

In this section we present pooled responses, by all kinds of respondent categories, to six main issues:

Workplace equity

A generally friendly workplace, but systemic, subtle, unspoken, persistent biases prevent members from equally participating in the institution and from being equitably remunerated and rewarded. Faculty members perceive inequities and disadvantages in terms of:

- Remuneration (by gender and rank, and vast gap with senior administration).
- Recognition (gender, rank, faculty—bias in favor of STEM and those who access large funding).
- Merit allocation and career progress for women, other equity-seeking groups, and for faculty in non-tenured or tenure-stream positions.
- PAR evaluations and promotion for women and other equity-seeking groups due to biases in student evaluations and uneven distribution and valuation of service (affecting the capacity to advance research and to be properly rewarded & remunerated).
- Workload, e.g. distribution of high-enrollment courses and service duties for women and other equity-seeking groups (especially as they are tokenized to serve on many committees).

Diversity

Acknowledgment that the University has made progress and celebrates diversity, but:

- Limited representation of a diversity of groups, with a largely White and normative staff composition.
- Limited diversity is especially notable in the senior administration, where not even gender balance has been achieved.
- Efforts to recruit and retain minority faculty are not aggressive enough.
- For minority faculty (of various kinds), uncertainty regarding how the display of personal identity is received by others due to experience with hostile responses.

Inclusion

Recent improvement and deliberate efforts, but on-the-ground workplace culture remains problematic:

- Male-dominated work culture: administration, meetings, STP committees, decision-making.
- A hierarchical environment, with class-based interactions common.

- Nepotism, cliques, cronyism.
- Limited acceptance of diverse (non-mainstream) academic approaches.

Harassment or discrimination

Experiences of overt harassment or discrimination do not seem to be the norm. More commonly, respondents point to low-level yet persistent incidents that receive inconsistent response (sometimes prompt and appropriate, sometimes not), and therefore are not always reported:

- Unsatisfactory or no resolution of member-to-member incidents.
- Microaggression (of note, but not only, affecting minorities and racialized groups).
- Insufficient support for female and minority faculty who experience hostility from students (student evaluations of teaching being a platform for such hostility).

Senior administration

Many respondents perceive senior administrators to be friendly and approachable, also holding positive ideals for the institution, but also perceive a gap between these ideals and their implementation:

- Lack of diversity.
- Ineffective in helping resolve member-to-member disputes (many of which are about equity).
- Bad optics of remuneration gap between senior administration and faculty.
- Seem out touch in regard to working conditions for non tenure-stream faculty.
- Gap in rate of growth in relation to faculty.
- Could benefit from equity and implicit bias training.
- Need to effectively lead equity initiatives.
- Inadequate attention to the relation between equity and retention.
- Top-down, non-inclusive governance, insufficient consultation with faculty.
- Opaque dynamics in senior administration appointments and re-appointments.
- Too much focus on money and buzzwords.

Best Practices for Hiring with a Focus on Diversity and Equity (BPHFD) guide

Respondents generally seemed either unaware or report having no experience with it, as it does not seem to be a commonly used resource in the hiring process (see Table 7).

Table 7. Familiarity with the BPHFD guide

	Number of Respondents	Percentage of Respondents
No	108	53%
Yes	76	37%
N/A	20	10%
Total	204	100%

Those that are familiar with the guide noted that:

- It needs updating and could include a better section on implicit bias.
- It should be accompanied by implicit bias training.
- It needs promotion.
- It is helpful, but not a corrective for male-dominated committees.
- There is undue reluctance to ask minority candidates to voluntarily self-identify.
- Blind evaluation of candidates could be incorporated.

4. Minority faculty perceptions

Various respondents self-identified as minority faculty members on the grounds of sexual orientation, FNMI status, disability, origin, ethnicity, language, or other. Since the university does not collect demographic information pertaining to these variables, we are not able to determine whether the pool of respondents reflects the faculty population in that regard.

Sexual orientation

Of all respondents, 22 (11%) self-identify as having a sexual orientation other than heterosexual. For the most part, this group did not express perceptions of equity, diversity and inclusion that pertain specifically to this minority status. The only observation relates to the lack of greater diversity and diversity education that would ease and enable open recognition on campus, and to the occasional misrecognition of minority individuals assumed to be mainstream.

FNMI status

The number of respondents that self-identify as FNMI was 7 (3% of the total). There were few specific comments that were expressed as pertaining directly to this minority status. They include the need for indigenous awareness education and of greater inclusion of indigenous faculty who are not Blackfoot. Perceptions of disadvantage related to gender and rank overlap with those expressed by faculty members that do not self-identify as FNMI (see sections below).

Disability

About 5% of respondents (n=10) self-identified as individuals with a disability. Few of their comments are specifically related to this minority status, but include mention of difficulties when those disabilities are 'invisible', such as mental health issues, and the stigma, shaming or avoidance attached to this. There are also concerns around confidentiality and inappropriate requests for medical information.

Of the respondents that self-identified as minorities on the basis of sexual orientation, FNMI status, or disability, 38% feel at a disadvantage due to their minority status.

Minorities on the basis of origin, ethnicity, language

Faculty who self-identify as a minority due to their origin and/or ethnicity and/or not being a native speaker of English compose about 24% (n=49) of the survey respondents. Of those, 24 respondents (41%) feel at a disadvantage as a result of this. A number of respondents note that the university is increasingly diverse, but that there are gaps between the public celebration of diversity, tokenized representation, and the achievement of an inclusive and equitable workplace. At the most general level, there is a need for a clear equity, diversity and inclusion program of action that would help remediate issues such as retention of minority faculty, equitable recognition of their work, and the lack of implicit bias training for administrators, faculty and students. The workplace experience for some members of this group is loaded with subtle, unspoken, yet regular forms of discrimination and microaggression for which there is often no effective (or reactive rather than proactive) response from the administration—compounded for those who bear the double burden of being minorities on the basis of origin and/or ethnicity and/or language, *and* minorities on the basis of gender. Student evaluations are reported as affecting that group in particular, who regularly receive personal attacks and angry comments as part of what should be a fair assessment of teaching effectiveness.

Other minorities

Faculty who self-identify as a minority on the basis of grounds not covered by any of the above categories represent about 21% of respondents (n=43). Of those, 25 respondents (58%) feel at a disadvantage as a result of this. The most common ground is religion; feeling disadvantaged due to practicing a non-mainstream religion (e.g. religious holidays not recognized), due to belonging to a less popular church, or feeling ostracized due to being atheist in what some perceive to be a very religious community.

5. Faculty perceptions by academic rank

These include perceptions about equity, diversity and inclusion as expressed by all respondents of specific academic ranks, regardless of any other form of self-identification.

Sessional Instructors

The sessional experience on campus is, as elsewhere, impacted by the impermanent nature of job contracts. Some members reported an overall positive experience, but as with [CAUT's National Survey of Contract Academic Staff](#), most survey respondents at the UofL highlighted disadvantages pertaining to career progress and professional advancement, and lack of recognition, status, power, incentives and benefits for what is sometimes a long-term commitment to the institution. The inability to negotiate the terms of one's contract and the low level of remuneration adds to the feeling of being providers of undervalued labor. *The central disadvantage reported by this group is the precarious nature or employment itself.*

Instructors/Academic Assistants

Issues concerning job stability, career advancement, recognition (e.g. exclusion from teaching awards), and remuneration (e.g. salary cap), also define much of the Instructor/Academic Assistant experience, according to survey respondents. A number of the disadvantages or tensions experienced by this group overlap with those in tenure-stream and tenured positions, but acquire a special significance and more deeply impact Instructors/Academic Assistants due to the inherent vulnerability and responsibilities associated with this rank. This includes feelings of a lack of respect, privilege, opportunities for advancement, remuneration, and incentives vis-à-vis their tenure-track colleagues. Instructors/Academic Assistants are also disproportionately disadvantaged by student evaluation biases due to their heavier teaching workload, especially when gender and other minority status are combined. Heavier teaching load also limits participation in university activities. Deficient member-to-member dispute resolution is likewise a concern among members who also report a hierarchical, class-infused environment, in which administrators appear out of touch and not forthcoming with retention strategies. *The central disadvantage reported by this group is also the nature of employment itself.*

Assistant Professors/Librarian IIs

Predictably, the nature of concerns shifts among those on tenure-stream positions. Respondents who self-identified as female reported the most concerns, which revolve around gender issues. In this sub-category, respondents repeatedly report inequity in regard to remuneration, career advancement, decision-making capabilities, and STP processes in addition to facing bias in student evaluations, confronting hostility in member-to-member interactions, and exclusion from participation in academic activities. This subgroup feels unrepresented in a male dominated administration. Respondents who self-identified as male often commented on the same issues affecting their female counterparts. *The most common disadvantage reported by this group is gender-related.*

Associate Professors/Librarian IIIs

Among this group of respondents, concerns revolve around academic staff diversity, equity and inclusion in general—and the lack of a body, such as an Equity Office (as well as implicit bias training) to bring structural change in this regard. Gender related issues (a male-dominated academic culture) were amply reported, often as a subtle but systemic and pervasive aspect of relations among academic staff. Other issues reported include remuneration disparity disfavoring women and minorities, and biases in student evaluations (with related disadvantage in the STP process) for those groups. A gendered and uneven allocation and balance between service and research is perceived to affect women who report performing more service duties at the expense of advancing research, with consequences for career progress. *The disadvantages reported by this group are varied; gender is perceived to be a persistent one, but an overall preoccupation with broader equity, diversity and inclusion matters is voiced consistently.*

Professors/Librarian IVs

Similar to the responses by the Associate Professor/Librarian III category, this group of respondents voiced general concerns with equity, diversity and inclusion. Likewise, gender issues are reported abundantly, including the perception that ambitious female faculty at this rank encounter resistance in addition to other issues experienced by those in other ranks (e.g. inequity in salary, merit system, career advancement and recognition in general). Inclusion was here articulated as a question of class too, with achievement being a way of talking about personalistic dynamics and privilege. *The various comments hint to a situation where achieving Professor/Librarian IV rank does not necessarily translate into receiving equitable treatment and overcoming barriers experienced by faculty in other ranks.*

6. Special themes

Truth and Reconciliation:

Numerous respondents who do and do not self-identify as FNMI noted that the university has been slow to respond to the Truth and Reconciliation Calls to Action concerning educational reform in ways that result in structural change. In general, it was noted that there is a need for Indigenous awareness education to welcome the expression of FNMI cultures and identities and ameliorate racism that may surface in member-to-member interactions, and also a need to structurally reformulate curriculums and university governance. While the university in principle embraces ‘indigenization’, it was noted that there is no concrete vision or strategy for the recruitment and retention of Indigenous faculty. More specific comments included concerns around the inclusion of non-Blackfoot Indigenous faculty members.

Implementation of the Truth and Reconciliation Calls to Action, as they pertain to postsecondary education, would help to ameliorate some of the equity gaps identified by respondents. These include providing adequate funding for Indigenous students seeking higher education, creating an aboriginal languages program, integrating Indigenous knowledge and teaching methods into the curriculum, and creating research programs on reconciliation—all of which would be facilitated by a greater representation of Indigenous faculty on campus.

Gender disadvantage:

Among respondents of all ranks (with the exception of Sessional Lecturers), those who self-identified as female provided the most feedback and commented extensively on issues of equity, diversity, inclusion and harassment. Gender-related concerns are also the most common by respondents from minority categories that are not defined on the basis of gender—who often report on how gender adds to pressures commonly experienced by minority groups in general. Gender, more than any other minority status or academic rank consideration, appears in the responses as a persistent and fundamental axis of

disadvantage in academic life, as reported extensively by recent (and older) literature on the subject (see **Further reading**). Given the overlap in perceptions reported by respondents of all ranks, the experience of gender disadvantage does not appear to taper as faculty advance through academic ranks. It is also perceived to be insidious for female faculty in traditionally male-dominated areas (e.g. those in STEM fields).

7. Blind spots and other issues

A variety of other, often disregarded, but no less important issues were reported by small groups of respondents, which deserve consideration due to the impact that they have on academic life and performance, workplace environment, and quality of life. These include:

- Class dynamics (venerated as a question of achievement), in an environment that favors those “meant” to occupy high ranks.
- Inadequate work-life balance (especially reported by those who self-identify as female) exacerbated by an inequitable system of recognition.
- Inappropriate pressures to accommodate academic responsibilities around parental leave, or to schedule parental leave around academic demands.
- Inadequate accommodation of parenting demands (e.g. around timetabling). The automated timetabling process places scheduling decisions outside of departments and chairs. There are provisions in the system around parental care needs; it remains to be seen whether these provisions will ameliorate faculty concerns.
- Discrimination against large individuals, with judgmental attitudes towards size.

Respondents working in small faculties or other campuses expressed concerns about:

- Inequity among faculties in terms of remuneration and course loads.
- Lack of support and recognition for non-STEM research that does not involve obtaining or generating large amounts of money or that does not have a practical application.
- Marginal position of the Calgary campus.

A few respondents perceive unfairness in the correctives applied to ameliorate inequities at the university—including, for example, how these add constraints and/or lower the standards of hiring or grant adjudication processes. These perceptions, which broadly fall under the umbrella of the erroneous notion of “reverse discrimination” have been voiced in other contexts (e.g. as criticism of affirmative action policies in the US), and are rooted in the misunderstanding that such policies are in place to privilege certain groups, while the goal is simply to provide equal access to the same opportunities.

8. Conclusions

This is the first equity, diversity and inclusion (EDI) survey conducted by ULFA and will remain the baseline against which to explore the EDI climate at the university in the future. These kinds of surveys are becoming more common in Canadian institutions and elsewhere because they constitute a very valuable tool for guiding institutional goals and actions. Though the results are not necessarily unanticipated, they provide concrete support for otherwise informal or presumed ideas about experiences related to EDI issues. This survey will inform ULFA's mandate in the future and it is hoped that it will also be used by the university administration, chairs, and faculty at large to gain deeper awareness of EDI issues and to envision ways of achieving an equitable, diverse and inclusive workplace. Though the productivity, motivation and retention of equity-seeking groups is at stake, a strong EDI commitment is not about special provisions for specific groups; instead, it provides a healthy workplace and structure that, in the long term, benefits the university community at large.

The recommendations derived from this survey dovetail with those specified in the 2017 [University of Lethbridge Equity Working Group report](#) and in the 2019 [President's Advisory Committee on Diversity, Equity and Inclusion report](#). They provide the strongest case for informing future directions, as they are based on a large number of respondents and pertain to faculty-specific issues. The recently ratified collective agreement represents a step towards a more equitable workplace by securing better conditions for Sessional Lecturers, the right for ULFA to access letters of appointment and change of appointment status (and hence be aware of contract conditions for diverse types of faculty), and by lessening the role of student evaluations in the STP process—among other gains. This will pave the way towards further gains in future negotiations, which will be informed by the findings of this report.

A sincere thank you to all faculty members that took the time to complete this survey.

Further reading:

Challenges faced by vulnerable and equity-seeking groups within higher education institutions are well-documented. The sources below provide additional reading and other relevant materials on the matter.

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Appendix A: Survey

This survey is being conducted by ULFA's Gender, Equity, and Diversity Committee to try to ascertain the state of equity and diversity at the University of Lethbridge. We appreciate your participation and encourage you to fill out this survey as completely and candidly as possible. Please note that no question is mandatory in order to complete the survey; participation in any aspect is voluntary. There will be no attempt to identify individuals and all information provided will be kept under strict confidence. This is the only way we have to collect this data so your help is critical and very appreciated.

1. What year did you begin employment at the U of L?
(dropdown menu / choose year)

2. What is your current academic rank?
(dropdown menu / choose one)
 - a. Instructor / Academic Assistant I
 - b. Instructor / Academic Assistant II
 - c. Instructor / Academic Assistant III
 - d. Assistant Professor / Librarian II
 - e. Associate Professor / Librarian III
 - f. Professor / Librarian IV
 - g. Sessional Lecturer

3. What is your yearly pre-tax base salary (rounded to the nearest dollar) from the U of L? (For term contracts, please pro-rate to a yearly basis)
(dropdown menu / choose range)
 - a. < \$50,000
 - b. \$51,000-\$60,000
 - c. \$61,000-\$70,000
 - d. \$71,000-\$80,000
 - e. \$81,000-\$90,000
 - f. \$91,000-\$100,000
 - g. \$101,000-\$110,000
 - h. \$111,000-\$120,000
 - i. \$121,000-\$130,000
 - j. \$131,000-\$150,000
 - k. \$151,000-\$175,000
 - l. \$176,000-\$200,000
 - m. >\$200,000

4. What age group do you fall into?
(dropdown menu / choose range)

- a. 20-30
- b. 31-40
- c. 41-50
- d. 51-60
- e. 61-70
- f. 71-80
- g. 81-90

5. By what gender do you self-identify: _____
Do you feel that your identity in this regard puts you at a disadvantage at the UofL?
Y/N

6. What is the sexual orientation with which you self-identify: _____
Do you feel that your identity in this regard puts you at a disadvantage at the UofL?
Y/N

7. Do you have First Nations status? Y/N
Do you feel that your identity in this regard puts you at a disadvantage at the UofL?
Y/N

8. Do you have a disability for which you receive accommodation?
(dropdown menu / yes/no)
Do you feel that your identity in this regard puts you at a disadvantage at the UofL?
Y/N

9. Do you self-identify as a minority on the basis of (check all that apply):

	Yes	No
Place of origin		
Ethnicity		
Being a non-native English speaker		

Do you feel that your identity in this regard puts you at a disadvantage at the UofL?
Y/N

10. Do you self-identify as a member of a minority group on other grounds (e.g. religion, other)?
(yes/no) If you feel comfortable, please let us know on what grounds: _____
Do you feel that your identity in this regard puts you at a disadvantage at the UofL?
Y/N

11. Express your impression about, or experiences at, the University of Lethbridge in terms of inclusiveness. You may consider factors such as faculty/staff/student composition; open lines of communication in regards to inclusiveness; reception and treatment of minority individuals; general work environment. Comment on other factors as needed.
12. Express your impression about, or experiences at, the University of Lethbridge in terms of workplace equity. You may consider factors such as recognition, career advancement, evaluations of performance, retention, salary, other incentives. Comment on other factors as needed.
13. Express your impression about, or experiences at, the University of Lethbridge in terms of the upper administration. You may consider factors such as composition as it relates to diversity, access to upper administrative offices, openness of administrators to questions of inclusiveness and equity. Comment on other factors as needed.
14. If you have experienced a form of harassment or discrimination at the University of Lethbridge, have you encountered satisfactory support, responses, and solutions to your situation? (yes/no/have not had such experience). Comment as you wish.
15. Are you familiar with the University of Lethbridge Harassment and Discrimination policy? (yes/no). If yes, please comment on clarity, adequacy, effectiveness.
16. Are you familiar with the University of Lethbridge Best Practices for Hiring with a Focus on Diversity and Equity guidelines? (yes/no). If yes, please comment on clarity, adequacy, effectiveness.