

Review of the Status of Women Brandon University 2019 (Updated)



Brandon University Status of Women Review
Committee



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EXECUTIVE SUMMARY

The purpose of this report by the Status of Women Review Committee (SWRC) is to evaluate the experiences of women at Brandon University (BU) and ensure progress has been made toward gender equality. This report consists of two parts: 1) institutional data and 2) survey results.

Overview of Institutional Data

Data was gathered on all 242 current members of the Brandon University Faculty Association (BUFA), consisting of 134 women, 108 men, 224 full-time members, and 18 part-time members, excluding sessional instructors. The results were analyzed for gender inequalities.

Gender distribution by faculty. Although gender distribution is very unbalanced between fields (e.g., women are overrepresented in the Faculty of Health Studies and underrepresented in the Faculty of Science), we have reached near equal representation of men and women at the University. Women represent 53% of full-time faculty (with the exclusion of the Faculty of Health Studies, they represent 45.2%), which is significantly higher than the national percentage in Canadian Universities at 38.9% (Statistics Canada, 2021).

Gender distribution by rank. As 67% of new hires were women between 2009 and 2018, we see a high number of women in the assistant professor level. There is also an overrepresentation of women as instructional associates (because of the Faculty of Health Studies), an equal representation of women at the associate professor level, and a severe underrepresentation of women at the professor level.

Gender distribution by new hires. There has been a positive trend to hire more women, although this trend is less pronounced if the Faculty of Health Studies is excluded from the analysis.

Salary. Women have lower salaries than men across all levels, earning from a range of 3% to 12% less in each position. A linear hierarchical regression analysis was conducted on years of service, starting rank, starting step, tenure, promotion, and highest degree achieved to see if gender played a role in this difference.

→ *Years of service.* The salary difference may be explained by the fact that men have been working at the University longer than women have.

→ *Starting rank.* Women are also more likely to be hired as an instructional associate than men.

→ *Starting step.* These were not statistically significant between genders.

→ *Tenure.* There are no differences between the success rates of men and women who apply for tenure or the number of years before they receive tenure.

→ *Promotion.* Of the transitions from assistant to associate professor and associate to full professor, there was also no statistical significance in the time it took for men and women to be promoted.

→ *Highest degree obtained.* Women were more likely than men to have a master's degree as their highest degree as they are more represented in instructional associate (IA), administrative associate (AA), and professional associate (PA) levels; however, excluding the Faculty of Health Studies, there

are no differences in the highest degree between men and women. Therefore, demonstrated after all the variables were accounted for, gender explained some of the variability in current salary, as years of service and highest degree achieved were statistically significant.

Appointment type. The proportion of women in tenure-track positions at Brandon University (48.8%) is higher in comparison to the average of Canadian institutions (38%). However, women are overrepresented in other types of positions (continuing and term).

Teaching overload. While the last SWRC report found roughly equal teaching overloads between genders, the averages over the past three years now show that 32% of women, in comparison to 19.1% of men, face teaching overload—although this is partially accounted for by the teaching overload in the Faculty of Health Studies, which is predominantly women.

Overview of Survey Results

The SWRC developed an electronic survey to assess BUFA members' perceptions of and recommendations for the working, research, and teaching environments at the University, and their professional and educational goals, unique challenges, and overall satisfaction. A total of 88 BUFA members (57% women and 25% men, 18% not specified) completed the survey. The purpose of this survey was to gain a greater understanding of BUFA members' personal experiences in their work lives and see how gender impacts experience. Contributing factors for each area surveyed included "mentor(s)," "professional development funds," "colleagues," "training opportunities," "salary," "chair," "dean," and "human resources." Of interest, from

the results Deans were the factor with the most positive impact for men in working, research, and teaching environments. Whereas women rated Deans as having the most negative impact for working, teaching and research environments.

Working environment. In their working environment, women are overall more negatively impacted by the contributing factors than men. However, common factors between genders were complaints about a lack of communication, support, respect, and teamwork with colleagues as well as a lack of faculty. Women also identified a lack of resources/financial support, a lack of support from deans, senior administration and human resources, the gender bias, and an inequitable work distribution as issues in the working environment. Overall, women are more likely to be negatively impacted by the various factors. Respondents made the following recommendations:

- *improvements at the institutional level* (more support, leadership, transparency, productivity, accountability, and communication),
- *reduce the workload* (hiring more staff and maintaining equitable work distribution among faculty),
- *establish effective conflict resolution strategies* (implementing more effective policies and accountability structures), and
- *create more resources* (support for satellite staff, finances, technical support, and mentorship).

Research environment. In their research environment, women are also more negatively impacted by the contributing factors than men. However, respondents also noted additional factors that made a positive impact in their research environment,

including the Research Facilitator/Advisor, the librarians, research training sessions, and BURC funding. Both women and men respondents took issue with the support from the research office, dean, and senior administration. For women, other issues mentioned included the workload, lack of mentorship, unclear research expectations, the research culture, and insufficient professional development funds. Respondents made the following recommendations:

- *increase support from the research office, chair, and dean* (reflecting the commitment to research and adding funding),
- *reduce the workload* (decreasing credit hours),
- *support new staff* (guiding them through research and BU processes),
- *foster stronger mentorship* (suggested by women respondents only),
- *improve the research culture*, including mentorship, support for grant funding etc. (Suggested by women respondents only), and
- *establish clear research expectations* (suggested by women respondents only).

Teaching environment. In their teaching environment, respondents named positive factors as the librarians and the Centre for Teaching, Learning, and Technology (CTLT). Additionally, women are also more negatively impacted by the contributing factors than men. The negative factors included technology issues, insufficient number of teaching faculty, abuse of academic freedom, and the inconsistency between course offerings and faculty expertise. A lack of resources/financial support and an inequitable workload were issues identified by both men and women. A greater percentage of women faculty members' time was dedicated to teaching than men's (61% versus

46%). For women, other issues included a lack of communication between colleagues and a lack of support from the chair and/or dean. Respondents made the following recommendations:

- *reduce the workload* (lowering teaching and service demands for more research time),
- *improve the infrastructure* (modernizing the classroom),
- *create more resources* (developing comprehensive training, higher event attendance and funds for capital requests, and support for students; suggested by women respondents only),
- *emphasize quality teaching* (in evaluations and promotion decisions; suggested by women only), and
- *ensure greater opportunities for students* (suggested by women only).

Professional and education goals. The top three goals for women were to maintain their research program, publish more papers, and establish a credible research program, while men ranked publishing more papers as the lowest of their three goals and acquiring tenure as their top goal.

Unique challenges. Both genders commented on their unique challenges as a high workload/work-life imbalance and a lack of support from senior colleagues.

Professional Associates (PAs) faced additional challenges with workload, student expectations and demands, lack of human resources, and compassion fatigue.

Overall satisfaction. On average, men (77%) were more satisfied than women (66%) with their experience at the University. Respondents made the following

recommendations:

- *reduce the workload* (to meet research goals),
- *re-examine and redistribute service and teaching loads* (ensuring fair and equitable workload for all Faculty),
- *improve practices by and communication from the chair, dean, and senior administration,*
- *create more resources* (teacher training, mentorship, equipment),
- *hiring faculty members* (to offset workload),
- *encouraging a more support environment* (with guidance, care, and opportunities for success; suggested by women only) and
- *increased professional development funds* (suggested by women only).

INTRODUCTION

One of the critical priorities at Brandon University is employment equity¹. Employment equity is defined as *“hiring the most suitably qualified candidate for any open position while ensuring a fair and equitable hiring process and the qualifications required for each position are fair and equitable for all persons. The Parties agree to cooperate in the identification and removal of all barriers to the recruitment, selection, hiring, retention, and promotion of the following groups: women, [A]boriginal [P]eoples, persons with disabilities and visible minorities”* (University of Western Ontario, 2010, p. 119). The Brandon University Status of Women Review Committee (SWRC) has been making attempts to ensure that women’s experience at Brandon University (BU) is consistently improving. The SWRC was established in February of 1988 by BU and the Brandon University Faculty Association (BUFA) to ensure “equal opportunities for women in the University community and, recognizing the systemic discrimination to which women have been subjected in the past, the Parties are especially committed to improving the status of women in the University to achieve such equality” (Brandon University, 2015, p. 89). The members of SWRC are devoted to establishing equity for all members of the University. To achieve this goal, the Committee monitors the impact of actions taken to enhance the status of women in the University and the community. Moreover, the Committee is responsible to review the progress and execution of hiring goals essential for academic faculties/units. SWRC is also responsible for ongoing reviews to ensure there is no discrimination based on gender in salaries, in the process of securing tenure and promotion, or in the granting of sabbaticals and

¹ Brandon University employment equity statements are found at <https://www.brandon.ca/diversity/employment-equity/>. Brandon University recognizes the four federally designated groups as defined by the Employment Equity Act, Indigenous/aboriginal peoples, Racialized people/visible minorities, women, and people with disabilities.

research grants.

Despite improvements in higher education towards gender equity, women are still greatly underrepresented among tenured professors and within specific fields. Women experience pay gaps and higher unemployment rates relative to their men colleagues (Canadian Association of University Teachers [CAUT], 2017). Despite long-lasting employment equity practices and policies authorized by federal legislation (Balkin, 1996), the issue of diminishing these inequities still persists. Therefore, monitoring of the status of women in higher education is important to ensure that it is continuously improving, and awareness of the barriers that women encounter is crucial so that essential adjustments can be made.

Every five years, the Status of Women Review Committee conducts a major review of the above-mentioned issues, which includes a comprehensive evaluation of the improvements being made toward the objectives of Article 30 in the April 1, 2015, to March 31, 2019 Collective Agreement (Brandon University, 2015) within the report. The findings are then shared with the BU community.

The findings of previous SWRC reports (2004, 2009, 2014) and this study are in line with the literature. Higher education has always been men dominated. Nevertheless, the percentage of women faculty members has been shown to be consistently improving. In 2017, for instance, 40% of all full-time university teachers in Canada were women (CAUT, 2017). Interestingly, between 1985 and 2005, men faculty declined by 9.8%, whereas women faculty increased by 129.8% (CAUT, 2008b). Yet, recent data shows that women are still underrepresented in particular appointments, disciplines, and senior positions (CAUT, 2007, 2008a, 2011, 2013, 2017). Substantial improvements have been made over the past twenty years towards gender

equity with regard to granting tenured and tenure-track appointments; however, women university faculty are still underrepresented in such positions, which is a significant issue as academic tenure has been shown to be necessary for creating conditions that allow for excellence in teaching and research (CAUT, 2008b, 2013, 2017). Moreover, previous reports have illustrated that women university faculty are mostly engaged in education, humanities, and health and are working less in science, engineering, physical and life sciences, and technologies (CAUT, 2008a, 2011, 2013, 2017).

Research has shown a persistent, although decreasing, pay gap in higher education between men and women. The Canadian Association of University Teachers (2017) showed that in 2017/18 there was a salary differential between women academic staff and men academic staff: women full professors earned an average of 95.0% of their men counterparts; women associate professors earned an average of 97.4%; and women assistant professors earned an average of 96.1% of their men counterparts. Moreover, a higher percentage of women than men are employed on a part-time basis (CAUT, 2017, table 3.20). Ultimately, the first section of this report that reviews the statistics, such as salary, hiring practices, tenure, and promotions of faculty at BU from 2014–2019 will enable SWRC to ensure that progress continues to be made at BU.

Furthermore, the 2014 SWRC report indicated that, women's status at Brandon University seemed to have been improving: the salary gap was narrowing; there were no differences in the number of men and women who were awarded tenure, promotions, and grants; and there were more women hired in the period of 2009–2014. However, there remained some concerns that women still seemed to dominate the lower positions at the

University. Overall, women at Brandon University were content with their working environment, so even though there still needed to be an improvement, the environment seemed to be lending itself to such improvements.

The working climate at a university plays a vital role in faculty members' success in academia. It can act as a double-edged sword, as it can either positively or negatively influence members' job satisfaction and their career improvement. A study that evaluated women in academic settings, particularly in science departments, suggested that one of the explanations for women being underrepresented is an academic culture that offers fewer opportunities, inequity in leadership, and limited support to women (Xu, 2008). The researcher specified that women in academia tend to be dissatisfied because they are more likely to dominate the lower ranks and non-tenure-track positions, to have higher teaching workloads and less research support, and to serve on more committees than their men counterparts. These issues can be associated with higher workplace dissatisfaction for women, which may consequently lead to a lack of improvement or eventually to leaving the work environment.

By undertaking a survey and report every five years, SWRC attains an understanding of the BU working environment from men and women faculties' viewpoints, and, from this data, determine if there are negative factors in the working, research, and teaching environments that may impede with women's job success.

With this report, the SWRC wants to ensure that improvements are still being made at BU and that there have been no regressions with gender equality. Furthermore, the Committee is dedicated to ensuring that the environment at BU is still a desirable and productive environment for women to succeed.

PART I: INSTITUTIONAL DATA

Methodology

The following data was gathered from Human Resources for all current* BUFA members from 2015- 2019: salary (starting and current), rank (starting and current), gender, age, department/faculty, full time equivalency, initial date of hire, highest degree attained, and type of appointment. Data on promotion and tenure were collected from the Office of the Vice-President Academic and Provost. Data on sabbatical leave and BURC grants were collected for 2015 – 2019 from the President’s Office and the Research Office. Finally, hiring data was collected from all the appropriate deans and departments. It is important to note that gender information of applicants and short-listed individuals was not self-declared.

The data was analyzed separately for full-time and part-time members, as research has shown that it is extremely important to include both distinctions or you are missing a traditionally low- paid group of faculty who are disproportionately women (Luna, 2006). The results were then compared, when possible, to findings of past SWRC studies (2004, 2009, 2014) and statistics from Statistics Canada’s University and College Academic Staff System—Full Time Staff (FT-UCASS) survey (2019), which reflects the academic situation of Canadian Universities.

*Effective June 1st, 2019.

RESULTS

Gender Distribution

Since 2013/14, the proportion of women at BU has increased. At present, women constitute 53% of the full-time faculty members, while they represented 50% in 2014 and 46% in 2009. 83% (or 15/18) of part-time faculty members are women, which is an increase compared to 2013/14 (76.9%). Throughout the past 25 years, BU has demonstrated a constant and progressive trend towards an equalized proportion of women and men (1). BU has a significantly higher percentage of women compared to the provincial and national percentages. For instance, the percentage of full-time women teaching staff at Canadian universities was 40.6% in 2018/19 and 41.7% for Manitoba (Statistics Canada, 2021).

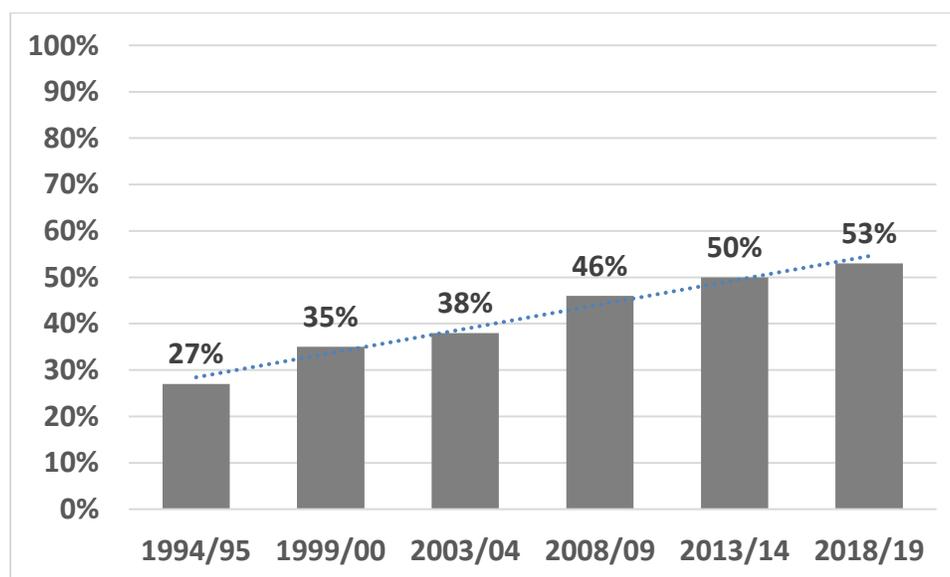


Figure 1: Percentages of Full-Time Women Faculty over the Last 25 Years

The Faculty of Health Studies is still largely women; when the Health Studies faculty was excluded, women constituted 45.2% of the full-time faculty members, which is slightly higher than the previous report (41.2%). It is important to note that 47.2% of the Faculty of Health

Studies members are instructional associates (IA) and administrative associates (AA).

If only considering professorial ranks (full professor, associate professor, and assistant professor) women represented 49.7% of BU's full-time members in 2018/19, which is a slight improvement since 2014/15 (47.8%). It is significantly higher than the national percentage, which stands at 38.9% in 2018/19 (Statistics Canada, 2021).

Gender Distribution by Faculty

Table 1 represents the percentage of both full-time and part-time women faculty members across different faculties at BU. The data suggests, similar to the SWRC 2014 report, there is still a remarkably unbalanced representation of genders between the faculties. Specifically, the percentage of women in Health Studies outnumbered their men counterparts, and women were still underrepresented in the Science faculty.

Table 1

Percentage of women by faculty

Faculty	2013/14	2018/19	BU Goal
Arts	47%	56%	44%
Education	42%	58%	68%
Health Studies	89%	96%	61%
Music	47%	47%	44%
Science	30%	31%	38%
Student Services	61%	81%	72%
Library *	60%	71%	72%
Athletics*	0%	0%	0%

Note: Red text = unequal gender distribution; Green text = BU Goal achieved or surpassed

The BU goals reported here were established in 2009 by the SWRC and/or the faculty itself; the Dean of Health Studies noted that the goal for the faculty is to achieve 39% men.

* Sample is too small for statistical analysis

A chi-square goodness-of-fit test was conducted on gender for each faculty to determine if gender, viewed as a statistical variable, was likely to come from a binomial distribution with equal probabilities for women and men; that is, the test was used to identify which faculties have an equal proportion of women and men. Over the past five years, the Faculty of Arts, Education, and the School of Music have successfully achieved equal gender distributions. However, women are more likely to work in the Faculty of Health Studies ($\chi^2(1) = 37.356$, $p < 0.001$)² and Student Services ($\chi^2(1) = 6.250$, $p = 0.012$), and men are more likely to work in the Faculty of Science ($\chi^2(1) = 9.328$, $p = 0.002$). Finally, only three faculties/departments achieved or surpassed their goal: Faculty of Arts, School of Music, and Student Services.

Gender Distribution by Rank

Including only full-time faculty members, men outnumber women at the full professor level and a higher proportion of women are at the assistant level (28% of full professors and 65% of assistant professors were women, at the publication of this report). The associate professor position had a significant increase in women since 2013/14 (48% versus 38%). Despite some improvement, previous reports showed that women are still underrepresented in the highest rank and overrepresented in the lower ranks (Table 2).

The proportion of women at the full professor level at BU is roughly equal to the ratio of women at the same level in other Canadian Universities. In contrast, the proportions of associate professors and assistant professors at BU are larger than in other Canadian

² If the p-value is less than 0.05, the Pearson's Chi-Square statistics ($\chi^2(\text{degree of freedom})$) is considered to be statistically significant.

Universities. A chi-square goodness-of-fit analysis showed that women are significantly underrepresented in the professor rank ($\chi^2(1) = 8.696$, $p = 0.003$) and overrepresented in the instructional associate level ($\chi^2(1) = 13.333$, $p < 0.001$) and assistant professor rank ($\chi^2(1) = 4.741$, $p = 0.029$).

Table 2

Percentage of full-time women by rank

Rank	2013/14		2018/19		National 2018/19**
	%	Count	%	Count	
Professor	32%	12	28%	13	29%
Associate Prof	43%	24	53%	34	44%
Assistant Prof	60%	41	65%	35	50%
Lecturer*	50%	-	100%	-	
PA	53%	10	55%	15	
AA	67%	6	58%	11	
IA	79%	23	79%	25	
CIS	0%	0	0%	0	

Note: Green text = Chi-square statistically significant

*Less than five members. ** Source: Statistics Canada Table 37-10-0144-01 (2021).

Gender Distribution of New Hires³

There is a difference in the proportion of women faculty members hired before 1994 and after (Figure 2). A linear regression was added to the data, and the fit of the model was evaluated using an F-test. The F statistics confirm there is a positive trend towards hiring more women than men ($F(1,4) = 12.138$, $p = 0.025$).

Since the Faculty of Health Studies is women dominated and has been growing in the

³ Analysis of gender representation during the hiring process (percent of women applied, shortlisted, and interviewed) was removed from the report because gender was not self-declared.

past 20 years, this might have influenced this positive trend. When new hires in the Faculty of Health Studies are excluded from the analyses, the positive trend is not as pronounced (Figure 3) and the linear regression model is not statistically significant ($F(1,4) = 2.660$, $p = 0.178$). This indicates that the Faculty of Health Studies greatly contributes to this positive trend.

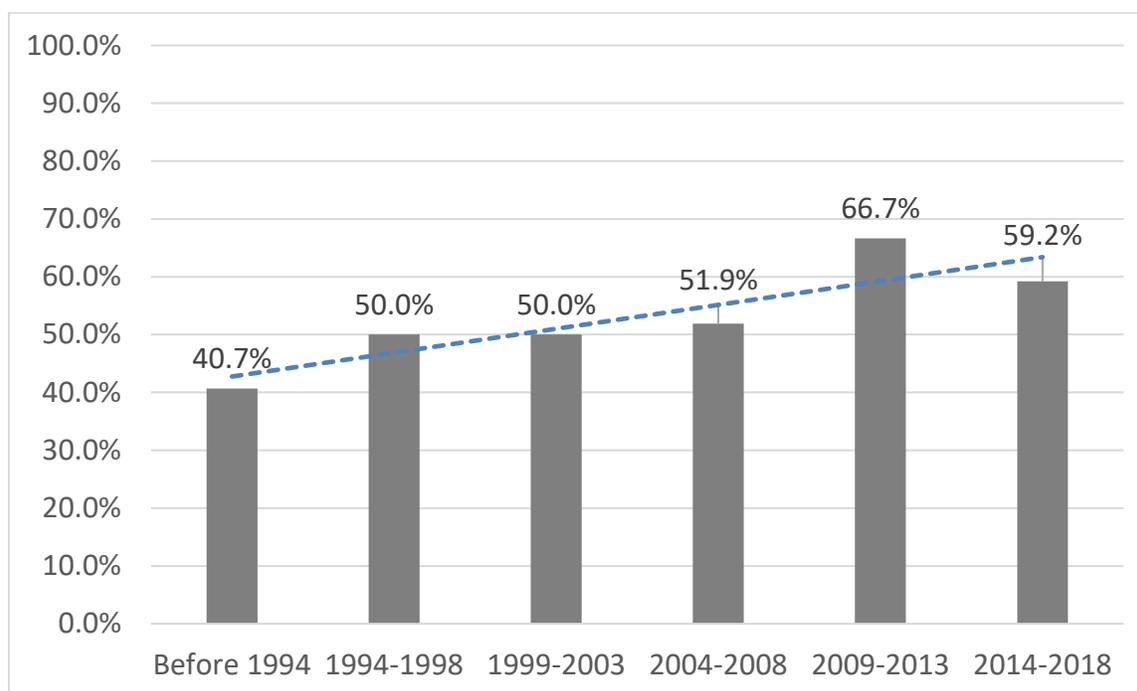


Figure 2: Trend in Percentage of New Women Hires per Five-Year Period

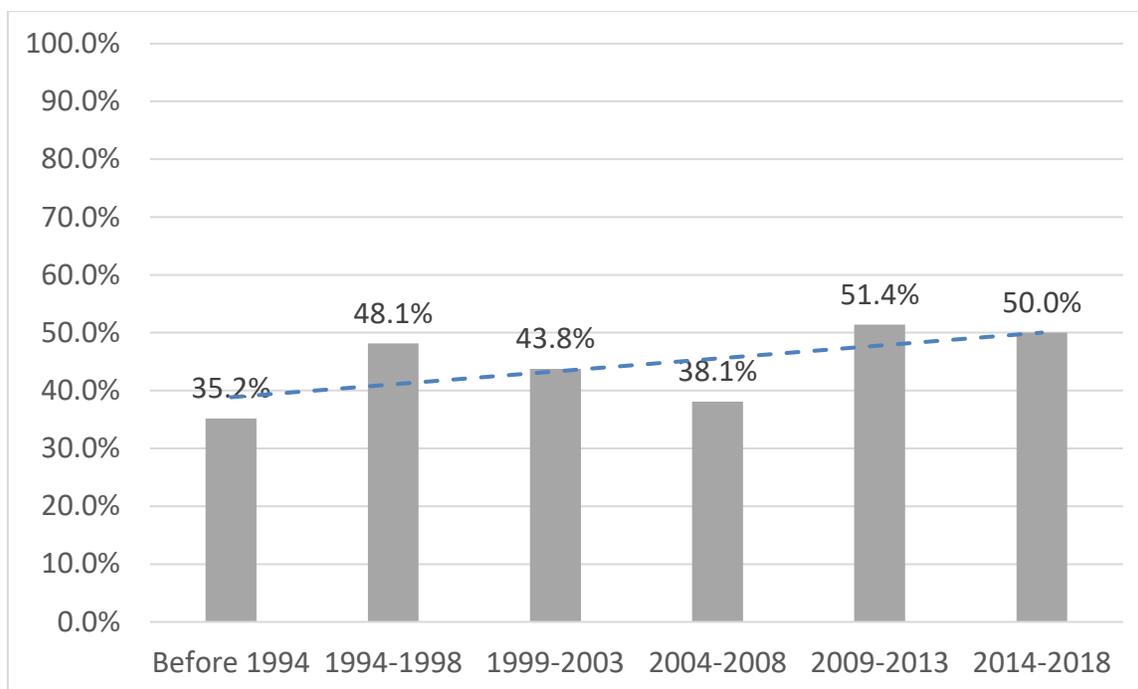


Figure 3: Trend in Percentage of New Women hires per Five-Year Period, excluding Health Studies Faculty Members

Salary

The salary data was not normally distributed, as assessed by the Shapiro-Wilk test ($p < 0.05$). A visual inspection of the data found that the salary for each rank has differently shaped distribution between genders. As a result, the Mann-Whitney U test was used to investigate the difference in mean ranks. There was no statistically significant difference in salary mean rank between men and women for all ranks (Table 3).

Table 3
Average Annual Salary in Professorial Ranks by Gender for Full-Time Members

Ranks	Women	Mean Rank	Men	Mean Rank	p-value
Professor	\$146,386 (N=13)	20.2	\$151,388 (N=33)	24.8	0.290
Associate Professor	\$112,055 (N=33)	29.7	\$117,209 (N=30)	34.6	0.288
Assistant Professor	\$93,353 (N=35)	27.7	\$93,700 (N=19)	27.2	0.906

The salary data was normally distributed for IA IV and PA II and independent sample t-tests were conducted to assess if the differences in salary by gender were significant. The other ranks were not normally distributed, and Mann-Whitney U tests were performed. The only statistically significant difference in salary is for Professional Associate II (Table 4).

Table 4

*Average Annual Salary in Other Ranks by Gender for Full-Time Members**

Ranks	Women	Men	p-value
IA IV	\$84,368 (N=8)	\$88,489 (N=3)	0.221
PA II	\$81,824 (N=6)	\$98,716 (N=4)	0.017
AA II*	\$86,802 (N=7)	\$98,599 (N=5)	0.106
IA III*	\$74,333 (N= 10)	\$75,767 (N=2)	0.829
PA III*	\$108,588 (N=3)	\$116,347 (N=4)	0.629

*Due to the small sample size, the following ranks could not be statistically analyzed: Lecturer, CIS coach I/II, IAll, PAI, and PAIV.

Across all ranks and salary scale, full-time women faculty consistently earn less than their men counterparts, ranging from 3% to 12% less. However, these differences could be explained by a difference in the number of years of service between men and women members. For example, if a man assistant professor has been working for three years and a woman assistant professor for one year, the two employees would have 6% difference in salary (Brandon University, 2015).

Is There Equality in Rank and Salary?

Since men and women are bound by the same salary tables within the collective agreement, differences in salary can be caused by:

1. Different number of years of service by rank

2. Newly hired men and women with equal qualifications and experience beginning at different starting ranks and salary step
3. Men and women applying for tenure and promotions after different numbers of years of service and experiencing unequal success rates

To investigate any cases of inequity at BU or to examine if BU is moving toward equity in a positive manner, additional analyses were conducted regarding starting salary, rank, years of service, promotion, and tenure.

Years of Service

Full-time women faculty members have been working at BU for an average of 11.7 years (SD = 9.9), while men faculty members have been working at BU for an average of 14.3 years (SD = 10.2). The data is not normally distributed, and a Mann-Whitney U test was used to identify statistically significant differences in the number of years employed by gender. The median number of years for men (13.8) is statistically higher than women (10.8) ($p = 0.043$). This is expected since historically more men than women were hired before 1994.

When the average number of years of service is broken down by rank, there seemed to be a difference between genders at the assistant professor rank (

Table 5), but it was found to be not significant using the Mann-Whitney U test.

Table 5*Average Years of Service by Gender and Rank, Full-Time Members Only*

Rank	Women	Men
Full Professor	23.8 (N=13)	20.2 (N=33)
Associate Professor	12.9 (N=33)	13.7 (N=30)
Assistant Professor	7.8 (N=35)	5.6 (N=19)
Lecturer*	13.3 (N=1)	-
AA	10.9 (N=7)	12.6 (N=5)
IA	9.0 (N=19)	17.1 (N=5)
PA	11.3 (N=11)	15 (N=9)
CIS	-	9.5 (N=4)

* At the time of data collection there were no male lecturers.

Starting Rank

92 full-time faculty members were hired in the last five years, from 2014 to 2018 (Table 6).

Similar to the 2014 SWRC report, current data shows that women are more likely to be hired as instructional associates than men. This is expected because 80% of the IAs, regardless of rank, were hired in the Faculty of Health Studies, which is predominantly women.

Table 6*Number of Full-Time Hires by Starting Rank and Gender (2014–2018)*

Rank	Women	Men
Full Professor	0	0
Associate Professor	2	1
Assistant Professor	32	30
Lecturer	0	1
AA II	4	3
IA III	9	1
IA II	1	0
PA II	4	1
PA I	2	0
CIS III	0	1

Starting Step

The salary scale increases each year, and individuals hired in the same position at the same salary step will have a different starting salary depending on the year they were hired. As a result, the starting step is compared between men and women instead of the starting salary. A Mann-Whitney U test was run to determine differences in starting step between men and women for the traditional professorial ranks. Median salary step was not statistically different between men and women, $U = 575$, $z = 0.402$, $p = 0.687$ ().

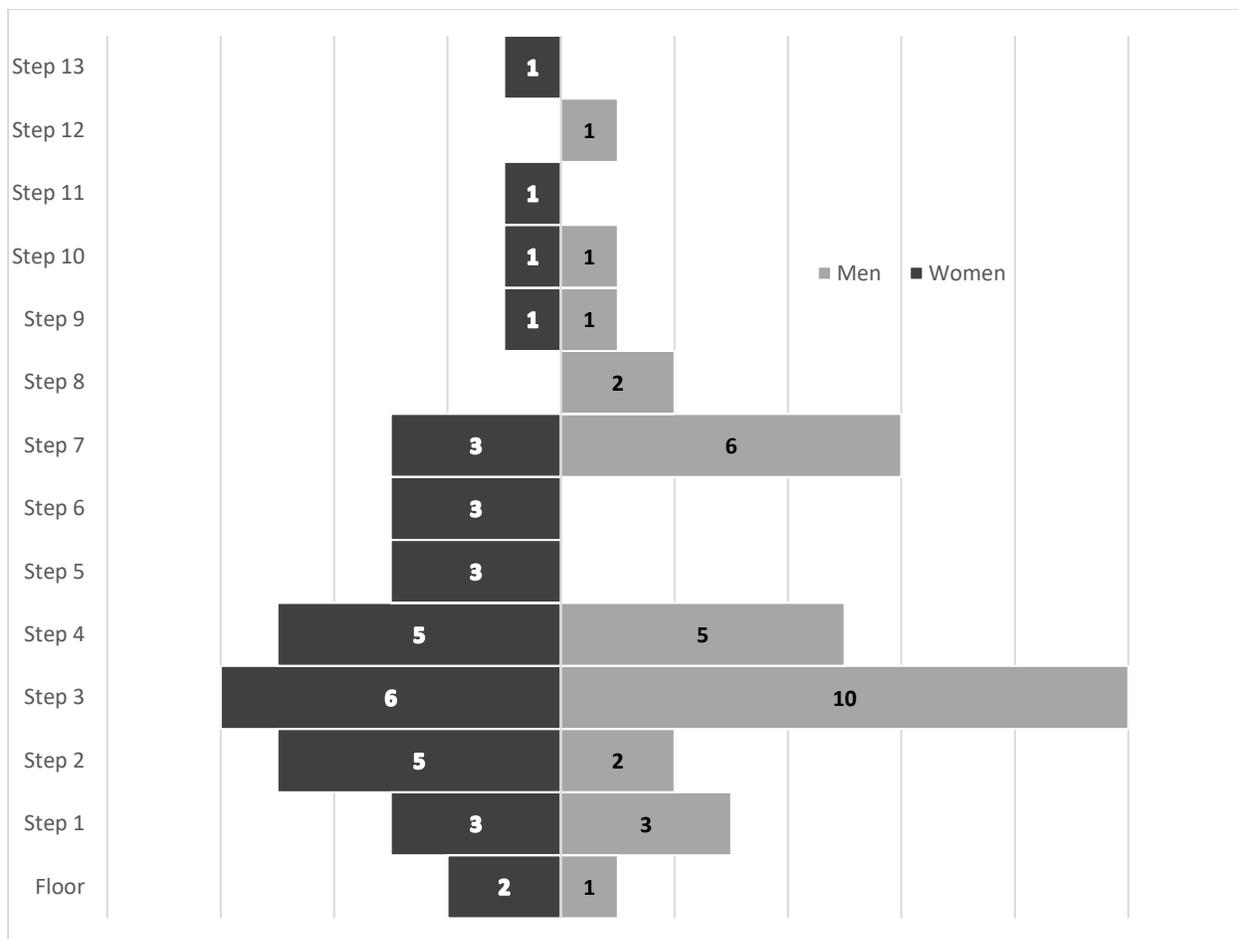


Figure 4: Starting Step by Gender for all Professorial ranks

Success in Achieving Tenure

Table 7 **Error! Reference source not found.** recapitulates the tenure applications across the last five years. No difference was identified between women and men faculty members regarding their success rate with tenure applications. This finding is in line with past SWRC studies.

Table 7

Success Rate of Tenure Applications by Gender (2014–2018)

Gender	Applied	Granted	Denied	Total Success Rate
Women	19	19	0	100%
Men	16	16	0	100%

Years before Tenure

Over the past five years, and only considering professorial ranks, men faculty members have worked at BU for an average of 3.37 years before granted tenure (SD = 0.69), and women faculty members have worked at BU for an average of 3.64 years before granted tenure (SD = 1.16). There is no statistical difference between men and women in the numbers of years before receiving tenure. During 2014 to 2018, there had been three successful tenure applications for faculty members with PA III rank (females: N=2; males: N=1). On average, women obtained their tenure after 16.46 years (SD = 1.24), while one man obtained tenure after 4.46 years.

Promotions

Between 2014 and 2018, women have been granted promotion to associate professor after an average of 7.10 years (SD = 4.19) while men after 5.80 years (SD = 3.76). The average excludes one man outlier with 20+ years before first promotion. On average, women were granted their promotion to professor after 5.85 years (SD = 3.05), and men were granted their promotion after 6.18 years (SD = 3.93). These differences were not statistically significant. Considering the PA positions, women have been granted their first promotion after 14.36 years (SD = 5.50), while men have been granted their first promotion after 12.03 years (SD = 7.27).

Table 8 **Error! Reference source not found.** summarizes the promotion success rate by gender using the Promotion Data Collection forms. The success rate of promotion applications was similar between the men and women faculty members at BU. Performing a chi-square test, no significant differences between genders regarding promotion applications were identified. Likewise, the 2014 SWRC report had found similar results.

Table 8

Success Rate of Promotion Applications by Gender (2014–2018)

Gender	Applied	Granted	Denied	Total Success Rate
Women	37	35	2	94.6%
Men	31	30	1	96.8%

Highest Degree Attained

As a general rule, one of the main requirements for achieving high-rank positions for faculty at BU is having a doctoral degree. Based on the previous SWRC reviews, women are conventionally overrepresented in the IA, AA, and PA ranks, all of which do not require a Ph.D. Considering only the traditional academic ranks (full professor, associate professor, assistant professor, and lecturer), a chi-square analysis showed that women were significantly more likely to have a master’s degree as their highest degree when compared to men ($\chi^2(3, N = 165) = 11.499, p = 0.003$) (Figure 5).

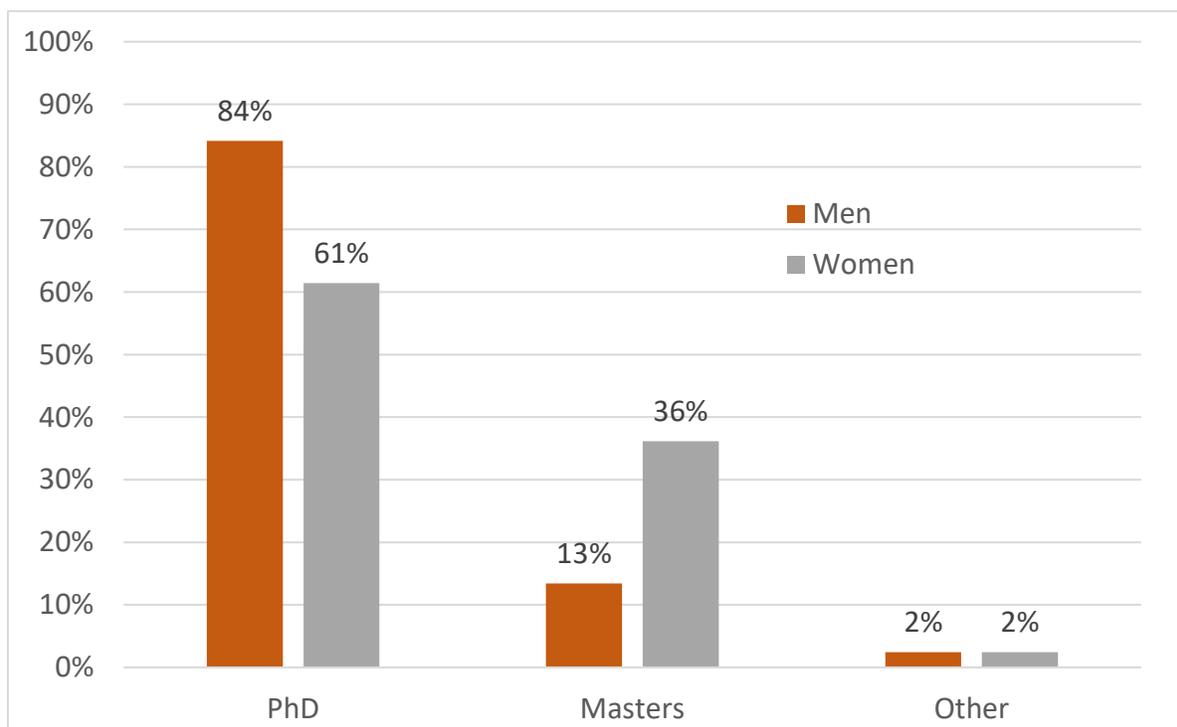


Figure 5: Highest degree attained by gender

After excluding the Faculty of Health Studies from the analysis, no statistically significant differences in highest degree attained by gender were found ($\chi^2(3, N = 145) = 1.619, p = 0.445$) (Figure 6).

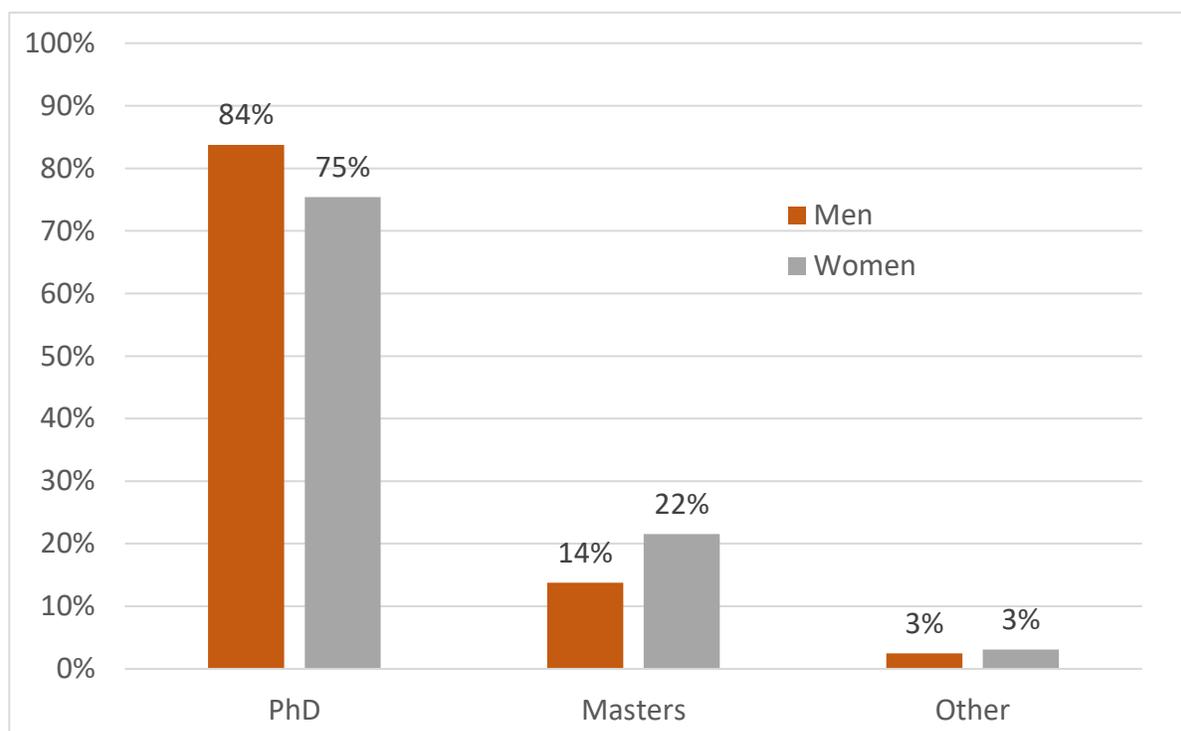


Figure 6: Highest Degree Attained by Gender, excluding Health Studies Faculty Members

Predicting Current Salary

To know if current salary differs significantly by gender for full-time members when other variables were accounted for, a linear hierarchical regression analysis was conducted. The following predictors were entered in step 1: starting salary step, years of service, highest degree, starting rank, and faculty. Gender was entered in step 2 after the other predictors were

examined for their impact on current salary. In other words, the approach evaluates if the prediction model is significantly better after gender is added as a predictor.

The Human Resources software used for data management has changed over the years. As a result, it is not possible to confirm the starting rank and salary step for all individuals who started at Brandon University prior to 2004, which reduced the sample size for the regression analysis to 131 full-time faculty members.

In both models, starting salary step, years of service, and highest degree achieved accounted for a statistically significant (p -value less than 0.05) amount of variance in current salary (Table 9). Gender was also a statistically significant variable in model 2.

Table 9

Variables Included in the Hierarchical Regression

Variable	Model 1			Model 2		
	B	β	Sig.	B	β	Sig
Constant	96,958.4	-	<0.001	84,538.4	-	<0.001
Starting Salary Step	1,146.7	0.189	0.002	843.351	0.139	0.023
Years of Service	2,558.0	0.592	<0.001	2,508.2	0.581	<0.001
Highest Degree Achieved	-12,592.1	-0.466	<0.001	-9,639.1	-0.356	<0.001
Starting Rank	-804.3	-0.102	0.208	-960.5	-0.121	0.118
Faculty	1,382.1	-.117	0.079	490.0	0.041	0.535
Gender	-	-	-	9,257.9	0.231	0.001

Overall, the variables included in model 1 explain 56.8% of the variability in current salary (Table 10). The addition of gender to the regression (model 2) led to a statistically significant increase in R^2 of 0.039 ($F(1, 124) = 12.401, p = 0.001$). The model with all the variables to predict current salary was statistically significant ($R^2 = 0.607, F(6, 124) = 31.926, p < 0.001$). The findings, therefore, demonstrated after all the variables were accounted for,

gender explained some of the variability in current salary.

Table 10

Current Salary Prediction Model Fit

Model	R ²	F	p-value	ΔR ²	ΔF	p-value
1	0.568	32.837	<0.001	0.568	32.837	<0.001
2	0.607	31.926	<0.001	0.039	12.401	0.001

Is There a Trend Towards Equality in Rank and Salary?

With respect to improvement towards equality and gender representation at BU, the findings demonstrated that:

1. More women have been hired than men over the last five years (59.2% women versus 40.8% men). When Health Studies is excluded, the same number of women and men have been hired (50%). It is an improvement compared to 10 to 15 years ago (38.1%).
2. Consistent with the previous SWRC reports, women are more likely to be hired as an instructional associate than men. This is consistent with more women being hired in the Faculty of Health Studies.
3. No difference was found in the starting salary step between men and women.
4. No difference was found in the number of years before tenure between men and women.

5. Women receive promotion after the same time as men.

Other Questions of Equity for Faculty Members

Type of Appointment

Figure 7 **Error! Reference source not found.** demonstrates a visual representation of the type of full-time appointment by gender. The figure shows evident differences in men and women regarding their type of appointment. In particular, a smaller percentage of women faculty members possess tenure-track positions relative to men faculty members (81.9% of men versus 68.9% of women) and a greater percentage of women faculty members hold continuing positions (21.8% of women versus 8.6% of men). A chi-square analysis revealed that these differences in type of appointment by gender were significant ($\chi^2(2, N = 224) = 7.555, p = 0.023$).

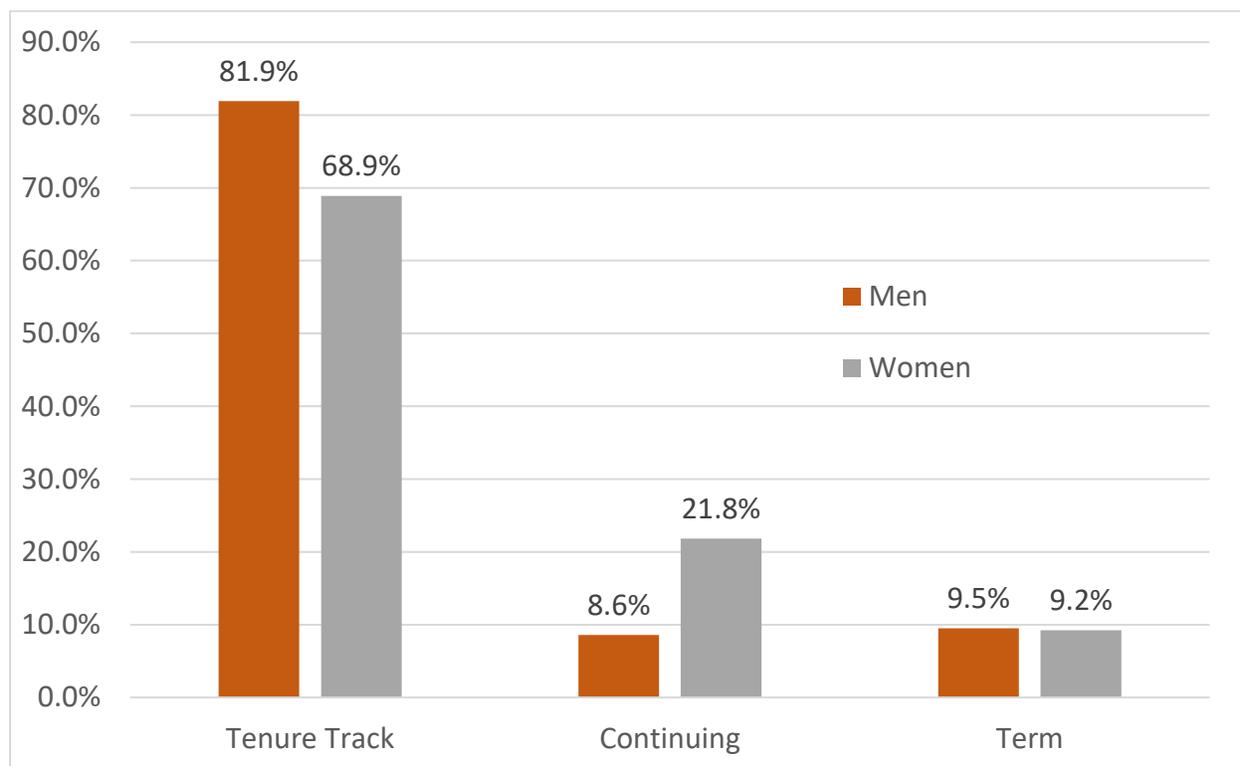


Figure 7: Type of Full-Time Appointment by Gender

Once the Faculty of Health Studies members were excluded (Figure 8Error! Reference source not found.), these differences in the type of appointment by gender were not statistically significant ($\chi^2(2, N= 188) = 0.548, p= 0.760$). The results are consistent with the previous SWRC report.

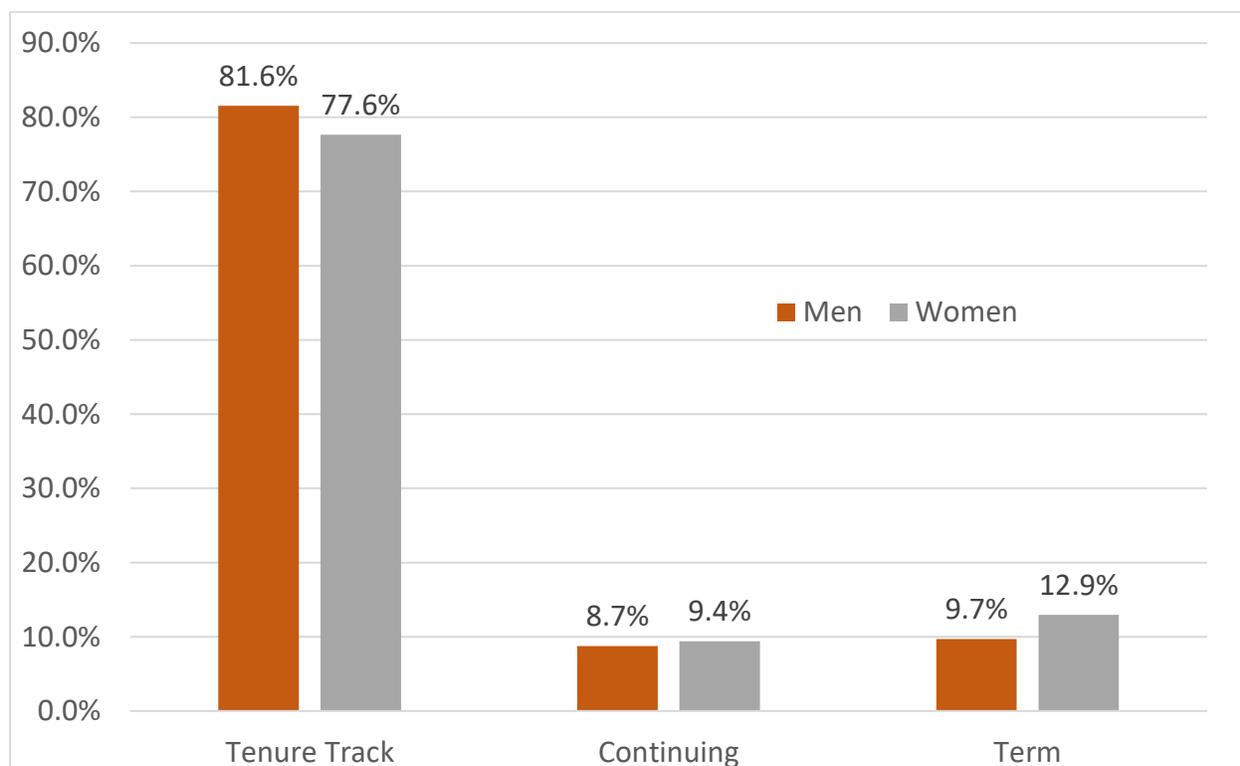


Figure 8: Type of Full-Time Appointment by Gender, excluding Health Studies Faculty Members

For comparison, the national statistics have reported that 38% of tenure-track positions were held by women, and 55% of other types of positions were held by women (CAUT, 2017). Comparing the current BU statistics with these national statistics, it looks like BU is doing fairly well with regard to the proportion of women in tenure-track positions (48.8%) with equal distribution, while women are overrepresented in the other types of positions (66%).

Overload

In the previous SWRC report, both genders had roughly equal teaching overloads. This trend has changed over the last three academic years (Figure 9 **Error! Reference source not found.**). A higher proportion of women have teaching overload compared to men since the 2016/17 academic year. On average, 28.3% of women faculty and 22.9% of men faculty taught overload in the last five years. However, the average for the last three years is 32% for women and 19.1% for men, the lowest for men since 2004/05 academic year.

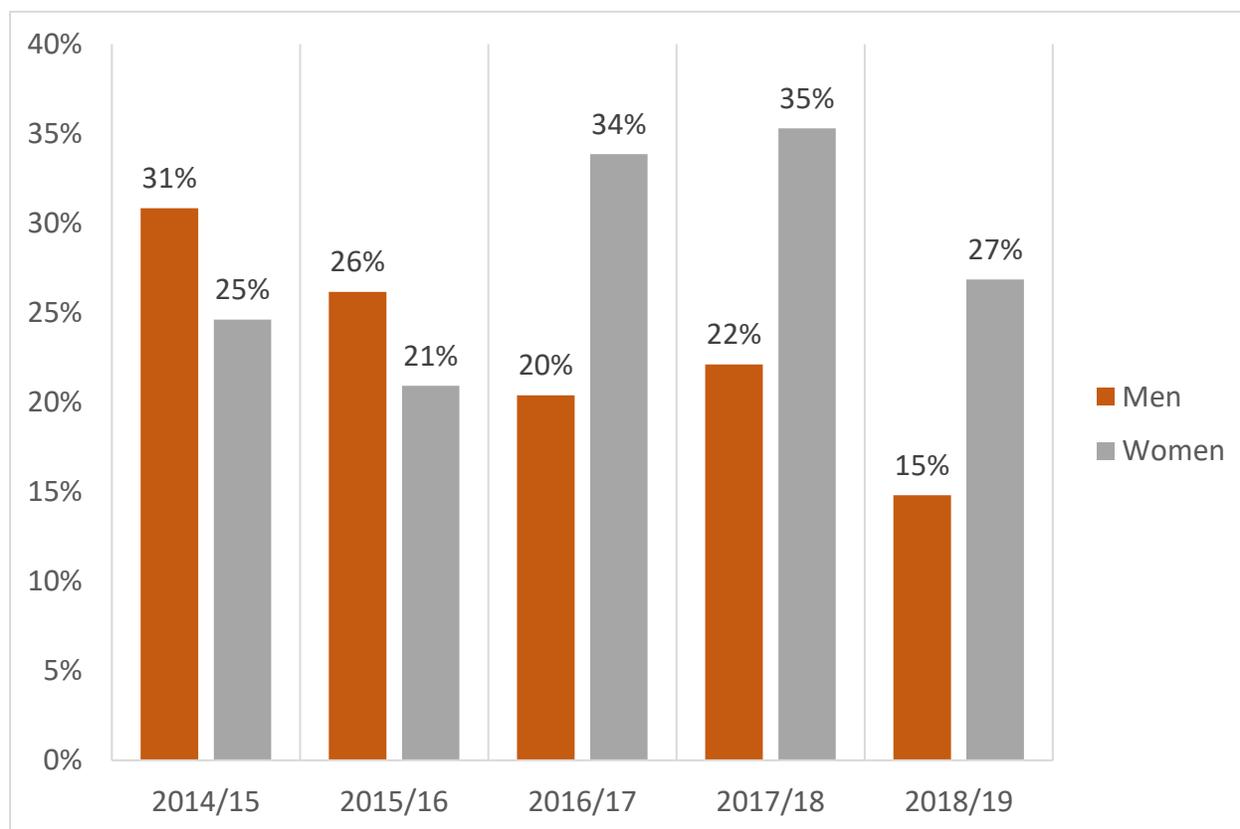


Figure 9: Percentage of Men and Women Faculty with Overload

For a more nuanced understanding of the trend, it is important to note that the number of credit hours taught in overload by the Faculty of Health Studies increased by 41% in 2016/17 and continued to stay high in subsequent years. Health Studies is predominantly women,

accounting for the increase in women’s teaching overload. As a result, the data were re-analyzed excluding courses offered through the Faculty of Health Studies (Figure 10). After excluding Health Studies’ courses, men faculty members were more likely to teach in overload prior to 2016 and there is a more equal gender distribution in overload after.

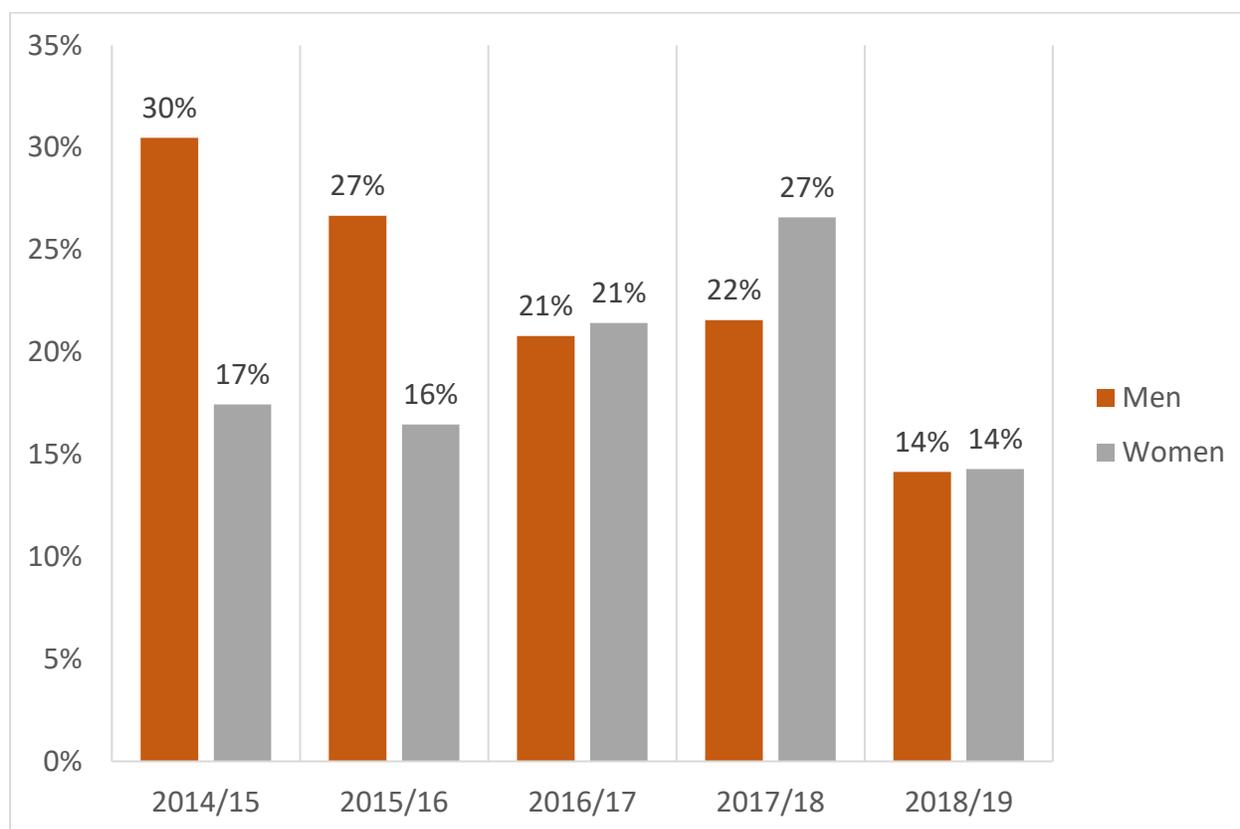


Figure 10: Percentage of Men and Women Faculty with Overload, excluding Health Studies Faculty Members

Table 11 **Error! Reference source not found.** displays the average number of overload credit hours by gender in the last five years. The five-year average of overload credit hours is 3.9 for women and 4 for men, and it was not statistically different between genders.

Table 11

Average Overload Credit Hours by Gender

Gender	2014/15	2015/16	2016/17	2017/18	2018/19
Women	3.7	3.8	3.4	3.7	4.7
Men	3.1	4.2	4.0	4.1	4.6

PART II: SURVEY

Methodology: Procedure

SWRC developed an electronic survey consisting of 23 questions to assess multiple domains related to equality at BU, including the working, research, and teaching environments as well as goals, unique challenges, overall satisfaction, and future ideas for BU (see Appendix).

Information about and link to the survey were emailed to 241 current BUFA members, both part time and full time, on and off campus. Participation was voluntary, and anonymity and confidentiality were assured. The survey was available for the members to complete from April 10 to May 31, 2019. The survey examined equality from a more personal approach, in comparison to the statistics in Section One of this report, in order to obtain a more comprehensive understanding of women's experiences at BU.

Measures

Working, Research, and Teaching Environments

The first three questions aimed at assessing participants' perception of positive and negative factors associated with their (a) working environment, (b) research environment, and (c) teaching environment. The questionnaire asked Likert-scale, forced-choice, and open-ended questions. Participants used a 5-point gradient to rate the significance of specific factors affecting their experience, including Human Resources, Dean, Chair, Mentor(s), Colleagues,

Salary, Training Opportunities, and Professional Development Fund (PDF), where (0) = Very Negative Impact, (1) = Somewhat Negative Impact, (2) = Neutral, (3) = Somewhat Positive Impact, and (4) = Very Positive Impact for each type of environment. At the end of each question, participants had an opportunity to make further comments on other contributing factors, make additional comments, and offer ideas for improvement for each environment.

Professional and Educational Goals

The fourth question evaluated professional and educational goals using a 3-point gradient that assessed the importance of specific goals for participants, where (2) = Very Important, (1) = Somewhat Important, and (0) = Not Important. Taken from the 2009 and 2014 SWRC surveys, the goals participants rated were to “Establish Credible Research Program,” “Maintain Research Program,” “Publish More Papers,” “Further Develop My Teaching Skills,” “Create or Update Courses or Programs,” “Pursue Professional Training,” “Acquire Promotion,” and “Acquire Tenure.” Participants also had an opportunity to provide other contributing factors and additional comments about their professional/educational goals.

Work Distribution

The fifth question was aimed to assess participants’ work distribution over the last two years, where they could indicate the approximate percentage of time they spent on teaching, research, and service.

Unique Challenges

Participants were asked to provide additional comments on their unique challenges by means of an open-ended question.

Overall Satisfaction

Participants were asked to rate their overall satisfaction at BU on a 5-point gradient, where:

(-2) = Very Dissatisfied, (-1) = Somewhat Dissatisfied, (0) = Neutral, (1) = Somewhat Satisfied, and (2) = Very Satisfied.

RESULTS

Participants Demographic Information

Of the 241 faculty at BU, a total of 88 participated in the survey (57% women and 25% men, 18% not specified). Therefore, the overall response rate was 37%. The men participants are overall older than the women participants (Figure 11). Men participants were mostly from the Faculty of Arts (41%), whereas women participants were more frequently from the Faculty of Health Studies (26%) (Figure 12).

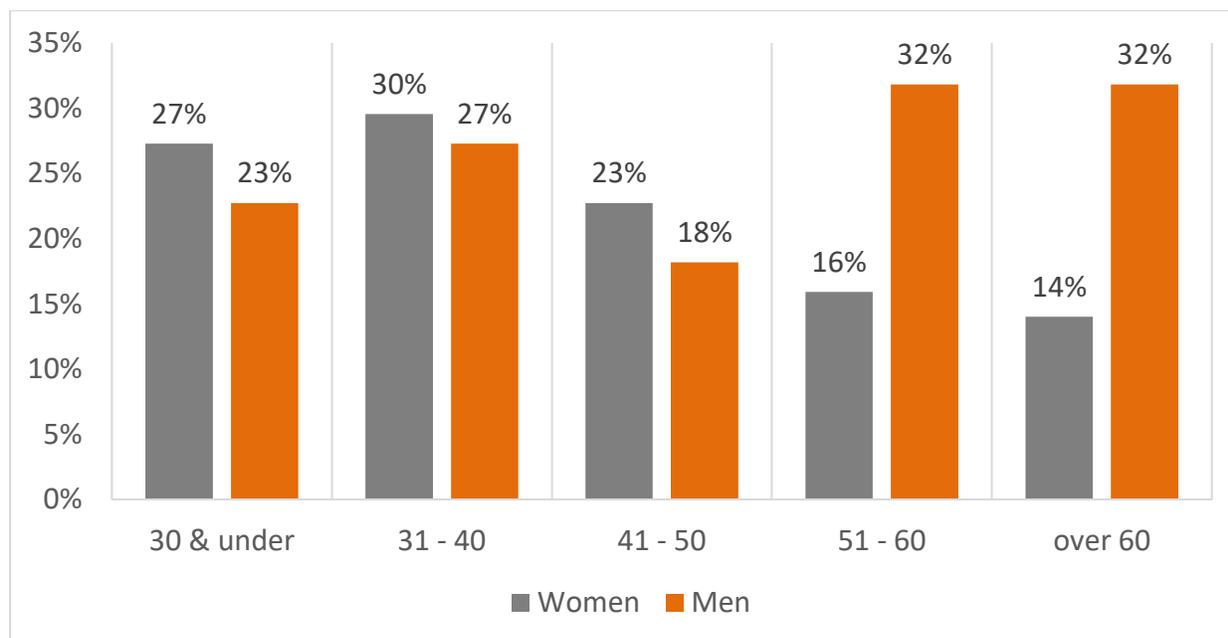


Figure 11: Percentage of Participants by Age and Gender (excluding Not Specified)

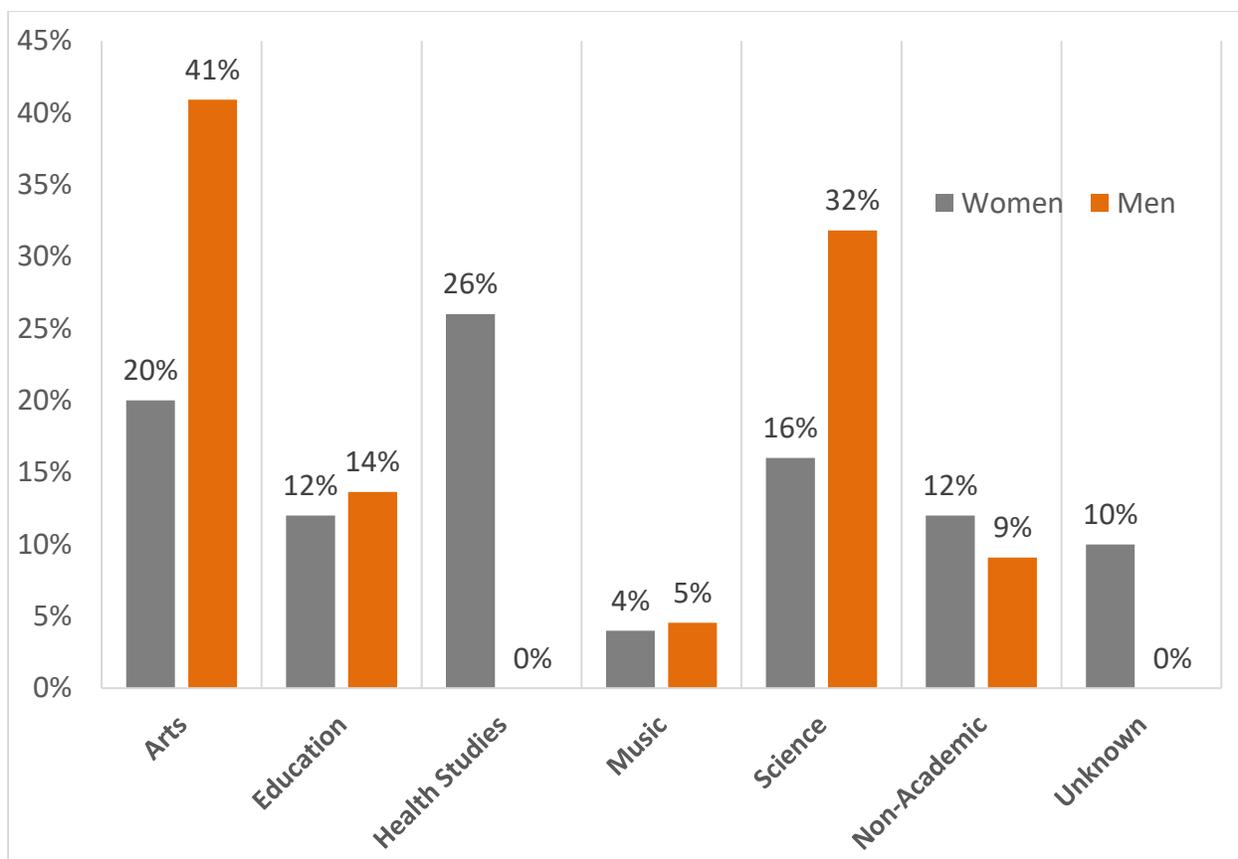


Figure 12: Distribution of Participants by Gender and Faculty

Most of the men respondents were from associate professor/PA III/CIS III rank (32%), and half of the women participants were from assistant professor/PA II/AA II/CIS II categories (Table 12). Finally, the majority of participants held tenured or tenure-track appointments.

Table 12

Distribution of Participants by Rank

Gender	Lecturer/ PAI/AAI/IA III	Assistant/ PAII/AAII/IAIV	Associate/ PAIII/CISIII	Full/PAIV	Unknown
Women	3	25	13	3	6
Men	2	6	7	6	
Not specified				1	15

Working Environment

There is a striking difference between men and women when it comes to the negative impact of each factor on their work. All factors negatively impacted women participants with the majority of them affecting 16% or more of them (Table 13). In contrast, only five factors negatively impacted men participants with the highest percentage being only 11% (

Table 14). Overall, women are more likely to be negatively impacted by the various factors than men, especially by Human Resources and Dean.

Table 13

Contributing Factors in the Working Environment for Women

Factors	Positive	Neutral	Negative
Mentor(s)	76.7%	16.7%	6.7%
Professional development funds	73.5%	10.2%	16.3%
Colleagues	72.0%	12.0%	16.0%
Training opportunities	64.3%	28.6%	7.1%
Salary	60.0%	24.0%	16.0%
Chair	57.1%	23.8%	19.0%
Dean	53.1%	14.3%	32.7%
Human Resources	28.6%	42.9%	28.6%

Table 14*Contributing Factors in the Working Environment for Men*

Factors	Positive	Neutral	Negative
Dean	95.2%		4.8%
Professional development funds	81.8%	18.2%	
Colleagues	72.7%	18.2%	9.1%
Mentor(s)	68.8%	31.3%	
Salary	68.2%	22.7%	9.1%
Chair	61.1%	27.8%	11.1%
Training opportunities	57.9%	42.1%	
Human Resources	42.9%	52.4%	4.8%

Some participants also listed other positive factors such as the University librarian, and relationships with students and colleagues in other faculties and schools. They also touched upon further negative factors affecting their working environment including imbalanced working loads (high teaching loads and high research expectations), ineffective management, senior administration, lack of technology, lack of specific supports (such as sound engineers or equipment managers), research office (difficulty in applying for funds, insufficient research funding), and ineffective physical space.

Common Issues Identified by Both Genders

Both women and men participants expressed their concern with regard to some other negative factors affecting their work environment, which were generally conceptualized into two major themes (“Colleagues” and “Lack of Faculty”) in the order of the frequency.

Colleagues [Women (N=6), Men (N=2)]. First, participants frequently expressed a lack of communication, support, respect, and teamwork amongst colleagues. A participant, for instance, mentioned that “many colleagues do not make their homes in Brandon which makes the others living in Brandon feel overloaded and unappreciated.” Similarly, another participant had this to say: “Senior colleagues block any efforts at reform of our programming and place undue pressure on junior colleagues to adapt their workload around already established courses which have led to dramatically unequal workloads, with junior faculty taking on far more teaching and prep work than their senior colleagues.” One other person complained about the lack of responsibility taken by most people in the administration as well as faculty colleagues, such that they only care about their own interests, not students’. Some other participants expressed their concern with regard to some of their colleagues’ misbehaviors at work. For instance, one person had this to say: “There are a couple of characters that have a tendency to dominate conversations, treat others rudely, or derail the work of the department.” Another one mentioned, “... Some of my colleagues have consistently been aggressive and exhibiting bullying behavior to the other members.” Another person mentioned that some employees “cause inordinate discord within a department which are incredibly destructive both to faculty and students”.

Lack of Faculty [Women (N=1), Men (N=1)]. Another theme identified by the

respondents as one of the factors causing stress in their workplace was the lack of faculty. A participant specified that concerns are about the overlying shortage of faculty, which has created stress and prevents them from taking on new initiatives. Another person commented, “Our working environment is always short-staffed and very stressful.”

Concerns specifically addressed by Women Faculty

Women respondents provided additional comments about other negative factors impacting their working environment, which were conceptualized into five main themes in order of their frequency. The themes were: Lack of Resources and Financial Support, Dean and Senior Administration, Gender Inequality, Human Resources, and Unequitable Work Distribution.

Lack of Resources/Financial Support (N=7). The first prevalent theme identified was a lack of proper infrastructure and technology support at the institutional level. Two women participants talked about the lack of service for satellite campuses. One mentioned “very poor morale on the Satellite campus which is always on the back burner and not treated the same,” and the other one said, “Under-resourced in many ways, however, this fosters an environment of working together to get things done.”

Moreover, some other relevant issues were identified, particularly in the School of Music. First was the lack of technology and sound engineering as one person had this to say:

“No tech and sound engineer support and no equipment manager in the School of Music creates a negative and stressful work environment impacting teaching courses, research, and dissemination. It also creates a stressful environment for the Music Office staff who are untrained about audio-recording equipment but still are the only ones who are trying to manage the equipment for all the faculty and events. Teaching in rooms that are not equipped with necessary audio and projection equipment and having to build and break down all equipment for each class takes teaching and research time away from each class. I have conducted research and performed in most universities in Canada and they all have the necessary equipment in place and/or technical/sound

engineers on staff.”

The second issue was related to the noise issue in the office which seemed to be distracting as one said, “There is a constant noise coming from the air vents. This loud noise is not in the other offices on my floor. This constant noise makes it impossible to hear the quiet sounds on the pianos and other instruments so everyone in my office has to play louder. This is daily stress for my hearing and for teaching, research.”

The last issue in the School of Music was associated with lack of PDF (N=2). As one person said, “We are required to audition new BU students who send us large audio or video files. I believe BU should provide us with a large file hosting service/storage that can allow us to audition new students for BU without paying for it personally and also to send large files securely to other research collaborators at other universities and countries.” With regard to lack of PDF at BU, another woman participant mentioned that “PDF is far too little and does not support expectations of the job to disseminate.”

Dean and Senior Administration (N=5). Another major theme was associated with the lack of collaboration, support, and respect from and communication with the dean and senior administration. For instance, one woman discussed that due to the lack of effective leadership and management skills by the dean and senior administration, they feel like their department is a very toxic work environment. The person continued, “The lack of responsibility and accountability regarding decision-making processes and performance issues are truly astounding.” In addition, one participant stated that the dean does not communicate properly, does not make eye contact with the faculty, and does not consult with the members of the faculty before making drastic changes to workload. Moreover, another participant stated that

“the workload of the Dean related to upper-level administration tasks detracts from the ability of the Dean to provide leadership and support at a department level.” One individual had also this to say: “Our Dean is paternalistic, unreliable and inconsistent. It makes it an unpredictable and frustrating place to work.” Some participants discussed the dysfunctionality at the department level and above. As an illustration, one person mentioned, “The environment and the faculty level and above has weakened over the last two years, that there is a little confidence in the current Acting President or Acting VP” (it is important to remember that this report was originally written in 2019).

Gender Bias (N=4). The major concerns identified by women respondents in the work environment was gender biases, a lack of respect in the workplace, and disappointment with policies and the culture of the institution. For instance, a woman participant indicated that “the Dean is often perceived to provide opportunities to the young men colleagues and women members of the department get overlooked, regardless of being in the department longer and with more experience.” Furthermore, another woman mentioned her frustration with being overlooked at work as she said, “Men colleagues more often get praised for their work in meetings.” In addition, another respondent mentioned, “Sometimes women are perceived to be treated with less respect in conversations, and that they often do the majority of the service work within the department and faculty.” In addition, another issue was disappointment with both the policies and the culture at BU around workplace codes of conduct. One participant revealed her experience of sexual harassment in the workplace and further expressed her frustration with reporting the issue and the lack of an effective response. She articulated that “people tend to not want to apply responsibility to the person who was harassing me and the

response from most was ‘oh that person is an idiot’ rather than seeing this behaviour as part of a historical pattern (both for this person and as part of patriarchy) and as sanctionable.”

Human Resources (N=2). Two women participants commented on human resources issues. One individual said, “There are not enough human resources to deliver program needs that allow work-life balance.” The other person commented, “HR does not have a negative impact on myself but because of not acting promptly on a matter, it is impacting my program.”

Unequitable Work Distribution (N=1). The last issue identified in the work environment was related to the heavy service commitments that are not equitably distributed among faculty.

Recommendations from Participants for Improving Working Environment

The respondents not only expressed their dissatisfaction, but they also offered recommendations for how these problems could be addressed. The respondents were asked, “What ideas do you have for improving the working environment in your unit at BU?”

Women and men participants responded with providing some ideas to improve their work environment, which were conceptualized into three major themes listed in order of frequency: “Functional Improvement at Institutional level (Chair, Dean and Union),” “Reduce Workload and Maintain Equitable Work Distribution,” and “Establishing Effective Conflict Resolution”.

Functional Improvement at Institutional Level (Chair, Dean and Union) [Women (N=13), Men (N=3)]. On an institutional level, functional improvements suggested by respondents focused on the role of the Dean. They wanted the Dean to be more supportive and involved, foster better faculty relationships, hold faculty accountable, and break tradition

to change old habits. Also significant was the suggestion to improve the productivity and transparency of department members and faculty—such as through performance management processes, greater communication between departments, strengthened leadership skills of department chairs, and ending bullying and unequal opportunities within departments. Additionally, it was recommended to have a stronger union. Regarding how improvements should be made, participants suggested coming together in formal discussion in regular department meetings or off-campus retreats and implementing an external review for all departments.

Reduce Workload and Maintain Equitable Work Distribution [Women (N=5), Men (N=2)]. It was important to participants that the demands of workloads be equitable. There were suggestions, as enrolment grows, to balance the heavier workload by hiring more faculty and distributing work equally among faculty. Equitable policies would both protect full-time faculty who live outside of Brandon and consider the additional workload demands that their physical absence places on faculty who live inside Brandon.

Establishing Effective Conflict Resolution [Women (N=5), Men (N=1)]. Respondents expressed a need for more robust conflict resolution and accountability structures, recommending implementing more effective policies on equity and sexualized violence. It was also suggested that more attention and action be paid to unprofessional behaviour and that justice should be given to the faculty who voice their complaints and served to problematic individuals within workplace conflicts.

Resources (Women (N=16)). Women respondents (N=16) provided additional constructive suggestions in five areas to improve their working environment, which were consolidated into the

themes of resources. This includes satellite support, financial support, technical support, mentorship, and other suggestions.

Satellite Support

Respondents suggested encouraging satellite campus staff to be involved in the main campus and their meetings, celebrations, and events, while offering the financial support for them to do so (for example, reducing the parking fee and paying for rental cars and hotels).

Financial Support

It is important for respondents that funds be more readily available within internal research, professional development, and highly qualified personnel (HQP) trainee support areas.

Technical Support

Respondents from the Faculty of Music suggested built-in audio and projection equipment, as well as sound engineering and audio tech support, were suggested to be expanded in teaching and performance spaces, such as the Lorne Watson Recital Hall, in order to improve the working environment. Additionally, respondents asked for improved tech support as the Music department's office staff "do not have the knowledge or training to manage the audio-video equipment." It was also suggested that noise in that office be reduced. Lastly respondents from different faculties expressed options for Zoom should be also expanded in all campus activities.

Mentorship.

Another area of improvement could be in mentorship. Respondents suggested establishing mentoring systems and internal supports.

Other Suggestions.

For respondents, teaching assistants could save time and offset heavy teaching loads while more time and resources should be put into developing departments, resolving space issues, and getting things done; one said that “simple things like getting a poster hung on the wall seem to be very problematic for us.”

Conclusion

To sum up, both men and women participants rated the factors Mentor, Colleagues, and Professional Development Funds as having positive impacts on their work environment. Lack of support, communication, respect, and teamwork from colleagues; lack of resources and financial support; lack of support from deans and senior administration; experiences of gender inequality; lack of support from Human Resources; and an unequitable work distribution, all impacted women negatively. Women respondents frequently emphasized that their working conditions would be improved by increasing resources (e.g., satellite, financial, and technical supports as well as a mentorship system), enhancing communication with chair and dean, a stronger union, reducing workload, and establishing effective conflict resolution strategies.

Research Environment

Similar to the working environment, each factor had a negative affect on some women (Table 15) whereas men did not report negative affects for all factors (Table 16).

Table 15

Contributing Factors in the Research Environment for Women

Factors	Positive	Neutral	Negative
Mentor(s)	70.0%	25.0%	5.0%
Colleagues	63.9%	19.4%	16.7%
Professional development funds	62.9%	14.3%	22.9%
Dean	61.1%	22.2%	16.7%
Salary	48.6%	20.0%	31.4%
Training opportunities	44.8%	34.5%	20.7%
Chair	33.3%	43.3%	23.3%
Human Resources	18.5%	66.7%	14.8%

Table 16

Contributing Factors in the Research Environment for Men

Factors	Positive	Neutral	Negative
Dean	88.2%	11.8%	
Professional development funds	82.4%	11.8%	5.9%
Colleagues	64.7%	23.5%	11.8%
Salary	56.3%	37.5%	6.3%
Mentor(s)	50.0%	50.0%	
Training opportunities	42.9%	50.0%	7.1%
Chair	38.5%	30.8%	30.8%
Human Resources	20.0%	73.3%	6.7%

Some of the respondents made further suggestions about other positive factors, which were the research facilitator/advisor, University librarians, research training sessions, and BURC

funding. They frequently mentioned the limited time available for research as negative, high teaching workloads, followed by lack of research support, as negative factors impacting their research environment.

Common Issues Identified by Both Genders

Both women and men participants expressed their concern with regard to some negative factors affecting their research environment, which were conceptualized into one major theme Support from the Research Office, Dean, and Senior Administration.

Support from the Research Office, Dean, and Senior Administration [Women (N=3), Men (N=2)]. Both women and men participants discussed the lack of support from the Research Office, dean, and senior administration. As an illustration, one participant stated that “we need people in senior administration position to provide leadership. Our senior administration sends signal after signal that it does not sufficiently value research.” Moreover, one participant expressed their frustrations about the BUFA representative that they do not address their concerns as they noted, “We need to get rid of incompetent persons in senior admin have who have no research experience at all. Also, feel that BUFA does not take the concerns of research active members very seriously.” The other person said, “Administrative support is wanting.”

Concerns specifically addressed by Women Faculty

Women respondents provided additional comments about other negative factors impacting their working environment, which were conceptualized into five main themes (“Workload,” “Mentor,” “Unclear Research Expectation,” “Research Culture,” and “PDF”) discussed below in

the order of their frequency.

Workload (N=12). The heavy workload and unequal work distribution among faculty were frequently discussed. Many commented that the recent change in the BUFA contract have expanded the inequity among Faculty, as some BUFA members are able to stop teaching at 15 credit hours and others end up going to 18 then doing overload to pick up the required workload in departments. As an illustration, one participant had this to say: “Very difficult to do the research you want with heavy teaching load at 18 credit units.” One participant suggested that reducing the teaching load to a 15-credit hour workload would allow more time and resources to conduct research and attend conferences, while another participant further mentioned that “even at 15, it has been challenging at times because of being asked to do overload.” Moreover, one person said, “I was on overload for my first 7 years. I could only manage enough research to secure tenure and that was brutal.” Moreover, one person commented, “There appears to be a shifted emphasis occurring at BU in terms of research. However, teaching workload limits time/resources to conduct research, attend conferences, etc. This, in turn, may affect competitiveness for national funding.” Furthermore, the other respondent commented that “large workload and lack of protected time has the most negative impact.”

Mentor (N=3). A few participants talked about the lack of mentorship in particular for new staff at BU. For example, they pointed out that probably because of provincial budgetary cuts they have not found mentors at BU and instead had to look for mentors at other institutions. One participant stated, “The research strategy stipulates research mentors, but I received no such mentorship upon arrival. When I’ve spoken out about the needs of the faculty

(especially junior faculty) on this campus, I have not received as much support as I would hope. Instead, we are met with 'there's no money' for that type of responses." Another individual stated that "new employees need more mentorship and support."

Unclear Research Expectation (N=2). Furthermore, participants mentioned that expectations around research are not well-defined at BU. For instance, one participant mentioned that they have struggled to have their research agenda understood and they have had difficulty achieving an "acceptable" level of research. Another respondent also explained that while the climate at BU has changed to put more emphasis on research, the expectations for teaching and service have not changed, which has resulted in less time to complete research required for tenure and promotion.

Research Culture (N=2). The lack of a research culture was also mentioned as a negative factor in the research environment at BU. One person mentioned, "BU needs a clear strategic research plan crafted by individuals who understand and care about academic research." Related to this theme, another participant discussed that BU needs external relations putting research news on social media.

Professional Development Funds (PDF) (N=2). Furthermore, a few respondents mentioned their concern about the insufficient PD funds and that research grants are extremely competitive and are not supported by PDF.

Recommendations from Participants for Improving Research Environment

Once the respondents identified the inhibitors to an effective research environment, they suggested some possible solutions to improve the research environment in answering the next question of the survey: "What ideas do you have for improving the researching conditions at

BU?”

Common Suggestions Made by Both Genders

Women and men participants suggested some ideas to improve their research environment, which were conceptualized into three major themes (“Support from Research Office, Chair, and Dean,” “Reduce Workload,” and “Support New Staff”) discussed below in the order of their frequency.

Support from Research Office, Chair, and Dean [Women (N=8), Men (N=3)]

It was especially important to respondents that staff reflect their commitment to research suggesting that research office staff should have backgrounds in research, deans, vice presidents, and presidents should be actively involved in research, and both the vice president and associated vice president of research should be dedicated to research and provide leadership that shows how they value research. Another common thread was increasing funding: the research office could be improved through increase in supports, funding, and staff; graduate and undergraduate students should be supported through greater funding in scholarships and grants; and faculty retention can be improved with larger internal research funds. To do so, respondents suggested administration be pushed to search for more funds (such as by fundraising) and infrastructure should be implemented to help with the process of administering funds to help cut down the time it distracts others from doing research.

Reduce Workload [Women (N=7), Men (N=2)]

Another theme of suggestions to improve the research environment was reducing the workload. Heavy teaching workloads can be challenging, especially for those requiring extra

time in doing research, which is why many suggested to decrease all teaching to 15 credit hours and lower for those actively participating in research. The workload should also be calculated in consideration of graduate and honours' students, so that staff are not limited by credit hours for student supervision.

Support New Staff
[Women (N=3), Men (N=1)]

There was also concern over the lack of support for new staff, and suggestions focused on helping expand their knowledge of the research process and Brandon University guidelines. As examples, new staff would benefit from a formal mentorship process and information on applying to grants, submitting to the ethics committee, and hiring transcriptionists and assistants for research. They would also benefit from a start-up fund and guidelines on teaching release times.

Concerns specifically addressed by Women Faculty

Women respondents provided additional constructive suggestions to improve their research environment, which were conceptualized into three main themes listed in order of their frequency.

Mentorship (N=4).

The first set of suggestions came from respondents' desire for professional development through mentorship. One recommendation was to create a formal mentorship program and opportunities for faculty to learn from those with more experience, which would also give upper administration time to learn about the research being conducted. One respondent

stressed the importance of mentorship in the comment, “I have heard my colleagues report that it is the ‘blind leading the blind.’”

Improve Research Culture (N=4).

Suggestions for improving the research culture included implementing promotion strategies, and supporting recognition for research. One suggestion was to not only outline a strategy for promoting research to students and the community (such as being more involved in social media and rethinking the effectiveness of efforts like the Research Connections newsletter), but to follow through with this strategy by taking concrete steps. Also, the research culture was found to be inconsistent, divided by some who believe improvement should be made by creating support and demand for their research interests and some who look less to new ideas for improvement. Recognition for research should also be supported by encouraging the diversity of forms of research, creating policies and strategies to reflect the research being done, and increasing funds for research.

Establish Clear Research Expectation (N=2).

There were two suggestions in this theme, which stressed establishing clear research expectations: situate research expectations within the smaller scale of Brandon University rather than having them be reflective of larger institutions and follow through on providing the research funds that are expected.

Other Suggestions.

Lastly, respondents made additional suggestions to add funded, full-time PhD and Master of Arts programs to attract graduate students in research and to also have departments envision a research agenda that will strengthen research development and contributions.

Conclusion

Women commented on negative factors influencing their research environment, such as lack of support from the Research Office, dean, and senior administration; heavy workload; lack of mentorship; unclear research expectation and culture; and insufficient PDF. Moreover, they correspondingly made constructive suggestions, such as receiving more support from Research Office, chair, and dean, establishing effective conflict resolution, reducing workloads, holding formal mentorship programs, and enhancing research culture through social networking and novel strategic research plans to benefit their research conditions at BU.

Teaching Environment

Chairs were identified as the factor with the most negative impact for men (Table 18) and Colleagues for women (Table 17). Overall, women are more likely to be negatively affected by all factors.

Table 17

Contributing Factors in the Teaching Environment for Women

Factors	Positive	Neutral	Negative	Average
Colleagues	68.9%	20.0%	11.1%	0.82
Professional development funds	63.2%	28.9%	7.9%	0.79
Training opportunities	56.4%	28.2%	15.4%	0.69
Mentor(s)	52.0%	40.0%	8.0%	0.72
Salary	47.5%	32.5%	20.0%	0.33
Chair	46.2%	33.3%	20.5%	0.41
Dean	34.9%	37.2%	27.9%	0.19
Human Resources	12.9%	74.2%	12.9%	0.03

Table 18

Contributing Factors in the Teaching Environment for Men

Factors	Positive	Neutral	Negative	Average
Dean	85.0%	15.0%		1.10
Mentor(s)	84.6%	15.4%		1.00
Colleagues	81.0%	14.3%	4.8%	1.05
Chair	77.8%	5.6%	16.7%	0.83
Professional development funds	61.1%	38.9%		0.89
Salary	60.0%	35.0%	5.0%	0.65
Training opportunities	52.9%	47.1%		0.53
Human Resources	16.7%	77.8%	5.6%	0.11

A few respondents mentioned the University librarian and the Centre for Teaching,

Learning, and Technology (CTLT) as positive factors.

Additional negative factors suggested by the participants were technology issues (Moodle, WordPress support, projectors, computers), followed by an insufficient number of faculties, abuse of academic freedom, and a mismatch between course offerings and faculty expertise.

Common Issues Identified by Both Genders

Both women and men participants expressed their concern with regard to some negative factors affecting their teaching environment, which were conceptualized into two major themes (“Lack of Resources and Financial Support” and “Workload”) in the order of the frequency.

Lack of Resources and Financial Support [Women (N=6), Men (N=2)]. Some respondents had concerns about the lack of space, equipment, and technical supports (N=4). As one participant said, “Lack of space and technical equipment (new computers, projectors, etc.) is frustrating. Another person stated that “class sizes are somewhat large,” another wrote that “Some rooms need new computers, projectors, tables, etc.,” and another suggested that some more (expensive) equipment would be nice.

Other participants also discussed the lack of teaching resources at BU (N=2). As an illustration, one person mentioned that there are not enough resources to be effective teachers and that it would be good to have a teaching conference or professional development workshop geared toward Science. Moreover, one participant said, “Too much focus on teaching. Not enough resources to be effective teachers.”

A few participants expressed their concern about the lack of funds to support their

teaching environment (N=2). One person stated that “one of the struggles I have on campus is finding funding and students to train as markers and research assistants.” Another respondent said, “We need funding for teaching assistants for classes that are larger.”

Workload [Women (N=5), Men (N=1)]. Participants made additional comments on the inequitable workload between departments and faculties as well as their heavy teaching loads, describing them as too demanding to attend professional development sessions and interfering with research. For example, one participant mentioned, “Teaching is 95% of my job. I really appreciate the sessions that are offered by the CTLT but can’t get to many of them due to teaching load and schedule. I have taught overload every year.” The other person had this to say: “The course load is unreasonable. Also, the workload is not equitable between departments and faculties.” Two participants claimed that “the teaching workload is too heavy and interferes with research.” Another person specified that there is too much teaching, which makes it difficult to deliver quality courses.

Concerns specifically addressed by Women Faculty

Women respondents provided additional comments about other negative factors impacting their teaching environment, which were conceptualized into two main themes, “Lack of Communication between Colleagues” and “Lack of Support from Chair and Dean,” in the order of their frequency.

Lack of Communication between Colleagues (N=4). Some participants expressed their concern about the inefficient and inconsistent teaching strategies and standards used by their colleagues. For example, one participant stated that “ineffective and destructive teaching methods used by my colleagues have negatively impacted my experience.” Another participant

suggested that “There seems to be an openness to different teaching styles and approaches at BU and people are willing to share their strategies but at some time especially for 1st and 2nd years students, attendance can be low which can be frustrating when there does not seem to be that buy-in to attend.” Another participant stated that “the teaching environment has become volatile and I am not certain that there is any way to improve this as it is speaking to the level of preparation students come to BU with.” Moreover, the lack of constructive communication between colleagues has been mentioned, as one participant stated that “many people come and teach their classes and then leave and work at home. I would like to see more people available on campus to create relationships and to provide an environment where we can support each other.”

Lack of Support from Chair and Dean (N=2). Participants discussed that there is a lack of respect, communication, and support between students, chairs, deans, and colleagues. For example, one participant stated that “students have reported that they feel bullied by professors and some IAs. When coached to go to the chair, students said the chair is part of the problem and they are too scared to go to the Dean. This makes for a difficult teaching environment knowing that students are facing negative learning environments outside of [the] learning space.” Another individual discussed her frustration with the lack of collaboration with the Dean : “I started in winter and I asked the Dean if I could start four months later in order to have an orientation and get organized but ... the Dean refused stating that it was unfortunate that my start date was in winter rather than summer as then I would have had a month of lead time.”

Recommendations from Participants for Improving Teaching Environment

Once the respondents identified the inhibitors to an effective teaching environment, they suggested some possible solutions to improve the teaching environment. The next question of the survey asked “What ideas do you have for improving the researching conditions at BU?”

Common Suggestions Made by Both Genders

Women and men participants suggested some ideas to improve their teaching environment, which was generally conceptualized into two major themes, “Reduce Workload” and “Better Infrastructure,” in the order of the frequency.

Reduce Workload [Women (N=4), Men (N=3)]

Respondents suggested that a lower teaching load would allot more time for other research activities and reinforce a balance between professional development, service, research, and teaching. This could be done by initiating fewer sessions on improving teaching, by hiring more faculty, and by avoiding having new or pre-tenured faculty teaching four or five new courses in their first five years.

Better Infrastructure [Women (N=3), Men (N=1)]

Infrastructure was also criticized and suggested as an area for improvement. Respondents were mainly focused on improving and modernizing classrooms, such as having better equipment, chairs with wheels, and tables that are separated from the floor. A new science building was also suggested.

Concerns specifically addressed by Women Faculty

Women respondents provided additional constructive suggestions to improve their teaching environment, which were conceptualized into three main themes, “Resources,” “Focus on Quality Teaching,” and “Student Services,” in the order of their frequency.

Resources (N=7).

For resources, women wanted to rethink the timing of capital requests and have more comprehensive training, attendance at events, and support for international and Indigenous students. Building a small amount for capital requests in the budget would allow staff to plan and purchase earlier. It was also discussed to expand teacher training (instead of having short, 22-minute sessions), encourage greater involvement of main campus and satellite campus staff in teaching events (while covering necessary travel expenses), and increasing resources for international and Indigenous students with assistance in writing/language skills, resettlement, finances, and personal matters. Continuing support for the Centre for Teaching, Learning, & Technology was also mentioned.

Focus on Quality Teaching (N=3).

Suggestions made also focused on elevating the quality of teaching through better evaluation processes, more competitive entrance level criteria for students, a greater focus on quality teaching in selections for tenure and promotion and providing under-performing faculty with performance management opportunities.

Student Services (N=3).

Ensuring greater opportunities for students was another critical area for improvement, such as offering more courses relevant to their majors and giving them safe spaces to make formal complaints as well as provide feedback to faculty and receive feedback from peers.

Other Suggestions.

Other suggestions were to implement graduate programs with student training and to hire an assistant dean to approach interpersonal conflicts in the faculty of Health Studies.

Conclusion

To conclude, men and women respondents identified different factors with a positive impact on their teaching environments.

Women, specifically, commented on further negative factors influencing their teaching environments, such as lack of resources and financial support, high and unequitable workload, lack of communication between colleagues, and lack of support from chair and dean.

Moreover, they suggested that reducing the workload, establishing better physical infrastructure, providing more resources such as teaching workshops, conferences, and training, and financial support for the satellite campus, as well as putting more emphasis on quality teaching and on improving student support, would enhance the teaching environment at BU.

Professional and Educational Goals

Participants ranked professional and educational goals from most important (1) to least important (9) (Table 19). Women identified “Maintain my research program,” “Publish more papers,” and “Establish a credible research program,” as the top three goals.

Table 19

Professional and Educational Goals Ranked by Average Score

Goals	Women	Men
Maintain my research program	1	3
Publish more papers	2	7
Establish a credible research program	3	2
Create or update courses or programs	4	6
Further develop my teaching skills	5	5
Acquire promotion	6	4
Acquire tenure	7	1
Pursue professional training	8	8
Pursue further academic credentials	9	9

Note. Goals highlighted in green indicate the top three goals whereas goals highlighted in red indicate the bottom three goals.

Participants were given an opportunity to put forward other goals not included in the given list. These included: impacting student achievement; training more highly qualified personnel; elevating standards (for education and for the journals they publish in), developing and establishing domestic and international research collaborations; and personal learning plans with the resources to do so.

Goals Identified by Women

Women participants made further comments about their professional and educational goals,

which were generally conceptualized into two major themes, “Research” and “Teaching,” in the order of their frequency.

Research (N=7). Some participants suggested that conducting and maintaining their own research program is considered as one of their main professional goals (N=5). One person stated: “Research is one of my main goals, I see this as a priority.” Two other respondents expressed their concern about maintaining their research programs due to a lack of grants and resources. As a participant mentioned, “I have established a research program with funding. I worry very much about being able to maintain it given the lack of resources at Brandon for research particularly in the research office e.g., we need more resources around ethics (sample consent forms, etc.), around financial management and efficient invoicing for grant holders, around research officers who can direct our applications, etc.” Similarly, another person wrote that “My grant money is the main limiting factor. Competitive federal grant competitions, the low success rate, low provincial and university grants to support research, yet translational research needs constant money support is my main problem. There is no grant support for a graduate student at BU, if this continues then soon we are going to fail to have a sustainable graduate program at BU.”

Teaching (N=2). Two other participants expressed their interest in both teaching and research. One person said, “Trying to have both high teaching and research goals is not easy!” The other one stated, “Wish to do meaningful things in teaching and research, not things that just look good on paper.”

Conclusion

In the fourth question, both men and women respondents commonly rated two goals, including

“Maintain My Research Program” and “Establish Credible Research Program” as very important professional and educational goals.

Women participants made further comments about their professional and educational goals, which were generally conceptualized into two major categories, one of which was conducting and maintaining their own research program and the other one was teaching.

Work Distribution

Generally, both women and men reported spending more time on teaching and less time on service and research (Figure 13). In particular, a greater percentage of women faculty members’ time was dedicated to teaching than men’s (61% versus 46%). A Mann-Whitney U test confirms there is a gender difference in the number of hours spent on teaching ($U = 200.5$, $z = -3.306$, $p = 0.001$) and service ($U = 554.5$, $z = 2.110$, $p = 0.035$).

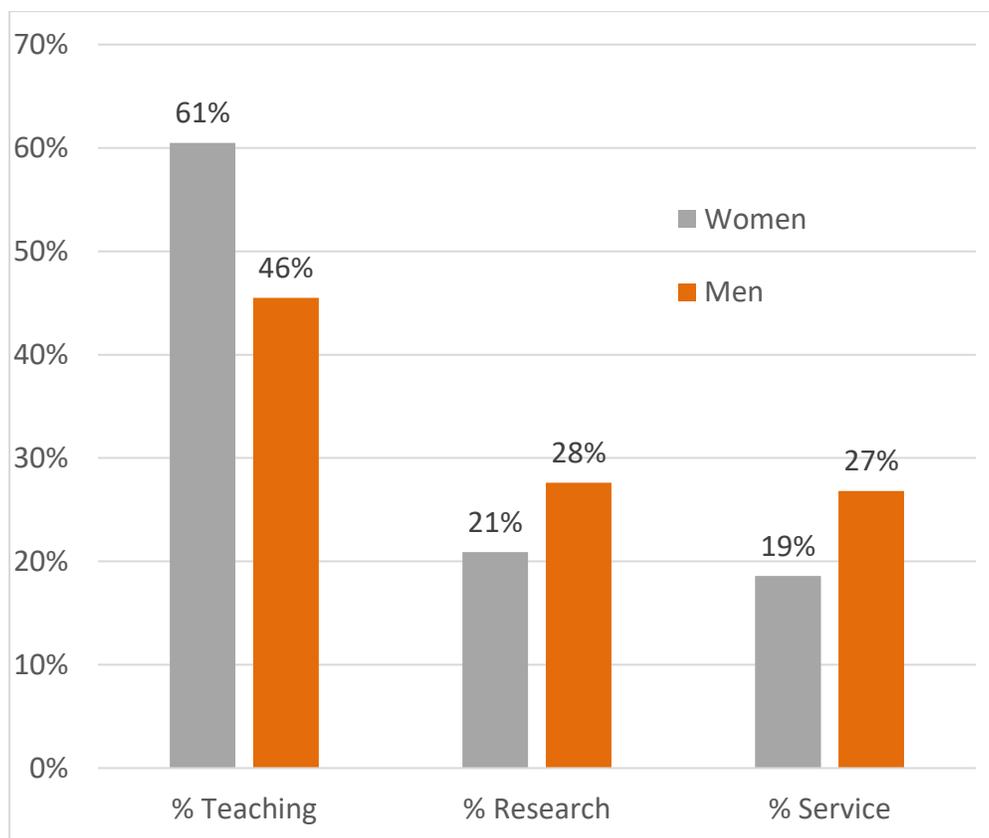


Figure 13: Average Self-Reported Work Distribution by Gender

Unique Challenges

Approximately the same number of men (36%) and women (38%) respondents indicated they felt their situation is unique and caused challenges different and greater than their colleagues.

Common Challenges Identified by Both Genders

Both women and men participants commented on the unique challenges they have experienced at work, which were generally conceptualized into three major themes (“Unequitable Work Distribution/Work-Life Balance,” “Challenges Related to Work Environment for PAs,” and “Lack of Support from Senior Colleagues”) in the order of the frequency.

Unequitable Work Distribution/Work-Life Balance (N=14) [Women (N=11), Men (N=3)].

Participants frequently mentioned the uneven distribution of workloads between faculty members as well as high workloads.

Unequitable Work Distribution/ Work-Life Imbalance [Women (N=8), Men (N=2)].

The main concerns within this theme problematize how teaching interferes with research, the inequity in service contributions, and juggling many demands and pressures. Service responsibilities are not shared equally among faculty, which often leaves some individuals to complete the work that should have been the responsibility of others. Inequitable service responsibilities and demanding teaching loads leave little time for research, professional development, and balance in personal life obligations. Also criticized is the lack of acknowledgement for those who contribute more to the unequitable work distribution among staff. Respondents feel that juggling these extra demands is a punishment for being physically

present and active on campus and that they are overworked in weeks longer than forty hours. The unequitable distribution of workloads on teaching and service obligations has left one to criticize that “research is actually discouraged at BU.”

Challenges Related to Work Environment for PAs
[Women (N=2), Men (N=0)]

The more inflexible schedules of PAs in comparison to other faculty members produce unique challenges. Research is extremely difficult to fit into their schedules and can lead to taking up research during personal time. Student expectations and demand for appointments are also steadily increasing without more PAs being hired to meet this demand and without being provided protected research time. Another challenge mentioned was the higher risk for compassion fatigue and burnout.

Lack of Support from Senior Colleagues
[Women (N=1), Men (N=1)]

This theme focused on the dynamic between junior and senior colleagues. Respondents discussed that some of the challenges are that junior colleagues lack appropriate workplace behaviour and adequate mentorship support from senior colleagues. Junior colleagues must also sacrifice their research time to do new course preparation, the bulk of the teaching load, and service that senior colleagues are not as involved in.

Moreover, one woman participant expressed her concern with regard to her unstable work condition. She mentioned, “My work at the university is entirely contract-based, so it can vary from year to year and does not allow me to access any benefits or participate on committees or in certain activities. Our goal is to move toward something more stable, but it has been a long

and slow process.” Additionally, one man participant explained that his unique challenge was a lack of support as a graduate student supervisor, which was something that he had to deal with more than his colleagues. Although he was satisfied with his supportive colleagues, he felt that might be an issue in the future if his research program grows. Lastly, a participant who did not reveal their gender specified their unique situation by talking about a lack of communication and support from BUFA members: “I am the only person in my category at this university and this poses challenges as my professional needs are more unique than the majority of BUFA members and thus I feel I may not have all of my concerns or accomplishments reflected in all instances.”

Conclusion

In summation, the unique challenges faced by respondents were categorized into three major themes: “Unequitable Work Distribution/Work-Life Balance,” “Challenges Related to Work Environment for PAs,” and “Lack of Support from Senior Colleagues.”

Generally, they expressed their concerns about unequitable work distribution and work-life imbalance as well as the lack of time and unreasonable expectations for research and service, in particular for PAs. Moreover, another issue that arose was the lack of support from senior faculty to their junior colleagues that include mentorship around teaching, service, and research.

Overall Satisfaction at Brandon University

Men participants were more likely to rate their overall satisfaction as very or somewhat satisfied (77%) compared to women (66%) (Table 20). Additionally, 50 % of men reported being very satisfied whereas only 24% of women reported the same (Table 20).

Table 20

Overall Satisfaction at Brandon University by Gender

Satisfaction	Women	Men
Very Satisfied	24%	50%
Somewhat Satisfied	42%	27%
Neutral	10%	5%
Somewhat Dissatisfied	14%	9%
Very Dissatisfied	10%	9%

Common Suggestions Made by Both Genders

Both women and men participants provided suggestions for promoting their satisfaction at BU, which were conceptualized into four major themes: “Workload,” “Chair, Dean, and Senior Administration,” “Resources,” and “Hiring More Faculty,” in the order of the frequency.

Workload

[Women (N=11), Men (N=1)]

To improve overall satisfaction, respondents strongly agreed that a reduction in workload was needed. Reducing the teaching load from the current 15- 18 credit units to 15 credit units (but ideally 12 credit units) was suggested. A reduction in workload would allow respondents to meet their research goals. Additionally, improving overall satisfaction in workload could start with re-examining and redistributing service and teaching loads so that they are equitable among staff and departments. It was suggested that the administration be more active in their

job to ensure that work is fairly distributed and not a burden for those who are active and physically on campus, covering work that is the responsibility of others.

Chair, Dean, and Senior Administration
[Women (N=7), Men (N=2)]

Another set of suggestions were for those at the chair, dean, and senior administration levels. Points of critique for senior administration included poor and narrow-minded decision making, leadership, management, and hiring processes. Respondents urged for a new or extensively improved administration and called for genuine collegial governance models and a more helpful administration assistant. Leadership and management improvements were also called for at the dean level. One respondent wished for an assistant dean, and another wished for stronger and more supportive relationships with the dean and other faculty. Lastly, one chair was critiqued for bullying and for their racism against students.

Resources
[Women (N=5), Men (N=1)]

Satisfaction would be raised with improved resources. Suggestions include updating the science facilities, receiving tech/audio engineering equipment and support, increasing support for grant application writing and leadership workshops, and creating formal mentorship for new professors, more comprehensive teacher training, and training to manage the hiring process for research assistants.

Hiring More Faculty
[Women (N=1), Men (N=3)]

In this theme, respondents wanted more faculty to be hired to offset the service load and allot more time for research and scholarship. Additional suggestions were for a hiring process that

takes less time and effort, a stronger enforcement of the Brandon University Faculty Association's Collective Agreement, the removal of unproductive faculty, and a redistribution of the ratio between instructional associates and academic faculty members.

Women Faculty's Specific Suggestions

Women respondents provided additional suggestions to improve overall satisfaction at BU, which were conceptualized into two main themes ("Supportive Environment" and "Increase PDF") in the order of their frequency.

Supportive Environment (N=5).

Women suggested that overall satisfaction could also be improved with a culture of support. This would start with providing more guidance, encouragement, research support, and opportunities for success, implementing recommendations from the Truth and Reconciliation Calls to Action (TRC) with concrete policies, and fostering an environment that cares for faculty as people, not just employees. employees and people.

Increase PDF (N=3).

Suggestions also noted that professional development funds and research funds for new faculty be increased.

Issues Identified by Participants Who Did Not Specify Their Gender

Participants who did not reveal their gender also provided additional suggestions to improve overall satisfaction at BU, which were to secure a new ERP system and private fundraising to meet budgetary limitations.

Correlational Analyses

Somers' D were run to determine if there were any positive associations between factors contributing to the working, research, and teaching environments and overall satisfaction at BU. In other words, positive factors are associated with increased satisfaction at BU. For men, the results indicate a positive association between Salary in the research environment ($d = 0.414$, $p = 0.042$) and Mentor in the teaching environment ($d = 0.485$, $p = 0.029$). No positive association was found for women.

Additional analyses were performed to examine if there were any associations between professional and education goals rated for each gender and their satisfaction at BU. Women who rated "Establish a credible research program" ($d = 0.620$, $p = 0.036$) and "Pursue professional training" ($d = 0.275$, $p = 0.043$) as more important tend to better rate their satisfaction at BU. On the other hand, men who rated "Pursue further academic credentials" as important tend to better rate their satisfaction at BU ($d = 0.851$, $p < 0.001$).

Conclusion

In the last question, the participants were asked to rate their overall satisfaction with their experience working at BU. Twenty-four percent of women participants and 18% of men participants rated their overall satisfaction at BU as somewhat or very dissatisfied. Overall, men seem more satisfied than women. Women participants, in particular, suggested that through reducing workload, enhancing efficient communication with the chair, dean, and senior administration, and offering higher salary and opportunities for promotions and career development, higher satisfaction can be achieved.

DISCUSSION

The purpose of this survey was to examine women's experiences at BU from a more personal approach in order to gain greater understanding and insight. It allowed for the identification of informal inequalities, and it raised awareness about barriers women face at BU. In summary, to women participants, Mentor(s), Colleagues, and PDF were the most positive factors for research, teaching, and service at BU. For men participants, Dean, Colleagues, and Mentor(s) consistently have a positive impact for all three environments. Deans was the factor with the most positive impact for men in working, research, and teaching environments, which is the complete opposite for women. Women rated Dean as having the most negative impact for working and teaching environments, and an important negative impact in research. Overall, women were most often negatively affected by all factors for all environments (Table 21) and men were more likely to rate a factor as neutral (neither positive nor negative impact).

Table 21

Percent of Participants Who Rated the Factors as Negative

Factors	Women			Men		
	Working	Research	Teaching	Working	Research	Teaching
Chair	19%	23%	21%	11%	31%	17%
Colleagues	16%	17%	11%	9%	12%	5%
Dean	33%	17%	28%	5%		
PDF	16%	23%	8%		6%	
HR	29%	15%	13%	5%	6%	6%
Mentor(s)	7%	5%	8%			
Salary	16%	31%	20%	9%	6%	5%
Training opportunities	7%	21%	15%		7%	

It is interesting to note that for both genders, Colleagues were simultaneously rated as having a positive impact and a negative impact.

Participants made additional comments about negative factors in the working, research, and teaching environments at BU, and suggestions provided for improving these environments were conceptualized into major themes. These themes were consistent across each environment and included, most notably, a demanding workload, negative relations with the administration and union, lack of sufficient resources, and negative collegial relations. It is clear that major changes are required at BU to enhance these environments. Since there were similar issues recognized in the SWRC study in 2014 and 2009, the present results suggest that such concerns have not been efficiently resolved (e.g., demanding workload, negative collegial relations). Thus, it is crucial that they are addressed since the current findings have shown that they are not resolving or disappearing on their own.

The top three goals that women participants rated as most important were to “Maintain My Research Program,” “Publish More Papers,” and Establish a Credible Research Program.” Men rated “Acquire Tenure,” “Establish a Credible Research Program,” and “Maintain My Research Program” as their most important goals. Unique challenges participants often discussed were related to heavy workload and work-life imbalances. Faculty were overall satisfied with their experience at BU—66% of women and 77% of men were very or somewhat satisfied.

Many women participants’ comments suggest that heavy workload and lack of mentorship are amongst the main issues that need to be addressed, which is reiterated by Barrett and Barrett (2011) and Acker (2014). As an illustration, several researchers have pointed

out the vital role of mentoring about job satisfaction, career development and academic productivity, enhanced empowerment, job retention, grant income, promotion rate, and self-confidence about their academic competence (Cross et al., 2019; Kim & Kang, 2019; Morley, 2013). Unfortunately, in spite of the advantages of mentors for both universities and mentees, there is still a lack of mentoring (Gardiner et al., 2007). The current report showed that participants discussed their need for mentors, and research has shown that mentorship programs are very valuable for universities. SRWC maintains a list of women faculty members who have agreed to mentor new women faculty; however, their services are rarely utilized. This is also a case of women, seeing a gap, stepping in to fill that gap which requires time and emotional labour and may impact their own time for teaching, research and service. This issue will need to be explored further to determine the reasons for this disconnect between the expressed need for mentoring and the low numbers of members accessing the service.

CONCLUSION

This report discussed both institutional data and survey results to identify gender inequities within Brandon University. Comprehensive data on negative and positive trends, women's experiences, and suggestions for improvement were evaluated.

It is important to pay attention to the trends that are not yet moving in a positive direction. Women have lower salaries than men across all levels, earning from a range of 3% to 12% less in each position, and gender accounted for part of this variation after an analysis on years of service, starting rank, starting step, tenure, promotion, and highest obtained degree. Women also face a higher teaching load, particularly in the Faculty of Health Studies.

However, positive trends have emerged. Although gender is unbalanced between fields (women are overrepresented in the Faculty of Health studies and underrepresented in the Faculty of Science), there is near equal representation between genders at Brandon University overall. Although gender is unbalanced across ranking (women are underrepresented as full professors and overrepresented as IAs), women constitute 67% of new hires between 2009 and 2018—this may indicate future greater representation of women in full professor positions as new hires move through the professorial ranks. Additionally, the proportion of women in tenure-track positions at Brandon University (48.8%) is higher in comparison to the average of Canadian institutions (38.9%; Statistics Canada, 2021). These outcomes are certainly promising, yet it is vital that the Status of Women Review Committee keep a close eye on these positive trends and continue performing periodic reviews of the status of women at BU for monitoring women's constant improvement. Additionally, more emphasis needs to be taken on other gender marginalized faculty, which is something SWRC is considering for future reviews.

A survey provided more depth to understand the factors that impacted experiences at the University across working, research, and teaching environments. Women were more negatively impacted by all surveyed factors (“Mentor(s),” “Professional Development Funds,” “Colleagues,” “Training Opportunities,” “Salary,” “Chair,” “Dean,” and “Human Resources”) than men were across all environments. The survey also produced insight into the goals, unique challenges, and overall satisfaction of faculty across gender. Women and men differed in their professional and educational goals—both were committed to research, but women had a greater focus on publishing more papers and men had a greater focus on acquiring tenure. Both genders commented on their unique challenges as faculty, which were mostly related to their high workload, lack of support from senior colleagues, and specific obstacles as PAs. Lastly, women (66%) were overall less satisfied with their experiences at the University than men (77%).

To improve these environments and overall satisfaction, the following suggestions were highlighted by both genders:

- 1. Reduce and redistribute the workload,**
- 2. Establish better infrastructure and effective conflict resolution strategies,**
- 3. Hire more staff and support new staff, and**
- 4. Vastly improve communication and support from the dean, chair, and senior administration.**

Suggestions only mentioned by women were to:

- 1. Create more resources and professional development funding,**
- 2. Emphasize quality teaching,**

- 3. Ensure greater opportunities for students, and**
- 4. Strengthen mentorship**
- 5. Strengthen the research culture**
- 6. Provide a culture of support.**

Limitations of the Report

There are a few limitations to this report. To begin with, at the Human Resources Office, some data could not be found electronically and therefore were obtained manually, which may influence the data's accuracy (e.g., years of service, highest degree attained, overload credit hours, starting salary). Furthermore, previous SWRC reports (2004, 2009, 2014) did not clearly explain how years of service for faculty members were calculated when members had two different start dates or when members completed terms or other positions before their current positions. In some cases, there were inconsistencies between data gathered from Human Resources and hiring data gathered from the Office of the President, Vice President, and faculties, which can affect the accuracy of data. Previous SWRC studies also did not specify if they considered all faculty members or only full-time faculty members and not all data collection forms were complete. Finally, sessional faculty members over the last five years were not studied. Since data would have to be collected manually, it was feared it might not be accurate.

This report provided a comprehensive review of the gendered experiences across faculty at the University. Despite several promising trends, women at BU are still challenged by several obstacles and find themselves less satisfied than men in their experiences here. It is important that BU take the necessary steps to identify the negative factors mentioned in this report in order to improve faculty members' performance, enhance the institution's success and efficiency, and work towards the resolution of gender inequities.

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APPENDIX



Survey of BUFA Members at Brandon University 2019

Dear BUFA member:

I encourage you to help the Status of Women Review Committee to reflect on the status of all Brandon University Faculty Association (BUFA) members by completing this survey. By taking 10 minutes to answer the following questions, you will help us gather data related to the working, teaching and research environment at the University and how these conditions are perceived by different members. This survey is a part of a larger review of gender equity at BU which is mandated by the BUFA Collective Agreement Article 30 Section (I) and has taken place every 5 years since 1989.

Your responses will be used by Status of Women Review Committee to write a report which will be shared with the university community. Any information that is collected from you will remain anonymous and confidential. Participation in this survey is voluntary. No data will be released in such a way as to reveal the identity of any individual respondent. If you have any questions concerning this survey, please contact:

Dr. Cathryn Smith
SmithC@brandonu.ca
Status of Women Review Committee
Brandon University

THANK YOU FOR YOUR TIME AND COOPERATION.



Survey of BUFA Members at Brandon University 2019

1. Department/Work Unit

* How have the following factors impacted your ability to be successful in your work (positive or negative impact)?

	Very negative impact	Somewhat negative impact	Neutral	Somewhat positive impact	Very positive impact	N/A
a. Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Professional development funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Others (please list them below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others

j. Additional comments on the working environment of your unit

k. What ideas do you have for improving the working environment in your unit?



Survey of BUFA Members at Brandon University 2019

* Do you have research as part of your workload?

Yes

No



Survey of BUFA Members at Brandon University 2019

2. Research Environment

* How have the following factors affected your ability to conduct research at BU (positive or negative impact)?

	Very negative impact	Somewhat negative impact	Neutral	Somewhat positive impact	Very positive impact	N/A
a. Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Professional development funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Others (please list them below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others

j. Additional comments on the research environment at BU:

k. What ideas do you have for improving the research environment at BU?



Survey of BUFA Members at Brandon University 2019

* Do you have teaching as part of your workload?

Yes

No



Survey of BUFA Members at Brandon University 2019

3. Teaching Environment

* How have the following factors affected your ability to teach at BU (positive or negative impact)?

	Very negative impact	Somewhat negative impact	Neutral	Somewhat positive impact	Very positive impact	N/A
a. Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Professional development funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Others (please list them below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others

j. Additional comments on the teaching environment at BU:

k. What ideas do you have for improving the teaching environment at BU?



Survey of BUFA Members at Brandon University 2019

4. Professional/educational goals

* The following is a list of some commonly stated professional and educational goals from previous surveys. Please rate how important each goal is to you, or check "not applicable"

	Not important	Somewhat important	Very important	N/A
a. Establish credible research program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Maintain my research program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Publish more papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Further develop my teaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Create or update courses or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Pursue further academic credentials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Pursue professional training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Acquire promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Acquire tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Others (Please list them below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others

k. Additional comments about your professional/educational goals:



Survey of BUFA Members at Brandon University 2019

* Do you have research and/or teaching as part of your workload?

Yes

No



Survey of BUFA Members at Brandon University 2019

5. Workload distribution

* Please indicate the approximate percentages of time you feel you have spent on each of the categories over the past two years. Please note this may not match what is indicated in the Collective Agreement.

% Teaching	<input type="text"/>
% Research	<input type="text"/>
% Service	<input type="text"/>



Survey of BUFA Members at Brandon University 2019

6. Unique Challenges

* Do you feel your situation is unique, causing you challenges different from and greater than those of your colleagues?

- Yes No

If you choose "Yes" and feel comfortable, please share details.



Survey of BUFA Members at Brandon University 2019

7. Overall satisfaction

* a. Rate your overall satisfaction with your experience working at BU.

Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
<input type="radio"/>				

b. What ideas do you have for improving your overall satisfaction with working at BU?



Survey of BUFA Members at Brandon University 2019

8. Demographic information

The section is important in assessing the equality of all members. Please try to answer these questions. If you are uncomfortable in answering, mark the "Choose not to answer" box.

8. a. Gender

- Male

 Other
 Female

 Choose not to answer

8. b. Faculty/School/Department

Where do you work?

- | | |
|--|--|
| <input type="checkbox"/> Faculty of Arts | <input type="checkbox"/> School of Music |
| <input type="checkbox"/> Faculty of Education | <input type="checkbox"/> Library |
| <input type="checkbox"/> Faculty of Graduate Studies | <input type="checkbox"/> Student Services |
| <input type="checkbox"/> Faculty of Science | <input type="checkbox"/> Other (RDI, CIS, ...) |
| <input type="checkbox"/> Faculty of Health Studies | <input type="checkbox"/> Choose not to answer |

8. c. Age

How old are you?

- | | |
|----------------------------------|--|
| <input type="radio"/> 30 & under | <input type="radio"/> 51 - 60 |
| <input type="radio"/> 31 - 40 | <input type="radio"/> over 60 |
| <input type="radio"/> 41 - 50 | <input type="radio"/> Choose not to answer |

8. d. Employment status

What is your employment status?

- | | |
|--|--|
| <input type="radio"/> Sessional | <input type="radio"/> Tenured |
| <input type="radio"/> Term (part time) | <input type="radio"/> Continuing (part time) |
| <input type="radio"/> Term (full time) | <input type="radio"/> Continuing (full time) |
| <input type="radio"/> Tenure-track | <input type="radio"/> Choose not to answer |

8. e. Rank

What is your rank according to the BUFA Collective Agreement?

- | | |
|--|--|
| <input type="radio"/> Professor/PA IV | <input type="radio"/> IA II |
| <input type="radio"/> Associate Professor/PA III/CIS III | <input type="radio"/> IA I |
| <input type="radio"/> Assistant Professor/PA II/AA II/IA IV/CIS II | <input type="radio"/> Choose not to answer |
| <input type="radio"/> Lecturer/PA I/AA I/IA III/CIS I | |



Survey of BUFA Members at Brandon University 2019

THANK YOU FOR YOUR TIME AND COOPERATION.

Review of the Status of Women at Brandon University
2019
(Updated)



This publication is available in alternate formats upon request (contact the SWRC Chair at swrc@brandonu.ca)