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Underrepresented & Underpaid

Diversity & Equity Among Canada's Post-Secondary Education Teachers



Canadian Association of University Teachers
Association canadienne des professeurs et professeurs d'université

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Underrepresented and underpaid: diversity and equity among Canada's post-secondary education teachers

While post-secondary institutions are publicly committed to equity and diversity, progress has been slow in achieving employment and wage equity for academic staff. This report provides a snapshot of academic staff representation and income in Canada's universities and colleges in 2016, noting in particular changes in the university sector over the last decade.¹

While available data is limited, it does reveal that the academic workforce is not as diverse as either the student body or the labour force. Evidence also shows significant wage gaps: between men and women; and between white, Aboriginal and racialized academic staff.²

Chart 1 - Racialized and Aboriginal Academic Staff, Labour Force and Students



Sources: Statistics Canada, 2016 *Census*; Canadian Undergraduate Survey Consortium, 2017 *Middle-Years Student Survey Master Report*

* 2017 for middle-year students

Key findings

- Aboriginal academics remain significantly underrepresented in the academy, making up just 1.4% of all university professors and 3% of college instructors in 2016. This is in contrast with the share of Aboriginal workers in the total labour force (3.8%) and also falls short of the 5% of undergraduate university students who identify as Aboriginal.³
- Representation gains have been made among some, but not all, groups of racialized teachers in the university sector. The overall share of racialized university professors grew from 17% in 2006 to 21% in 2016, on par with growth in the proportion of the overall labour force aged 25 and older. However, racialized individuals are significantly underrepresented in the college sector, at less than 15% of all instructors.
- Whereas there has been a slight improvement in the representation of Black university teachers over the past decade (from 1.8% in 2006 to 2.0% in 2016), the growth in the proportion of Black workers in the labour force has been greater (from 2.2% to 3.1%).
- Women are better represented among full-time academic staff at universities than 10 years ago, although they remain more represented in lower ranks, accounting for just about half (48.5%) of Assistant Professors, compared to 27% of Full Professors.
- Women remain seriously underrepresented as teachers of science, technology, engineering and mathematics (STEM) disciplines in colleges and universities.
- Racialized, Aboriginal and women post-secondary teachers are less likely to have full-time, full-year (FTFY) employment.⁴
- Racialized women are the most under-represented among FTFY professors and instructors, with 45% working on an FTFY basis in universities and only 32% in colleges.
- Unemployment rates are highest for racialized women university faculty (9.2%) and for racialized men college instructors (8.6%), compared to the average unemployment rates for university teachers (4.9%) and college instructors (4.8%). At the same time, the unemployment rate for racialized workers in the total labour force (4.9%) was about the same as for all workers in the total labour force (4.8%).⁵
- Wage gaps exist between the dominant group (non-Aboriginal, non-racialized men) and all others. The gap is deepest for racialized women college instructors who earn only 63 cents on the dollar and racialized women professors who earn an average 68 cents for every dollar.
- FTFY employment dropped overall from 66% in 2005 to 56% in 2015. This drop has contributed to slow progress toward employment and wage equity among post-secondary teachers.

Gender Representation and Earnings

Although women make up a majority of all post-secondary enrolments (56.4% in universities and 55.8% in colleges),⁶ they make up just 44% of all university teachers. The situation is nearly reversed in the college sector, where women comprise 54% of all instructors. By comparison, women make up 48% of the overall labour force.

Among full-time university professors, progress-through-the-ranks continues for those whose tenure-track careers began some time ago, and women have made slow but steady gains in representation among Associate and Full Professors. However, the shrinking number of Assistant Professors, declining from 10,910 in 2006/07 to 8,544 in 2016/17, will impede progress as women, Aboriginal, racialized and other equity-seeking groups are unable to secure tenure-track appointments (see Table 1).

Table 1 – Full-time University Teachers by Rank and Gender

	2006/07		2010/11 ⁷		2016/17	
	Total	% Women	Total	% Women	Total	% Women
Full Professor	14,039	20.3%	14,946	23.4%	16,239	27.6%
Associate Professor	13,195	36.0%	15,473	38.3%	16,272	43.0%
Assistant Professor	10,910	42.9%	10,161	46.4%	8,544	48.5%
Other ⁸	2,423	52.9%	4,354	53.1%	4,605	53.6%
All Ranks Combined	40,567	33.4%	44,934	36.6%	45,660	39.6%

Source: Statistics Canada, *University and College Academic Staff System*

In 2016/17, women remain seriously underrepresented among university full-time academic staff in numerous disciplines, including architecture, engineering and related technologies (15.5%, up slightly from 12% in engineering and applied sciences in 2006/07); mathematics, computer and information sciences

(20.6%); physical and life sciences, and technologies (24.8%); and business, management and public administration programs (39.4%) (see Table 2). Conversely, women are also over-represented in the fields of education (62.2%, up from 49.9% in 2006) and health, parks, recreation and fitness (65.9%).⁹

Table 2 – Full-time University Teachers by Major Discipline and Gender, 2016/17¹⁰

	Total	% Women
Agriculture, Natural Resources and Conservation	936	27.6
Architecture, Engineering and Related Technologies	4,071	15.5
Business, Management and Public Administration	4,278	39.4
Education	2,007	62.2
Health, Parks, Recreation and Fitness	3,279	65.9
Humanities	5,037	46.3
Mathematics, Computer and Information Sciences	2,625	20.6
Personal, Protective and Transportation Services	60	55.0
Physical and Life Sciences, and Technologies	4,206	24.8
Social and Behavioural Sciences, and Law	7,905	44.6
Visual and Performing Arts, and Communications Technologies	1,905	45.5
Other / Not Applicable	678	43.8
All Disciplines Combined	36,987	39.5

Source: Statistics Canada, *University and College Academic Staff System*

According to Census data, the representation of women among teaching staff in the college sector is similarly uneven. Women make up only 12% of all instructors in architecture, engineering and related technologies and 37% of mathematics, computer and

information sciences instructors. Conversely, women make up over four-fifths (82.7%) of instructors in health and related fields and over two-thirds (67.5%) of instructors in education-related fields (see Table 3).

Table 3 – College Instructors by Major Discipline and Gender, 2016

	Total	% Women
Agriculture, Natural Resources and Conservation	1,375	40.0
Architecture, Engineering and Related Technologies	11,905	12.2
Business, Management and Public Administration	11,260	56.7
Education	16,800	67.5
Health and Related Fields	10,510	82.7
Humanities	11,355	60.2
Mathematics, Computer and Information Sciences	3,615	36.7
Personal, Protective and Transportation Services	2,820	40.8
Physical and Life Sciences, and Technologies	4,930	48.7
Social and Behavioural Sciences, and Law	10,865	62.3
Visual and Performing Arts, and Communications Technologies	4,575	48.3
Other	40	62.5
No Postsecondary Certificate, Diploma or Degree	7,895	41.5
All Disciplines Combined	97,945	53.5

Source: Statistics Canada, 2016 Census



Employment

As the Census includes both full-time regular academic staff and more contingent or precarious academic workers, the proportion of women university professors reported is higher than in the University and College Academic Staff System (UCASS) data, which reports only full-time academic staff with appointments of 12 months or more. The Census data reveals that women remain relatively underrepresented among FTFY academic staff, growing from 35% of all FTFY workers in 2005 to 41% in 2015 (tracking the UCASS data). On the other hand, women account for nearly half of part-time, part-year (PTPY) university academic staff, up slightly from 46% in 2005 to nearly 48% in 2015. In the colleges, women make up half (49.2%) of all FTFY positions and 57% of PTPY (see Table 4).

Table 4 – University Teachers and College Instructors by Work Activity and Gender

		2005		2015	
		Total	% Women	Total	% Women
University Teachers	Worked full-time, full-year	35,875	35.2%	42,315	40.7%
	Worked part-time/part-year	18,500	45.8%	33,075	47.6%
College Instructors	Worked full-time, full-year	-	-	43,480	49.2%
	Worked part-time/part-year	-	-	52,520	57.0%

Source: Statistics Canada, *2006 Census* and *2016 Census*

Although unemployment rates are generally lower for women than men in the labour market as a whole, this is not the case in the university sector. College instructors, men and women, reported the same unemployment rate (4.8%, also the average for the labour force), while unemployment rates remain higher for women than for men among the professoriate. In 2006, male university teachers reported an unemployment rate of 3.4% compared to 5.2% for women. In 2016, these unemployment rates were 4.3% and 5.7% respectively.¹¹

Earnings Gap

Full-time women university teachers¹² on average continue to earn significantly less than their male counterparts, at 90 cents on the dollar, up negligibly from 2006 (see Table 5). Many factors contribute to gender wage gaps, such as age, seniority, collective agreement coverage and discrimination.¹³

Table 5 – Full-time University Teacher Salaries by Gender (Current \$)¹⁴

	2006/07	2016/17
Men	\$103,628	\$136,975
Women	\$91,836	123,225
Earnings Ratio	\$0.886	\$0.900

Source: Statistics Canada, *University and College Academic Staff System*

As UCASS looks only at full-time university professors, when considering the data available through the Census which includes full-time and part-time staff, we can see that the overall earnings gap is even more pronounced, based on both FTFY and PTPY employment. The gap for university women is 17.5% in 2015 and 18.6% for women college instructors (see Table 6).

Table 6 – Average Earnings of University Teachers and College Instructors by Gender (Current \$)

	2005			2015		
	Men	Women	Difference	Men	Women	Difference
University Professors	\$83,281	\$67,023	19.5%	\$110,713	\$91,366	17.5%
College Instructors	-	-	-	\$69,490	\$56,552	18.6%

Source: Statistics Canada, 2006 Census and 2016 Census

Racialized University and College Teachers

According to the most recent Census data, racialized university teachers make up just over one-fifth (21.2%) of the profession, about the same as for the labour force as a whole. However, they constitute fewer than 15% of all college instructors (see Table 7). While racialized university teachers seem proportionate to the labour force population as a whole, this is significantly lower than both that of racialized students (36%)¹⁵ and that of racialized doctoral degree holders (31%).¹⁶

There are significant differences when we examine representation of specific racialized groups as categorized by Statistics Canada. Black university teachers, for example, comprise 2% of all university teachers but make up 3.1% of the overall labour force. (see Table 7).



Table 7 – Visible Minority Identification* by Occupational Group, 2006 and 2016 (%)

	University Teachers		College Instructors		Total Labour Force	
	2006	2016	2006	2016	2006	2016
Not a visible minority	83.0	78.9	-	85.6	84.6	78.8
Total visible minority	17.0	21.1	-	14.4	15.4	21.2
South Asian	3.3	5.1	-	3.4	3.7	5.3
Chinese	4.2	5.7	-	2.8	3.9	4.3
Black	1.8	2.0	-	2.4	2.2	3.1
Filipino	0.2	0.3	-	0.8	1.3	2.6
Latin American	0.9	1.4	-	1.1	1.0	1.4
Arab	**	2.4	-	1.4	**	1.2
Southeast Asian	0.3	0.4	-	0.3	0.7	0.9
West Asian	**	2.0	-	0.9	**	0.7
Korean	0.4	0.7	-	0.3	0.4	0.5
Japanese	0.5	0.6	-	0.5	0.3	0.3
Other	2.7	0.6	-	0.6	0.5	0.9

Source: Statistics Canada, 2006 Census, 2016 Census

* Visible minority identification categories used here are taken directly from Census data

** Categories of Arab and West Asian (Iranian, Afghan, etc.) were combined in the 2006 Census data. “Arab or West Asians” combined made up 1.3% of the overall labour force compared to 2.8% of the professoriate in 2006

Employment

Racialized men and women in the labour force, including university and college teachers, experience significantly lower FTFY employment rates than their non-racialized counterparts. Only 32% of racialized women college instructors reported FTFY employment (see Table 8).

Table 8 – Full-Time, Full-Year Employment Rate by Occupational Group, Visible Minority Status and Gender, 2015 (%)

	Non-Visible Minorities		Visible Minorities	
	Men	Women	Men	Women
University Teachers	61.8	54.4	55.2	44.9
College Instructors	51.5	44.3	42.4	31.5
Total Labour Force	61.5	52.8	55.2	45.6

Source: Statistics Canada, 2016 Census

The gap in the unemployment rate is also significantly higher for racialized professors – and even more pronounced for racialized college instructors – than among all workers within each occupational group and the labour force as a whole. Among racialized professors, the unemployment rate was 6.7% in 2016 compared to 4.4% for non-racialized professors. For racialized college instructors, the unemployment rate was 7.4% compared to 4.4% for non-racialized college instructors) (see Table 9).

Table 9 – Unemployment Rate by Occupation, Visible Minority Status and Gender, 2016 (%)

	Non-Visible Minorities			Visible Minorities		
	All	Men	Women	All	Men	Women
University Teachers	4.4	4.0	4.9	6.7	5.3	9.2
College Instructors	4.4	4.2	4.5	7.4	8.6	6.4
Total Labour Force	4.8	5.6	3.8	4.9	4.9	4.9

Source: Statistics Canada, 2016 Census

Racialized women professors experience a rate of unemployment that is almost twice as high as for their non-racialized women colleagues, at 9.2% vs. 4.9% in 2016. There is a persistent and indeed worsening gap between this group and both women who are not members of a racialized group and racialized men. The story is somewhat different in the college sector, where racialized women instructors have a lower rate of unemployment than the average for all racialized instructors (6.4% vs. 7.4%), although it remains higher than for both non-racialized women (4.5%) and men (4.2%) (see Table 9).

Although conclusions are not possible for all groups because of the small counts of racialized university teachers and college instructors among specific groups, a few additional observations can be made. At 10.7%, Black professors have the highest unemployment rate, followed by South Asian college instructors (10.2%), West Asian college instructors (10.1%), Black college instructors (9.6%) and Arab professors (8.6%).¹⁷

Earnings Gap

Average earnings for non-racialized university teachers and college instructors were about 3% above the overall average. By contrast, racialized university teachers earned 12% below average earnings, and racialized college instructors earned 19% below average. While all racialized groups have lower earnings than the average for all professors, some groups appear to fare particularly poorly (see Table 10).

Results from the 2016 Census and 2006 Census show that racialized university teachers have experienced a

significant and indeed worsening earnings gap in relation to the non-racialized group. In 2015, employed professors who were not members of a racialized group earned an average of \$105,300 while racialized professors earned \$90,000 – an earnings gap of 14.5% with their non-racialized counterparts, up from 11.4% in 2005 (or 12% for all professors compared to an earnings gap of about 10% in 2005). In 2015, racialized college instructors, earning an average of \$50,972 compared to \$64,363 for their non-racialized colleagues, had an even larger earnings gap of 21% (see Table 10).

Table 10 – Average Earnings by Occupation and Racialized Group*, 2015

	University Teachers	+/-% Average Earnings	College Instructors	+/-% Average Earnings
All workers	\$102,298	0.0%	\$62,529	0.0%
Not a visible minority	\$105,297	+2.9%	\$64,363	+2.9%
Total visible minority	\$90,011	-12.0%	\$50,972	-18.5%
South Asian	\$94,246	-7.9%	\$54,582	-12.7%
Chinese	\$97,001	-5.2%	\$50,783	-18.8%
Black	\$90,363	-11.7%	\$52,164	-16.6%
Filipino	\$80,279	-21.5%	\$51,800	-17.2%
Latin American	\$72,871	-28.8%	\$46,169	-26.2%
Arab	\$88,245	-13.7%	\$47,865	-23.5%
Southeast Asian	\$98,919	-3.3%	\$50,678	-19.0%
West Asian	\$75,672	-26.0%	\$47,616	-23.8%
Korean	\$90,820	-11.2%	\$34,448	-44.9%
Japanese	\$78,851	-22.9%	\$46,819	-25.1%

Source: Statistics Canada, 2016 Census

* Racial identification categories used here are taken directly from the Census

The trend among both FTFY and PTPY post-secondary teachers is increasing earnings inequality between racialized and non-racialized colleagues. The gap for these FTFY workers grew from 6.2% in 2005 to 9.9% in 2015. The growth in the earnings gap for their

PTPY counterparts was more modest, rising slightly from 12.0% to 12.3% over the same period. Racialized college academic staff experienced an earnings gap of 9.1% for FTFY workers, and 22.8% for PTPY ones, in 2015 (see Table 11).

Table 11 – Average Earnings of University Teachers and College Instructors by Work Activity and Visible Minority Status

	2005			2015		
	Non-VM	VM	Difference	Non-VM	VM	Difference
All University Teachers	\$80,175	\$72,110	10.1%	\$105,297	\$90,011	14.5%
Worked full-time, full-year	\$91,455	\$85,811	6.2%	\$119,398	\$107,556	9.9%
Worked part-time/part-year	\$55,539	\$48,902	12.0%	\$64,997	\$57,005	12.3%
All College Instructors	-	-	-	\$64,363	\$50,972	20.8%
Worked full-time, full-year	-	-	-	\$76,138	\$69,237	9.1%
Worked part-time/part-year	-	-	-	\$46,833	\$36,166	22.8%

Source: Statistics Canada, 2016 Census

Racialized professors and college instructors who are women have an even more pronounced earnings gap than their non-racialized colleagues (see Table 12). While the earnings gap for post-secondary academic workers are not as pronounced as in the labour market as a whole, they remain significant. Non-racialized women university teachers and college instructors earn on average 82 cents for every dollar earned by their non-racialized male counterparts. Racialized women professors earn 68 cents for every dollar earned non-racialized men). There is an even more

pronounced gap for college instructors, where racialized women earn only 63 cents on that same dollar.

These earnings gaps narrow when adjusted for age, rank, job and discipline, but do not disappear. Remaining wage gaps are likely the result of institutional practices and salary structures that are discriminatory in effect, as well as overt discrimination in hiring and promotion decisions.¹⁸ In fact, a similar though less pronounced gap exists in the labour market as a whole.

Table 12 – Average Earnings by Occupation, Visible Minority Status and Gender, 2015

	Non- Visible Minorities			Visible Minorities			
	Men	Women	Difference*	Men	Difference*	Women	Difference*
University Teachers	\$114,832	\$93,898	18.2%	\$96,557	15.9%	\$77,908	32.2%
College Instructors	\$71,007	\$58,533	17.6%	\$59,045	16.8%	\$44,932	36.7%

Source: Statistics Canada, 2016 Census

* Difference relative to non- visible minority men

Aboriginal University and College Teachers

Of university professors, only 1.4% reported an Aboriginal identity in 2016, up from 1.0% in 2006. A higher proportion of college instructors (3%) identifies as Aboriginal. Both professors and instructors were significantly less likely to have an Aboriginal identity compared to the workforce as a whole (3.8%), as well as when compared to Aboriginal students (at 5%).¹⁹

Among all professors and instructors reporting an Aboriginal identity, 57.6% of the single response group reported a First Nations (North American Indian) identity, 40.4% reported a Métis identity and 2.5% reported an Inuk (Inuit) identity. Inuk-identified college instructors were somewhat more common, at 6.2% of all Aboriginal-identified college instructors and at 0.18% of all college instructors, compared to 0.13% of all workers aged 25 (see Table 13). 60% of Inuk-identified college instructors lived and worked in Nunavut territory.

Table 13 – Aboriginal Identity, 2016 (%)

Aboriginal Identity Group	University Teachers	College Instructors	Total Labour Force
Non-Aboriginal identity	98.6	97.0	96.2
Aboriginal identity	1.4	3.0	3.8
Single Aboriginal responses	1.33	2.88	3.67
First Nations (North American Indian)	0.76	1.50	1.98
Métis	0.54	1.20	1.56
Inuk (Inuit)	0.03	0.18	0.13
Multiple Aboriginal responses	--	0.06	0.05
Aboriginal responses n.i.e.	--	0.03	0.06

Source: Statistics Canada, 2016 Census

-- Results statistically insignificant

Apart from Aboriginal identity, there was also growth among the other categories associated with measuring Aboriginality within the Canadian state and specifically the Census. In 2006, 2.1% of university teachers

reported single- and multiple-response Aboriginal ancestry. By 2016, the proportion had grown to 2.7% - a sizeable increase (see Table 14). This parallels the growth in the Aboriginal identity population.

Table 14 – Aboriginal Identity, Ancestry and Registered Indian Status of University Teachers (%)

	2006	2016
Non-Aboriginal identity	99.0	98.6
Aboriginal identity	1.0	1.4
Single Aboriginal responses	0.93	1.33
First Nations (North American Indian)	0.53	0.76
Métis	0.37	0.54
Inuk (Inuit)	--	0.03*
Multiple Aboriginal responses	--	--
Aboriginal responses n.i.e.	--	--
Non-Aboriginal ancestry	97.9	97.3
Aboriginal ancestry	2.1	2.7
Single Aboriginal responses	0.32	0.29
First Nations (North American Indian)	0.28	0.25
Métis	0.04*	0.04*
Inuk (Inuit)	--	--
Multiple Aboriginal responses	1.77	2.12
Not a Registered Indian	99.5	99.4
Registered Indian	0.47	0.59

Source: Statistics Canada, 2016 Census

* Small sample, use with caution

-- Results statistically insignificant

Employment

In terms of FTFY employment rates, Aboriginal men university and college teachers had slightly lower rates than their non-Aboriginal counterparts, while Aboriginal women academic workers in the post-secondary sector had rates that were comparable to their non-Aboriginal women counterparts (see Table 15).

Table 15 – Full-Time, Full-Year Employment Rate by Occupational Group, Aboriginal Identity Status and Gender, 2015 (%)

	All		Aboriginal	
	Men	Women	Men	Women
University Teachers	60.3	53.0	57.7	52.8
College Instructors	50.3	42.4	47.7	45.4
Total Labour Force	60.2	51.5	54.2	50.7

Source: Statistics Canada, 2016 Census

Similar to their racialized peers, unemployment rates for Aboriginal professors are also higher than the average for both men and women, although small counts affect the ability to reliably differentiate between Aboriginal men and women professors. Among college instructors (where the counts are higher),

Aboriginal instructors also have a relatively higher unemployment rate compared to the average, and it appears that male Aboriginal college instructors also have a higher unemployment rate than Aboriginal women (see Table 16).

Table 16 – Unemployment Rate, 2016 (%)

	All			Aboriginal		
	All	Men	Women	All	Men	Women
University Teachers	4.9	4.3	5.7	6.3*	--	7.1*
College Instructors	4.8	4.8	4.8	6.9	7.7	6.6*
Total Labour Force	4.8	5.5	4.1	9.9	12.3	7.4

Source: Statistics Canada, 2016 Census

* Small sample, use with caution
 -- Results statistically insignificant

Earnings Gap

Average earnings for Aboriginal university teachers are significantly lower for both men (-26.3%) and women (-26.7%) relative to non-racialized men. The picture diverges by gender for Aboriginal college instructors, where Aboriginal men have virtually no earnings gap with non-racialized men (0.1%), while for Aboriginal women, the gap is about 20% (see Table 17).

Table 17– Average Earnings by Occupation, Aboriginal Identity Status and Gender, 2015

	All				Aboriginal			
	Men	Difference*	Women	Difference*	Men	Difference*	Women	Difference*
University Teachers	\$110,713	3.6%	\$91,366	20.4%	\$84,594	26.3%	\$84,158	26.7%
College Instructors	\$69,490	2.1%	\$56,552	20.4%	\$70,925	0.1%	\$56,869	19.9%

Source: Statistics Canada, 2016 Census

* Difference relative to non-visible minority men

Conclusion

Despite longstanding employment equity policies and practices mandated by legislation, employment and wage inequities remain in Canada's universities and colleges. Racialized and Aboriginal academic staff experience an earnings gap and higher unemployment than their white colleagues, and this is compounded for Aboriginal and racialized women. Practices and patterns of discrimination that limit opportunities for individuals from marginalized groups contribute to employment and pay gaps.

Institutions and academic staff associations need to look more critically at the structures and practices that perpetuate inequities, including the rise of contingent employment. New policies and practices, including collective agreement language, to address equity, diversity and inclusion must be put in place and monitored, involving both institutions and academic staff associations.

To better understand the problem and measure progress, universities and colleges need to improve their reporting of employment and pay equity related data, and data collection needs to be centralized and standardized. Data on successful and unsuccessful applicants, as well as retention, tenure and promotion data from the point of hiring should be collected for all equity groups and made available. Data should be gathered for contract and regular academic staff, and a census of all staff should be periodically conducted for adequate record capture.

Recent federal commitments to improving gender, diversity and inclusion data and university and college academic staff data will assist in measuring change, but only if institutions live up to their principles.

Endnotes

- ¹ This updates CAUT's 2010 Education Review, *The Changing Academy*, which used university data from the 2006 Census. As we do not have college data from 2006, changes in the last decade are only noted for academic staff in universities, with a cautionary note that the data by occupational code for university professors used in the 2016 Census now includes post-doctoral fellows, a group which is estimated to have numbered about 10,000 in 2016.
- ² The 2016 Census did not collect information on people with disabilities and the University and College Academic Staff Survey only collects gender data. Due to these data limitations, only 3 of the 4 designated groups under the *Employment Equity Act* are examined here.
- ³ Canadian Undergraduate Survey Consortium, *Middle-Years Student Survey Master Report*, June 2017, p.6.
- ⁴ Includes persons who worked 49 to 52 weeks mostly full-time in the reference year (i.e. 2015 for the 2016 Census).
- ⁵ Unemployment rate estimates are based on labour force status in the Census reference week of May 1 to May 7, 2016 for all reporting an occupation of university professor and lecturer as of January 1, 2016.
- ⁶ Statistics Canada, CANSIM 477-0019.
- ⁷ 2010/11 is used as the reference year instead of 2011/12 as the UCASS was suspended for the period 2011/12 through 2015/16 .
- ⁸ "Other" full-time academic staff includes "Rank or level below assistant professor" (including lecturers, instructors and other teaching staff on contracts of at least one year) and "Other ranks (not elsewhere classified)".
- ⁹ Note that due to changes in the *Classification of Instructional Programs (CIP)*, gender-based or other counts by discipline in the 2016/17 UCASS data are generally not comparable to those for 2006/07
- ¹⁰ Including medical-dental staff and full-time university teachers with senior administrative duties.
- ¹¹ Statistics Canada, 2006 and 2016 Census custom tabulation data.
- ¹² Full-time university teachers on contracts of one year or more that are covered by Statistics Canada's *University and College Academic Staff System (UCASS)* institutional survey.
- ¹³ Canadian Association of University Teachers (2011). *The Persistent Gap*.
- ¹⁴ Mean salaries are for non-medical / non-dental staff, and non- senior administrative staff.
- ¹⁵ Canadian Undergraduate Survey Consortium, *Middle-Years Student Survey Master Report*, June 2017, p.6.
- ¹⁶ Government of Canada, *Equality and Growth: A Strong Middle Class*, 2018, p.252.
- ¹⁷ Statistics Canada 2016 Census, custom tabulation data.
- ¹⁸ For further analysis and recommendations, see Henry, Frances, et al. (2017). *The Equity Myth: Racialization and Indigeneity of Canadian Universities*. Vancouver: UBC Press and Gutiérrez y Muhs, Gabriella, et al. (2012). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Boulder: USU Press.
- ¹⁹ Canadian Undergraduate Survey Consortium June 2017 *CUSC Middle Year Student Survey*, p.6.



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