Review of the Status of Women at Brandon University: A Quantitative and Qualitative Assessment 2019–2024

Ernestina Agbemafle
Gretta Sayers
Lindsay McLachlan
Etsuko Yasui
Nadine Smith
Brandon University Status of Women Review Committee

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The Research Team acknowledges with thanks the Brandon University Faculty Association (BUFA) members who participated in the survey and shared their ideas, suggestions, and personal stories. Equity must be seen as part of everyone's lived experience and not limited to hiring practices, salaries, or promotions. The survey is a key element for amplifying voices across campus, and we thank everyone for their contributions.

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participants were predominantly from the Faculty of Arts (16.4%) (Figure 8). Most of the respondents were Associate (38.4%) or Assistant (28.8%) who have been in their rank at BU between 1 and 14 years.

EXECUTIVE SUMMARY

The Status of Women Review Committee (SWRC) Report 2024 provides a detailed review of the status of women at Brandon University (BU), highlighting advancements and ongoing challenges related to gender equity within the institution. Established in 1988, SWRC has been pivotal in advocating for the rights and representation of women in the academic environment at Brandon University. This report is part of a five-year cycle of assessments that monitor the progress made towards the objectives outlined in the collective agreement (Brandon University and Brandon University Faculty Association, 2019) regarding employment equity for women.

Despite notable progress, evidenced by women constituting 53.4% of full-time faculty at BU, which exceeds the national average of 40.4% of all full-time university faculty in Canada as of 2023 (Statistics Canada, 2024), significant disparities persist. Women remain underrepresented in tenured positions, senior academic ranks, and in certain disciplines such as science. The report also identifies pervasive pay gaps for women compared to their men colleagues, underscoring that employment equity practices and federal legislation have not fully alleviated these inequalities.

Significant findings:

- Considering only professorial ranks (Professor, Associate Professor, and Assistant Professor), women constituted 42.3% of BU's full-time faculty in 2023/24, down from 49.7% in 2018/19. Despite this decline, BU's proportion of women in professorial ranks remains higher than the national average of 39.8% in 2022/23 (Statistics Canada, 2023).

- The percentage of women faculty members (all ranks) at BU declined in all areas except Music. However, women still constitute 53.4% of full-time faculty at BU, which exceeds the national average of 40.4% of all full-time university faculty in Canada as of 2023 (Statistics Canada, 2024).
- Upon hiring, the median salary step was not statistically different between women and men. However, at all professorial ranks, men were more concentrated at higher salary steps than women.
- A higher percentage of men (68.1%) have tenured, or tenure-track, appointments compared to women (53.8%). Women are more likely to have continuing and probationary appointments compared to men.
- When only considering professorial ranks, men faculty members worked at BU for an average of 2.80 years and women faculty members worked at BU for an average of 4.26 years before being granted tenure. The difference in years is not considered statistically significant but is notable.
- When only considering professorial ranks, men faculty members worked for an average of 6.82 years and women worked for an average of 8.26 years before gaining promotion to Associate Professor. Men faculty members worked for an average of 11.75 years and women an average of 13.30 years before being granted promotion to full Professor. These differences in years are not statistically significant but are notable.

- Women are more successful at obtaining BURC research funds in comparison to men with their grant success rates being 89.2% and 64.0% respectively. However, fewer women applied for this funding in comparison to men (65 and 89 applications respectively).

The survey elicited a passionate response overflowing with concerns, recommendations, and calls to action revealing a high level of engagement and investment in promoting a healthy culture at BU where all can thrive. The report categorizes and summarizes these suggestions for each question of the survey with selected supporting quotations from respondents.

It is important to note that some calculations reported in Part 1 on institutional data were not statistically significant, however, the anecdotal evidence provided in the survey paints a different picture in terms of understanding women's lived experience. For example, there was no statistical difference in the median salary step at which women and men were hired between 2019–2024 but one woman reported that "the BUFA rep at the time of my [tenure-track] appointment advised me not to negotiate my salary."

Stories told in the survey, such as this one, are a crucial part of reporting on the status of women at BU because they reveal the toll that ongoing inequities take. Concerns over productivity, career advancement, and overall well-being have intensified, reaffirming the need to address these issues comprehensively. The following summarizes key points from the survey; however, we encourage a full reading of Part 2 of the report to appreciate the robustness of the responses and the urgency of the recommendations.

Institutional culture

A positive and supportive culture is necessary for the well-being and productivity of everyone. Suggestions include:

- Foster an environment based in equity, diversity, inclusion, respect, and value
- Create policies and practices that promote the culture of all

Civility and collegial responsibility

Institutional knowledge from long-term faculty members is necessary for the success of departments as not all aspects of running a department/program can be written down. Colleagues' decisions on which aspects of their job they choose to complete can have a negative impact on others. Suggestions include:

- Maintain civility among department members despite differences of opinion
- Share course content between colleagues when planning programs within a department
- Value the work and contribution of all department members

Gender issues reported by women

There are challenges to being the only woman in a unit/department. Women are portrayed as being less credible and less knowledgeable than their men colleagues and are dismissed in departmental decision making. Some participants stated that they were told not to take on leadership roles due to being a woman and having a family. Other participants noted doing a disproportionate amount of service work. Participants discussed the ongoing disrespectful treatment of women colleagues and women students by men. Suggestions include:

- Uphold equal treatment of all genders in department and faculty meetings

Policies and procedures

Suggestions include:

- Clearly outline and enforce institutional policies and procedures
- Adapt or replace existing policies to prevent discrimination based on gender, race, or other protected characteristics to include systems of accountability when they are violated
- Create institution-wide policies that set expectations around communication, email response times, and general availability during working hours to avoid mismatched expectations from students, staff, and faculty
- Create efficiencies in service work across campus; hold fewer but more productive meetings
- Examine the role and goals of campus committees to reduce redundancies and avoid having several committees that (more or less) replicate the same work

Administration

Suggestions include:

- Uphold the Collective Agreement and institutional policies and procedures fairly
- Mediate to resolve departmental relationships and rebuild collegial rapport among faculty

- Implement better training support and accountability for department chairs to manage their units
- Increase engagement with safety issues

Teaching and pedagogy

Suggestions include:

- Recognize the difference between academic freedom and the lack of accountability for poor pedagogy
- Conduct peer evaluations on all faculty on a regular basis
- Establish supports and collaborative conversations for new faculty
- Allow faculty who want to teach to have more credit hours
- Recognize extraordinary teaching that ensures program excellence
- Automatically assign teaching assistants to high enrollment classes to aid in timely and meaningful feedback for students
- Offer training on how to provide accessibility accommodations for students in skill-focused disciplines (e.g., health, music)

Research and professional development support

Participants noted that the Professional Development Allowance (PDA) is inadequate, Brandon University Research Committee's (BURC) other unit policies don't cover enough expenses, there is inadequate support from Office of Research Services (ORS), and Brandon University Research Ethics Committee (BUREC) approval process is not always clear and can delay the start of

research. There was frustration with lack of administrative support for grants and with external granting agencies related to criteria that disadvantage smaller institutions. Suggestions include:

- Have dedicated personnel to support research project management, streamline processes, and help manage budgets and timelines
- Create a research version of the Centre for Teaching, Learning, and Technology (CTLT) to learn new methods and technologies for research
- Implement measures to provide equitable opportunities for growth for Professional Associates (PA)
- Increase institutional support for community outreach, performances, workshops, and other public-facing activities

Service and workload

It was noted that the workload and service load are intense. The inequitable nature of service negatively impacts time for research, and frustrations arise when there are no ramifications for those who do not contribute to service. Suggestions include:

- All faculty, including those who commute, need to contribute to service work so that a few members are not doing most of the work
- Workloads must be equitable with greater transparency in their allocation
- Consider the contact hours, type of course assessments (e.g., essays vs. scantron exams), and student enrollment when assigning workload

Space and staffing needs

Overtaxed support systems at BU burden faculty who care and take the time to support students. Research-active faculty with multiple trainees and a full course load need financial support for research training. Suggestions include:

- Add additional staff in areas/departments that are overburdened (e.g., labs, Student Accessibility Services)
- Create supports to help students in the transition to university (e.g., adulting, writing and academic skills, mental health, and specific support for international students)

Technology and infrastructure

Frustrations arose with personal expenditure for technology and teaching tools. Suggestions include:

- More support from Information Technology Services (IT)/physical plant when equipment/heating does not work in classrooms
- Upgrade classrooms and labs with current technology necessary to ensure students are ready for their workplace/profession
- Increase budget allocation for equipment, materials, and professional development

Collaboration and mentorship

Suggestions include:

- Create opportunities to collaborate with other institutions
- Formalize a mentorship program

- Increase opportunities for lateral conversations among departments

Safety

It was noted that current security is ineffective and there is concern over the lack of a safety plan and response time of administration to address safety concerns. Suggestions include:

- Perform a safety audit
- Increase investment in improving infrastructure (e.g., install lights and locks on classroom doors, upgrade fire safety, hire more security personnel)
- Provide clear communication with faculty and staff regarding safety procedures
- Improve the safety reporting system

In summary, the 2024 SWRC Report serves as both a reflection on the progress made in gender equity at BU and a call to action to address the persistent barriers that women face. SWRC remains committed to fostering an inclusive academic environment, emphasizing that sustained efforts are essential to achieving true equity for all members of the university community. The findings aim to guide BU and BUFA in their ongoing commitment to enhancing the status of women, ultimately contributing to a more equitable and diverse higher education landscape.

INTRODUCTION

One of Brandon University's (BU) key priorities is to ensure employment equity. This concept is defined in the Collective Agreement as follows: "Equity refers to the creation of opportunities for equitable access and success for Members belonging to the designated groups in terms of their fulsome participation in all levels of the University and the distribution of resources such as funding or workload. Equitable does not mean equal; equity also demands equity-mindedness, which is the demonstration of an awareness of and willingness to address equity issues in all areas and activities, at all levels of the University" (Brandon University and Brandon University Faculty Association, 2024, p. 23). The BU Status of Women Review Committee (SWRC) has been actively working to improve women's experience at BU. Established in February 1988 by BU and the Brandon University Faculty Association (BUFA), SWRC aims 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 equity" (Brandon University and Brandon University Faculty Association, 2024, p. 114). SWRC members are dedicated to promoting equity for all university members.[1] SWRC monitors the impact of initiatives to improve the status of

[1] Brandon University Faculty Association and Brandon University Collective Agreement (2024) identifies five equity deserving groups (Article 5.2.1 p. 22): Women, Indigenous persons, Disabled persons, Racialized persons, and Sex, Sexual, and/or Gender minoritized persons.

women within the University. It conducts ongoing assessments to ensure no gender-based discrimination occurs in salaries, tenure and promotion processes, or the granting of sabbaticals and research grants.

Despite advancements in gender equity in higher education, women remain significantly underrepresented among tenured professors and within certain fields (CAUT, 2022; Holman et al, 2018). The gender pay gap in academia remains a persistent and significant issue, with far-reaching consequences for women faculty members. Recent research has shed light on the extent of this disparity and its long-term impact on women's careers and financial well-being.

In Canadian universities, women professors earn on average 10% (or $10,500 per year) less than their men counterparts for the same work (Penner and Smith-Carrier, 2022). This gap is not only substantial but also has compounding effects over time. A multidisciplinary team of researchers found that over the course of a career and retirement, this pay differential amounts to approximately half a million dollars for women professors across their lifetime.

The gender pay gap in academia is influenced by various factors, including bias in determining starting salaries and subsequent merit pay, differing rates of promotion, and the punitive effects of parental and caregiving leave. Moreover, the implications extend beyond immediate salary differences to impact pension benefits, further exacerbating the long-term financial consequences of gender inequities.

Even with long-standing employment equity practices and federal legislation, these inequities persist. Therefore, it is crucial to continuously monitor the status of women in higher education and remain aware of the barriers they face to implement necessary changes.

Every five years, SWRC conducts a comprehensive review of these issues, evaluating progress toward the objectives outlined in Article 30 of the Collective Agreement (Brandon University and Brandon University Faculty Association, 2019). The findings are then shared with the BU community.

Previous SWRC reports (2004, 2009, 2014, and 2019) align with this report and CAUT reports in highlighting that higher education has traditionally been dominated by men. Nonetheless, the percentage of women faculty members is steadily increasing. In 2023, for instance, women made up 40.4% of all full-time university teachers in Canada (CAUT, 2023). Significant progress has been made nationally over the past twenty years toward gender equity in granting tenure and tenure-track appointments. Between 1985 and 2005, the number of men faculty decreased by 9.8%, while the number of women faculty increased by 129.8% (CAUT, 2008b). However, recent data indicate that women are still underrepresented in certain appointments, disciplines, and in senior positions, especially at the full Professor level. This is concerning as academic tenure is essential for fostering excellence in teaching and research (CAUT, 2007, 2008a, 2008b, 2011, 2013, 2017, and 2023). Additionally, previous reports have shown that women faculty are predominantly found in education, humanities, and health, with lower representation in science, engineering, physical and life sciences, and technologies (CAUT, 2008a, 2011, 2013, 2017, and 2023).

Research indicates a persistent but decreasing pay gap between men and women in higher education. Men are more likely than women to be full Professors. Less than two-thirds of women faculty hold tenured positions, compared to three-quarters of their men counterparts

(Women in Academia (WIA) Report, 2023). The Canadian Association of University Teachers (2017) reported that in 2017/18, women full Professors earned an average of 95.0% of their men counterparts' salaries, women Associate Professors earned 97.4%, and women Assistant Professors earned 96.1%. Additionally, a higher proportion of women than men were employed part-time (CAUT, 2017).

The initial section of this report, which reviews statistics on salary, hiring practices, tenure, and promotions of faculty at BU from 2019 to 2024, will help ensure continued progress. The current SWRC report indicates that the status of women at BU has improved: the salary gap decreased, there were no significant differences in the number of men and women receiving tenure, promotions, and grants, and more women than men were hired between 2019 and 2024. However, concerns persist that women are still overrepresented in lower ranking positions at BU.

While the numbers have improved for women at BU, many reported in the survey that the working climate needs improvement. A positive working climate at a university is crucial for faculty members' success in academia, influencing their job satisfaction and career progression. A study focusing on women in academic settings, particularly in science departments, suggested that the underrepresentation of women could be due to an academic culture offering fewer opportunities, inequity in leadership, and limited support (Xu, 2008). Women in academia often dominate lower ranks and non-tenure-track positions, have higher teaching workloads, receive less research support, and serve on more committees than their men counterparts. These issues contribute to higher workplace dissatisfaction for women, potentially hindering their improvement or leading to their departure from the work environment (Uppal & Hango, 2022).

It is worth noting that the COVID-19 pandemic worsened the state of inequity among men and women. A SWRC study by Jones et al. (2022) indicated that the pandemic exacerbated existing inequities in caregiving responsibilities for gender-marginalized faculty members at BU. Balancing increased caregiving duties with professional expectations led to heightened stress, impacting research productivity and career advancement. The stories shared by participants in that research study paint a poignant picture of the toll taken on gender-marginalized faculty members. From extreme fatigue and guilt to concerns about productivity and career progression, the pandemic magnified existing stressors and inequities, impacting not only their professional lives but also their personal well-being and sense of self-efficacy.

By conducting a survey, analyzing the human resource data, and reporting every five years, SWRC gains insights into the ongoing BU working environment from the perspective of all faculty members. This survey was the first opportunity to explore the data from the perspective of all genders to foster a more inclusive and supportive environment. The information gathered helps to identify positive and negative factors in the work, research, and teaching environments that may impact women's professional success. With this report, SWRC aims to amplify the importance of gender equity for everyone at BU.

PART I: INSTITUTIONAL DATA

Methodology: Procedure

Data Collection

The data was collected from Human Resources (HR) for all active BUFA members from 2019 to 2024. The variables included starting and current salary, starting and current rank, gender, age, department/faculty, full-time equivalency, initial hire date, highest degree attained, and type of appointment. Information on promotion and tenure was obtained from the Office of the Vice-President Academic and Provost. Sabbatical leave and Brandon University Research Committee (BURC) awards data for 2019 to 2024 were gathered from the President's Office and the Office of Research Services (ORS). **It is important to note that the gender information of applicants and shortlisted candidates was not self-reported by all individuals. HR requests that all BU employees complete an Employment Equity Self-Identification Questionnaire, but completion of the form is voluntary.** In addition, BU employees are not required to identify their gender when applying for tenure, promotion, sabbatical or special leave, or for BURC. In the past, the offices filling out these forms for SWRC were often required to speculate on an individual's gender. It is understood now that misgendering is disrespectful and dismissive. However, this affects how data from previous years can be interpreted. The following section uses data received from HR, which has three gender categories: women, men, and non-binary/unspecified.

Data Analysis

The data was analyzed separately for full-time and part-time members, recognizing the importance of including both groups to avoid omitting a traditionally lower-paid group of faculty members who are disproportionately women (Luna, 2006). The results were then compared, where possible, to previous SWRC studies (2004, 2009, 2014, 2019) and statistics from Statistics Canada's University and College Academic Staff System—Full-Time Staff (FT-UCASS) survey (2024), which represents the academic situation of Canadian universities. The statistical test types used to analyze the data are defined in Appendix 1.

Results and Discussions

Gender Distribution

Since the 2013/14 academic year, the proportion of women at BU has been steadily increasing. Currently, women comprise 53.4% of the full-time faculty members, up from 53.0% in 2019 and 50.0% in 2014.[2] Among part-time faculty, 66.7% (8 out of 12) are women, a decrease from 83.0% in the 2018/19 academic year. Over the past 30 years, BU has consistently and progressively worked toward balancing the gender ratio among its faculty members. BU's percentage of women faculty is notably higher than both provincial and national averages. In the 2023/24

[2] Note that the gender information of applicants and short-listed individuals was not self-reported. Data collectors applied gender categories to faculty members based on their names, mainly by assumptions.

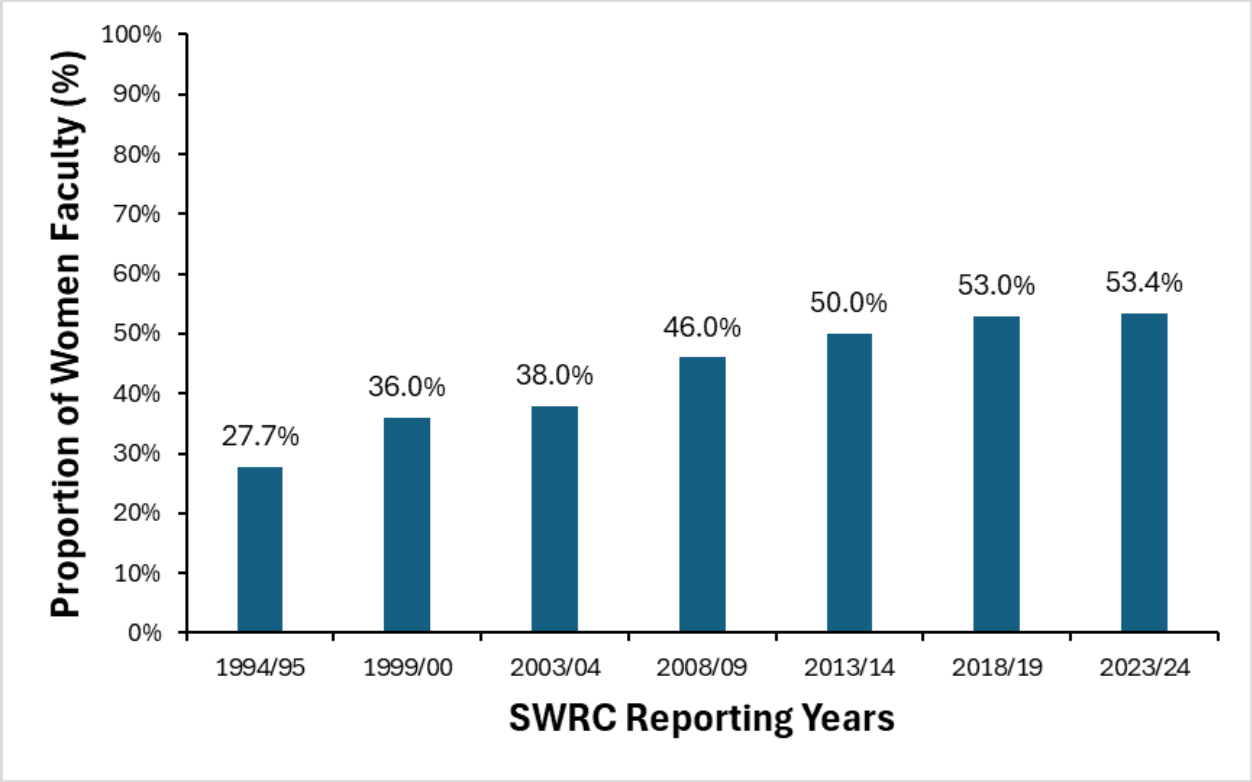

Figure 1: Proportion of Full-Time Women Faculty at BU Over the Last 30 Years

academic year, women made up 40.2% of full-time teaching staff at Canadian universities and 41.8% in Manitoba.

Excluding the Faculty of Health Studies, women constituted 43.8% of full-time faculty members which is lower than the previous report (45.2%). Of the total number of women in the Faculty of Health Studies, 59.2% are Instructional Associates (IA) and Administrative Associates (AA).

Considering only professorial ranks (Professor, Associate Professor, and Assistant Professor), women constituted 42.3% of BU's full-time faculty in 2023/24, which is a decrease from 49.7% in the 2018/19 academic year. Despite this decline, BU's proportion of women in

professorial ranks remains higher than the national average of 40.2% in the 2023/24 academic year (Statistics Canada, 2024).

Gender Distribution by Faculty and Work Unit

To determine whether the university has achieved equal representation of women and men full-time faculty members, a Chi-squared goodness of fit test was conducted with the null hypothesis stating that the percentage of men is equal to 50% and the percentage of women is equal to 50%. The results revealed the following proportions: men = 45.5%, women = 53.4%, and unspecified = 1.1%.

These results show a statistically significant difference between the observed and expected proportions of men and women, indicating that there are significantly more women than men at BU ($\chi^2 = 124.221$, $p < 0.001$).

The Chi-squared goodness of fit test was conducted at the faculty level using BU's goals, which were established in 2009 by faculties, as the expected target. SWRC has not received updated targets since then. The results indicate that gender representation is unbalanced in some faculties and departments such as the Faculty of Science, which has the least representation of women (Table 1). Also, other faculties have more women than men, specifically, in the Faculty of Health Studies, where the proportion of women far exceeds that of men. Comparing the 2023/24 proportions to those in the SWRC 2019 report, women faculty have decreased in all areas except the School of Music.

Table 1: Proportion of Women by Faculty

Faculty	BU Goal	2018/19	2023/24	χ^2	p-value
Arts	44.0%	56.0%	51.8%	0.71	0.789
Education	68.0%	58.0%	46.2%	10.23	*0.006
Science	38.0%	31.0%	24.6%	48.95	*<0.001
Health Studies	61.0%	96.0%	87.5%	31.50	*<0.001
Music	44.0%	47.0%	55.0%	0.20	0.655
Non-academic Dept.	72.0%	76.0%	56.0%	0.64	0.423

Values with * indicate statistically significant values.

Gender Distribution by Rank

Upon the date of data collection (June 1, 2024), women made up 53.4% of the total number of full-time faculty at BU. By rank, men outnumbered women at the full Professor level, while women constituted a higher percentage in all other ranks. This trend is consistent with previous SWRC reports, where women have been over-represented in lower ranks. However, the proportion of women at all professorial levels (Professor, Associate Professor, and Assistant Professor) at BU is higher than the average at Canadian universities.

A Chi-squared goodness-of-fit analysis revealed that women are represented at a higher proportion in the ranks of Associate Professor, Assistant Professor, and Instructional Associate, as shown in Table 2. (The sample sizes for Lecturer and CIS Coach were too small to include in the data.) Instructional Associates are overwhelmingly employed in Health Studies, which is

comprised predominantly of women. As more women have been hired in recent years, 66.7% between 2009–2013 and 59.2% between 2014–2018 (SWRC Quinquennial report 2019 (Updated) p. 24), it is expected that they would continue to increase their representation at higher professorial and professional ranks as time goes on. If so, the proportion of women hired at Assistant Professor level in recent decades could translate into similar proportions at Associate and full Professor. While the increase in women at the Professor rank from 28% in 2018/19 to 36% in 2023/24 reflects a positive increase, and is above the national average of 31.6%, women continue to be represented at a higher proportion at the Associate and Assistant ranks. This trend has been consistent over the last ten years. In 2013/14, women were 60% of all Assistant Professors and in 2018/19 that increased to 65%. In 2013/14, women were 43% of all Associate Professors and in 2018/19 that also increased to 53%. While the increase in hiring women will influence the representation at the Assistant rank, this is a trend that will need monitoring in the next report to ensure women continue to progress through all ranks at a consistent rate. Recent research indicates that women are often “lost” between Associate and full Professor meaning they remain in employment but are not being promoted (Evans Ogden, 2025).

Table 2: Proportion of Full-Time Women by Rank

Rank	2018/19	2023/24	χ^2	p-value	National Reference**
Professor	28%	36.1%	4.738	0.30	31.6%
Associate Professor	53%	52.2%	29.304	*<0.001	43.5%
Assistant Professor	65%	53.7%	20.111	*<0.001	51.0%
Lecturer	-	-	-	-	
PA	55%	60.0%	0.800	0.371	
AA	58%	66.7%	1.333	0.248	
IA	79%	73.5%	7.529	*0.006	
CIS/Coach	-	-	-	-	

Values with * indicate statistically significant values.
National reference Source**: Statistics Canada (2024).

Gender Distribution by Salary Scale

To determine whether there is equal distribution among all genders regarding the salary scale, a Chi-squared goodness of fit test was conducted. The results indicated that women are underrepresented at the Professor/PA IV level and overrepresented at the Assistant Professor/PA II/AA II/CIS II/IS IV, Lecturer/PA I/AA I/CIS I/IA III, and IA II/IA I levels. The Associate Professor/PA III/CIS III level shows no significant difference in the proportion of women, suggesting equal representation at this level.

Specifically:

- At the Professor/PA IV level, there is a statistically significant difference, indicating that

women are underrepresented compared to the expected proportion of 50% ($\chi^2 = 4.00$, $p = 0.046$).

- At the Assistant Professor/PA II/AA II/CIS II/IS IV level, there is a highly significant difference, indicating that women are overrepresented compared to the expected proportion ($\chi^2 = 42.938$, $p < 0.001$).
- At the Lecturer/PA I/AA I/CIS I/IA III level, there is a statistically significant difference, indicating that women are overrepresented compared to the expected proportion ($\chi^2 = 4.571$, $p = 0.033$).
- There is a statistically significant difference at the IA II/IA I level, indicating that women are significantly overrepresented compared to the expected proportion ($\chi^2 = 6.400$, $p = 0.011$).

Table 3 highlights the information on the proportion of women being paid at each salary scale and the corresponding statistical significance among women and men. Of all the BUFA members at BU, this table shows the proportion of women paid at each salary scale.

Table 3: Proportion of Women per Salary Scale

Salary Scale	Proportion	χ^2	p-value
Professor/PA IV	37.5%	4.000	0.046*
Associate Professor/PA III/CIS III	52.6%	0.205	0.651
Assistant Professor/PA II/AA II/CIS II/IS IV	56.3%	42.938	<0.001*
Lecturer/PA I/AA I/CIS I/IA III	78.6%	4.571	0.033*
IA II/IA I	90.0%	6.400	0.011*

Gender Distribution of New Hire Faculty

Since 1994, BU has steadily increased the proportion of women faculty hired, as illustrated in Figure 2. A simple linear regression was performed for all members to assess the relationship between hires within the given five-year ranges and the proportion of women hired. Overall, the results indicated a positive association between the range of hiring years and the proportion of women faculty.

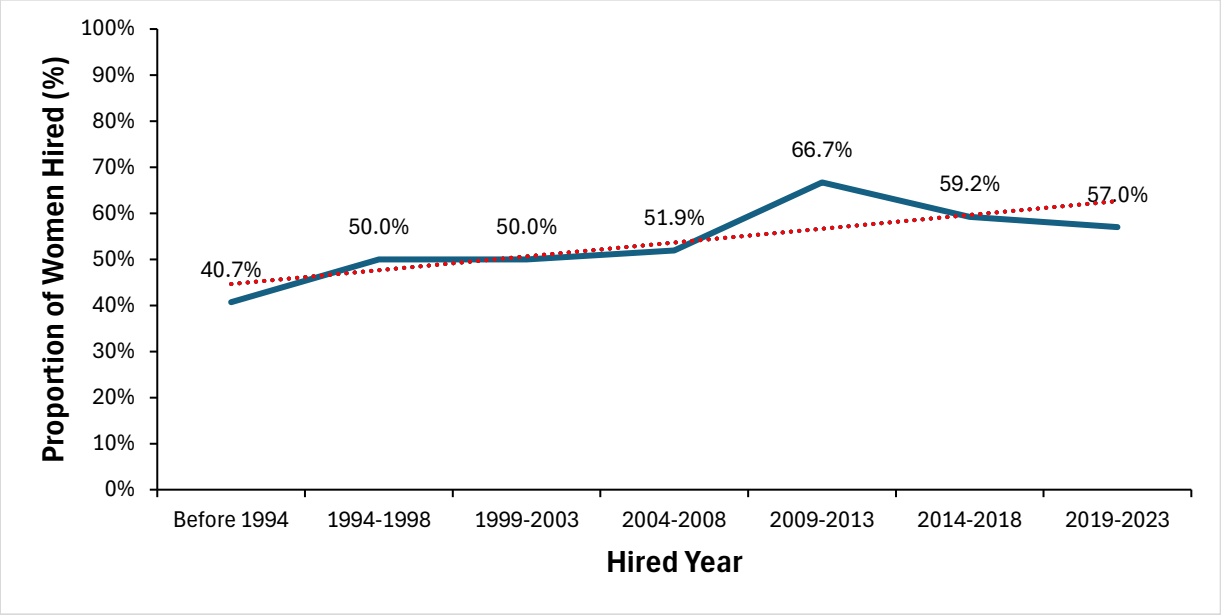

Figure 2: Trend in the Proportion of New Hire Women from 1994-2023 (All Members)

Given that the Faculty of Health Studies is predominantly women and has been growing over the past 30 years, we hypothesized that this might have influenced the positive trend. To investigate this, we conducted a linear regression excluding members of the Faculty of Health Studies. The regression results still indicate a positive association between the range of hiring years and the proportion of women faculty. Specifically, for each additional year, the proportion of women faculty increases by 1.3 times, and this increase is statistically significant ($t=1.312$, $p<0.001$). This suggests that the Faculty of Health Studies plays a significant role in the positive trend.

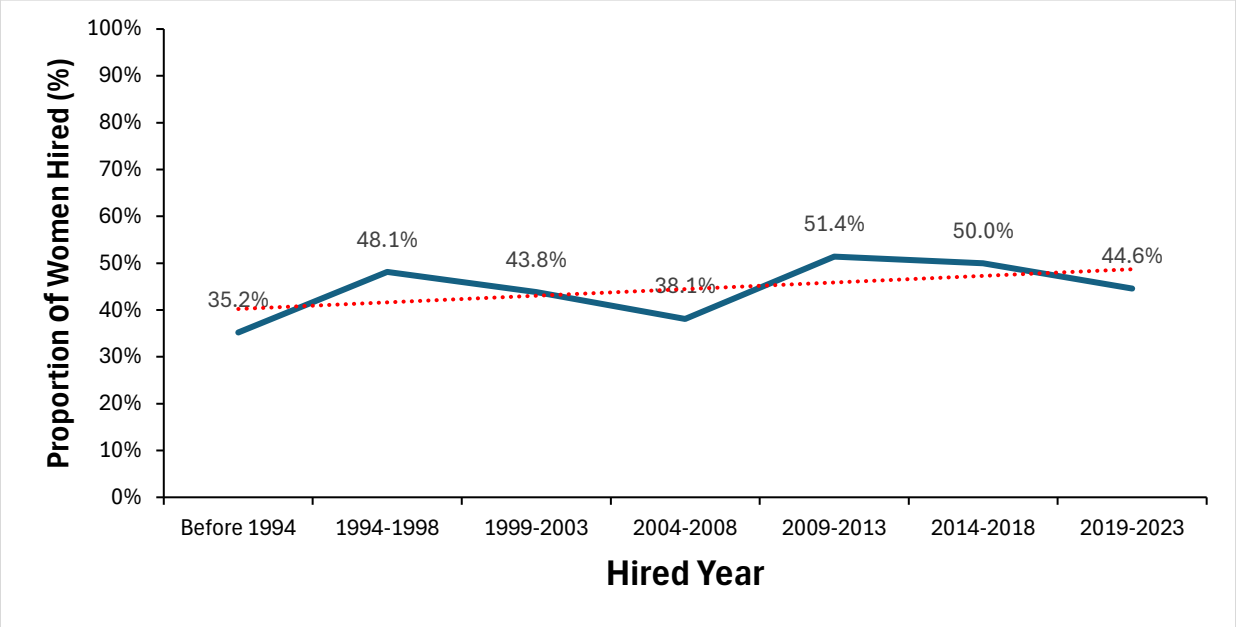

Figure 3: Trend in the Proportion of New Hire Women from 1994-2023 (excluding the Faculty of Health Studies)

Salary

To determine whether there was an equal salary distribution between women and men at the professorial ranks a normality test was performed. The Shapiro-Wilk test indicated that salaries were not normally distributed across genders ($p = 0.018$). Consequently, a Mann-Whitney U test was conducted to investigate differences in mean ranks. The results showed no statistically significant difference in salary between women and men. This indicates that despite the obvious differences in the salary distribution between men and women, these differences are not statistically significant for all professorial ranks: Professors ($z = 545.5$, $p = 0.074$), Associate Professors ($z = 538.5$, $p = 0.701$), and Assistant Professors ($z = 4.827$, $p = 0.089$), as shown in Table 4.

Table 4: Average Annual Salary in Professorial Ranks by Gender for Full-time Faculty Members

Rank	Women	Mean Rank	Men	Mean Rank	p-value
Professor	$158,548 (N=22)	25.70	$167,926 (N=39)	33.99	0.074
Associate Professor	$128,417 (N=34)	31.66	$130,531 (N=30)	33.45	0.701
Assistant Professor	$99,035 (N=29)	31.78	$95,270 (N=22)	23.02	0.089

Table 5: Average Annual Salary in Professional Ranks by Gender for Full-Time Faculty Members

Rank	Women	Mean Rank	Men	Mean Rank	p-value
Coach		-	$125,153 (N=4)	-	-
PA IV	$140,518 (N=2)	-	$142,757 (N=1)	-	0.479
PA III	$112,385 (N=9)	-	$113,717 (N=6)	-	0.470
PA II	$64,772 (N=3)	2.00	$108,735 (N=4)	.50	0.032*
AA IV	$113,811 (N=1)	-	-	-	-
AA III	$108,733 (N=1)	-	-	-	-
AA II	$81,008 (N=7)	6.71	$90,479 (N=7)	8.29	0.482
AA	$70,865 (N=1)	-	-	-	-
IA IV	$100,735 (N=8)	6.25	$106,573 (N=5)	8.20	0.435
IA III	$84,309 (N=11)	7.91	$80,139 (N=3)	6.00	0.473
IA II	$76,658 (N=11)	6.00	$116,349 (N=1)	12.00	0.108

Note: Coach, AA IV, AA III, and AA had only one gender category each, therefore, no statistical test could be conducted.

Using independent t-tests and Mann-Whitney U tests where appropriate, we determined whether the differences in salary by gender were significant at the various ranks. The result indicated no statistically significant difference in salary among all ranks except at the PA II rank, as shown in Table 5. This suggests no significant difference in the salary distribution across genders for all ranks except the PA II rank.

Across all ranks and salary scales, full-time women faculty members consistently earned approximately 9.0% less than their men counterparts. However, these disparities could be attributed to differences in years of service between women and men members. For instance, per the Collective Agreement Appendix F (2024), if one Assistant Professor has been employed for three years and another Assistant Professor has been employed for one year, there would be a 4.6% salary difference between them.

Years of Service

Full-time women faculty members have worked at BU for an average of 12.4 years (SD = 0.84), while men have worked for an average of 14.48 years (SD = 0.98). Exploration of the data showed normal distribution. Therefore, an independent sample t-test was run to identify statistically significant differences in the number of years faculty have worked at the university. The mean difference of the years of service between women and men is -2.11, suggesting that on average, women have 2.11 fewer years of service compared to men. The independent t-test results suggest that there is a marginally significant difference in years of service between women and

men ($t = -1.65$, $df = 244$, $p = 0.05$). This difference in years of service is expected, given that historically, more men than women were hired before 1994.

When examining the average years of service by rank, the data showed a normal distribution across all ranks. Consequently, an independent t-test was conducted to determine if there were any statistically significant differences in years of service between women and men across ranks. The results revealed no significant differences for all ranks. This information is highlighted in Table 6.

The rank of each faculty member was identified in June 2024. Average years is the average number of years faculty members have spent in their rank at BU as of June 2024.

Table 6: Average Years of Service by Gender and Rank, Full-Time Faculty Members as of June 2024

Rank	Women	Men	Unspecified	p-value
Professor	22.4 (N=23)	26.5(N=39)	-	0.727
Associate Professor	13.8 (N=33)	13.4 (N=30)	-	0.620
Assistant Professor	8.9 (N=28)	5.1 (N=21)	2.2 (N=3)	0.055
Coach/CIS	-	13.0 (N=3)	-	-
PA IV	17.2 (N=2)	14.83 (N=1)	-	0.925
PA III	14.5 (N=9)	10.6 (N=6)	-	0.426
PA II	2.3 (N=3)	14.5 (N=4)	-	0.105
AA IV	12.0 (N=1)	-	-	-
AA III	20.0 (N=1)	-	-	-
AA II	7.9 (N=7)	10.9 (N=7)	-	0.285
AA	1.5 (N=1)	-	-	-
IA IV	11.3 (N=8)	19.3 (N=5)	-	0.83
IA III	5.5 (N=11)	3.6 (N=3)	-	0.588
IA II	6.2 (N=11)	6.5 (N=1)	-	0.489

Note: Coach, AA IV, AA III, and AA had only one gender category each so no statistical test could be conducted.

Starting Rank

A total of 65 faculty members were hired between 2019 and 2024, comprised of 37 women, 25 men, and three individuals of unspecified gender, as shown in Table 7.

Due to small sample sizes, it was only possible to test for significant differences in gender distribution among the newly hired faculty within Assistant Professor and Instructional Associate ranks. A Chi-squared goodness of fit test for these ranks revealed significant gender distribution differences. At the Assistant Professor rank, more men were hired than women ($\chi 2 = 8.688$, $p = 0.013$) and at the IA rank, women were the majority of hires during the period under review ($\chi 2 = 4.00$, $p = 0.04$).

Table 7: Proportion of Full-Time Hired Faculty Members by Starting Rank and Gender

Rank	Women n (%)	Men n (%)	Unspecified
Professor	1(100%)	0	0
Associate Professor	2(66.7%)	1(33.3%)	0
Assistant Professor	13(40.6%)	16(50.0%)	3(9.4%)
Lecturer	0	0	0
IA	12(75.0%)	4(25.0%)	0
PA	5(71.4%)	2(28.6%)	0
AA	4(66.7%)	2(33.3%)	0
Coach/CIS	0	0	0

Note: No new hires as Lecturer or Coach occurred between 2019 and 2024.

Starting Salary Step

The salary scale increases each year, and individuals hired in the same position at the same salary step will have different starting salaries depending on the year they were hired. As a result, the starting step is compared between the genders instead of their starting salary. A Mann-Whitney U test was run to determine differences in starting steps between the genders for the traditional professorial rank. The median salary step was not statistically different between men and women $U = 90.50$, $z = -0.845$, $p = 0.398$.

Figure 4 compares the starting salary steps of faculty hires among genders at all professorial ranks. Men were predominantly hired at higher steps, particularly Step 9, where they had the highest count (5), while women had fewer hires at that level. Conversely, women were more evenly distributed across the lower steps, such as Steps 5 and 7. In several steps, such as Steps 11 and 13, women had a presence while men did not, indicating a more diverse distribution for women at some levels. Overall, men were more concentrated at higher salary steps, while women showed broader representation across multiple steps.

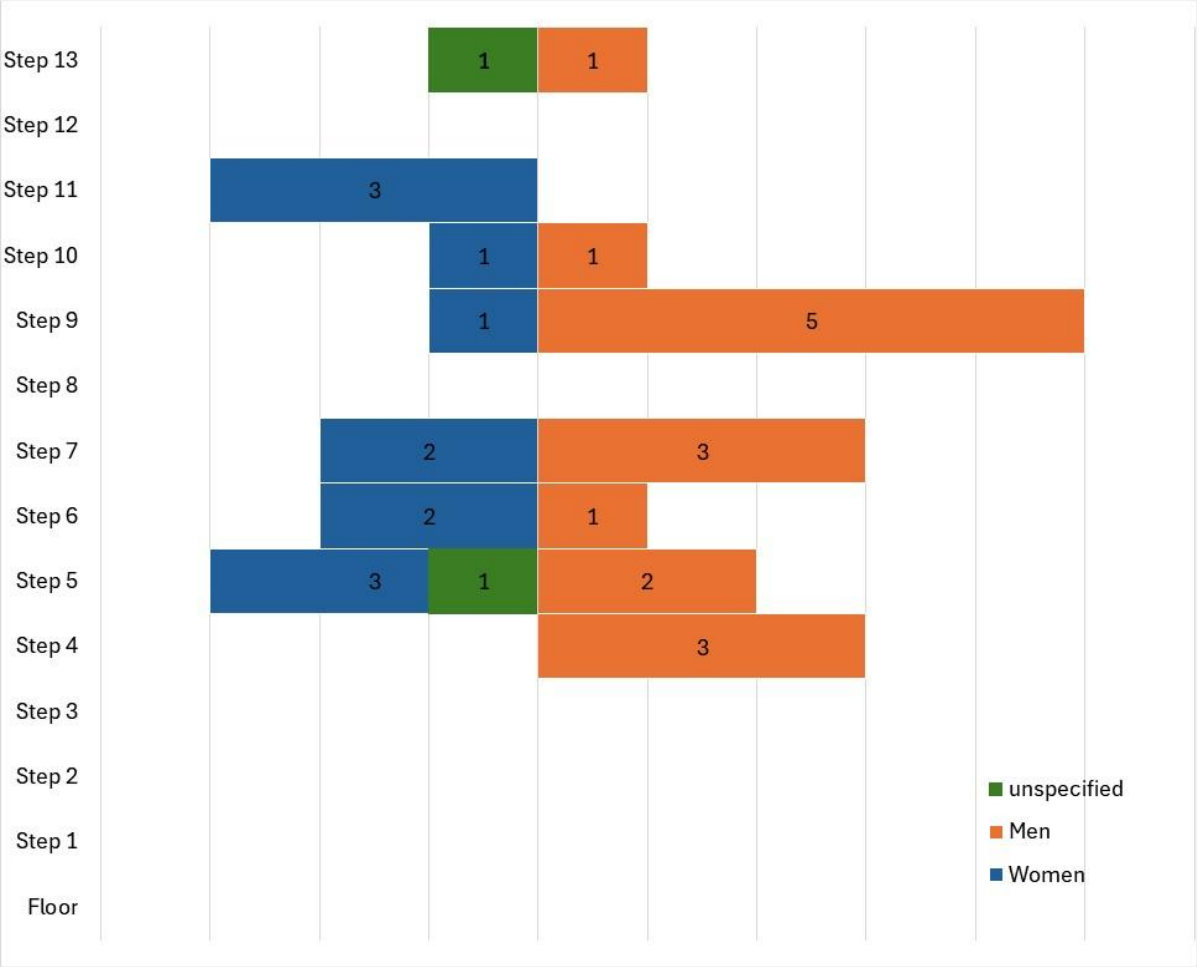

Figure 4: Starting Salary Step by Gender for all Professorial Ranks Hired Between 2019–2024

Predicting Current Salary

Table 8 presents the regression results predicting the current salary of full-time faculty members who were hired between 2019 and 2024. The purpose of this is to determine which factors (such as highest degree attained, years of service, faculty, etc.) affect salary and to determine if gender is a factor on predicting current salary. Two models are compared: Model 1, which includes fundamental predictors, such as degree attained and years of service, and Model 2, which adds gender as an additional variable. The coefficients represent the estimated effect of each variable

on salary, while the significance values (Sig.) indicate whether these effects are statistically meaningful.

The constant term, representing a baseline salary when all predictor variables are zero, is statistically significant in both models ($p < 0.001$). Model 1 estimates this base salary at $28,393.83, while Model 2 provides a slightly higher estimate of $28,842.84. This suggests that, regardless of other factors, faculty members start with a base salary within a similar range.

The impact of the highest degree of faculty members on salary appears to be minimal. In Model 1, the degree adds $4,462.75**,** while in Model 2, the increase is slightly higher at $4,510.89. However, the effect is not statistically significant ($p = 0.599$ and 0.651, respectively), indicating that the degree attained by faculty members does not meaningfully influence their salary. Similarly, the faculty that members belong to does not have a strong impact, with a salary increase of approximately $1,334 in Model 1 and $1,344 in Model 2. Since both models show non-significant results ($p = 0.551$ and 0.568), the faculty in which faculty members work does not appear to play a major role in determining salary.

The years of service that a faculty member has worked in BU has a coefficient of 0.000 in both models, suggesting no measurable effect on salary. Additionally, the high p-values (0.857 and 0.885) confirm that this variable does not significantly contribute to salary differences. Similarly, the starting salary step variable shows a slight positive effect on salary, with increases of $895.55 in Model 1 and $908.75 in Model 2 per step. However, since these results are not statistically significant ($p = 0.180$ and 0.220), the starting salary step does not appear to be a strong determinant of current salary.

One variable that stands out as having a significant effect on salary is the rank of a faculty member**.** In Model 1, a higher rank is associated with a $10,086.47 increase in salary, and in Model 2, this effect grows slightly to $10,234.49. With p-values of <0.001 and 0.001, respectively, rank is the only variable that consistently and significantly impacts salary. This suggests that faculty members with higher ranks earn substantially more than those with lower rank.

In Model 2, gender is introduced as an additional variable, with a coefficient of $3,700.81**,** suggesting that gender may play a role in salary determination. However, the p-value of 0.434 indicates that this effect is not statistically significant, meaning that gender does not have a strong impact on salary in this dataset.

Overall, the regression results suggest that rank is the most important predictor of salary, while degree, faculty status, years of service, and starting salary step have little to no significant effect. The inclusion of gender in Model 2 does not substantially improve the model, as indicated by the slight increase in the constant term. This implies that gender does not meaningfully influence salary in this context.

Table 8: Regression Results Predicting Current Salary for Full-Time Faculty Members Hired Between 2019–2024

Variable	Model 1		Model 2	
	Coefficient	Sig.	Coefficient	Sig.
Constant	28393.835	<0.001*	28842.839	<0.001*
Highest Degree Attained	4462.749	0.599	4510.892	0.651
Faculty	1334.117	0.551	1343.762	0.568
Years of Service	0.000	0.857	0.000	0.885
Starting Salary Step	895.553	0.180	908.754	0.220
Starting Rank	10086.473	<0.001*	10234.493	0.001*
Gender	-	-	3700.810	0.434

Type of Appointment

Figures 5 and 6 indicate the type of appointments held by all faculty members at BU according to gender. Figure 5 is the analysis of the type of appointment for all faculty members, and Figure 6 excludes faculty members from Health Studies.

A key observation is that the proportion of women in tenured positions increases significantly when Health Studies is excluded. 53.8% of women hold tenured appointments, compared to 68.1% of men who hold this same type of appointment. However, when Health Studies faculty members are removed, the percentage of women in tenured roles rises to 68.2%, with men at 69.7%. This suggests that within Health Studies, women may be underrepresented in tenured positions.

For continuing appointments, women hold a much higher proportion among all faculty members, with 28.5% compared to 8.6% for men holding this type of appointment. However, when Health Studies are excluded, the percentage of women in continuing positions drops significantly to 13.0%, while men decrease slightly to 6.4%. This indicates that a substantial number of women in Health Studies hold continuing appointments, which may differ from trends in other departments.

Regarding term appointments, there is a slight increase for both genders when Health Studies are excluded. Initially, 5.4% of women hold term appointments, while men hold 14.7% of term appointments. After excluding Health Studies faculty members, these values increase to 8.2% for women and 15.6% for men, suggesting that term positions are slightly more prevalent outside Health Studies.

Probationary appointments remain relatively stable across both graphs. For all faculty members, women hold 12.3% of probationary positions, while men hold 8.6% of these same positions. When Health Studies faculty members are excluded, these numbers change only slightly to 10.6% for women and 8.3% for men, indicating minimal impact from the removal of Health Studies faculty on this category of appointments.

Overall, the most significant change occurs in tenured and continuing appointments, highlighting that women in Health Studies are more likely to hold continuing positions rather than tenured ones. Meanwhile, term and probationary appointments are only slightly affected by the exclusion of Health Studies faculty.

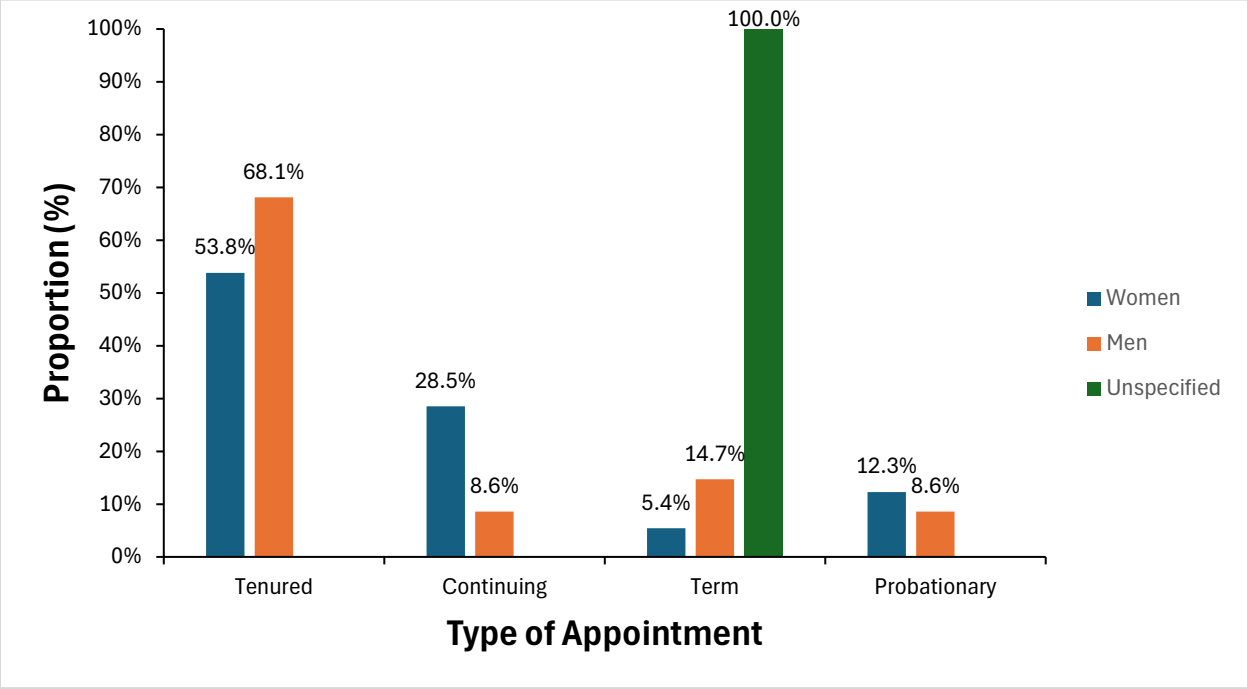

Figure 5: Type of Appointment by Gender.

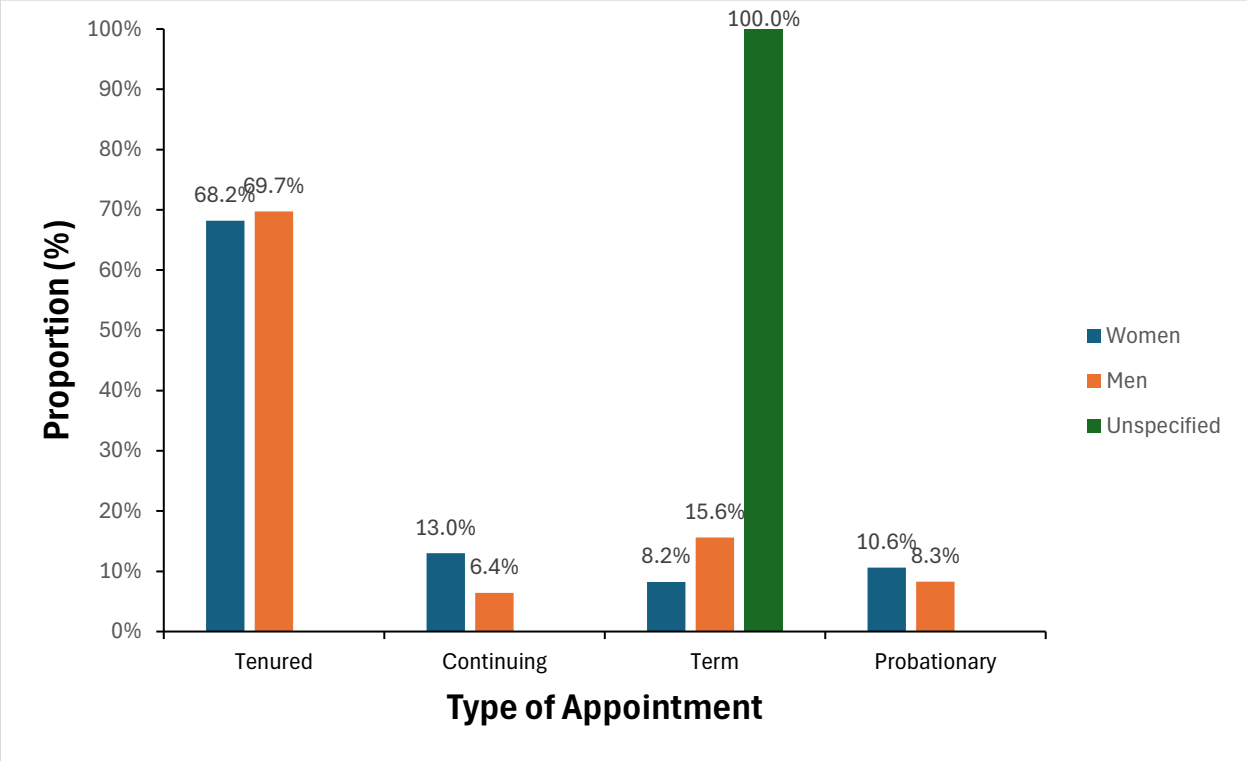

Figure 6: Type of Appointment by Gender Excluding the Faculty of Health Studies.

Highest Degree Attained

Generally, to attain high-ranking faculty positions at BU, a doctoral degree is necessary. Previous SWRC reports have shown that women were commonly more represented in the IA, AA, and PA ranks, which do not require a doctoral degree. Among men, a higher percentage have attained a doctoral degree compared to women. Among women, a higher percentage have attained master's and bachelor's degrees as their highest education compared to men. Only women have attained a diploma as their highest education in this sample.

The doctor of philosophy (Ph.D.) degree is the most common highest degree attained among faculty members, followed by master's, bachelor's, and diplomas. The distribution of degree attainment varies significantly between genders as seen in Figure 6. There is a statistically significant association between gender and the highest degree attained. The observed distribution of the highest degrees attained across different genders is unlikely to have occurred by chance ($N = 249$, $\chi 2 = 26.550$, $p = <0.001$). This means a meaningful connection exists between a faculty member's gender and the highest level of education they have completed. The way educational levels are spread among different genders is implausible to be random.

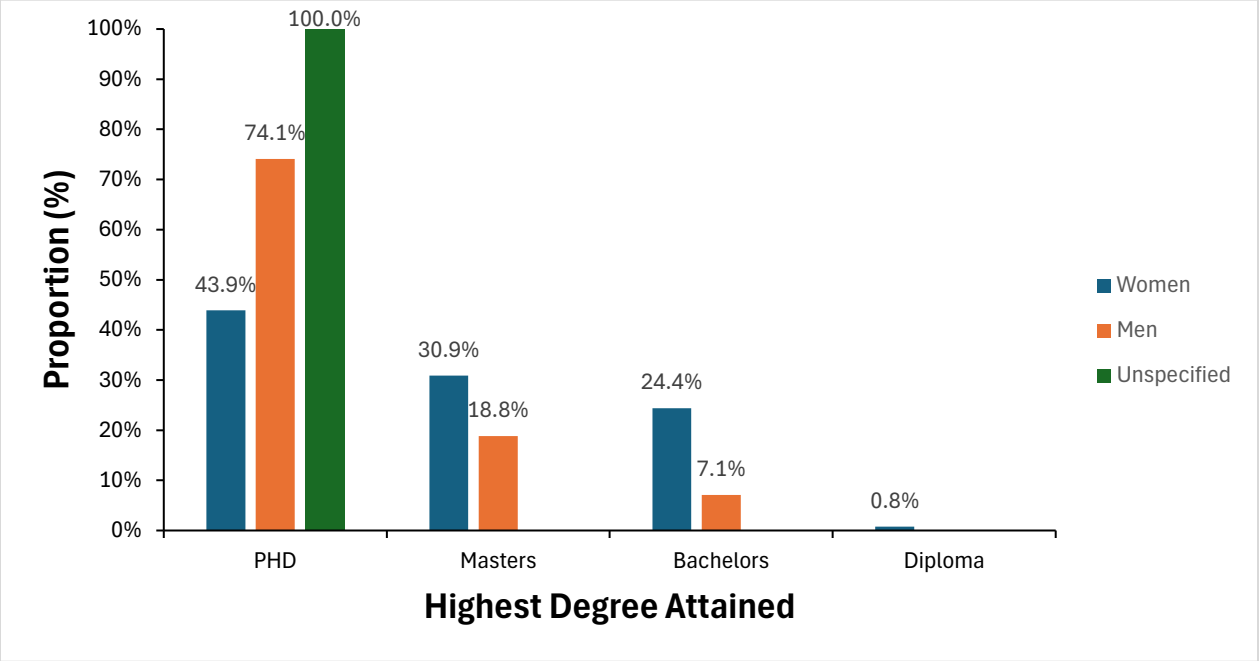

Figure 7: Highest Degree Attained by Gender

Highest Degree Attained by Gender at BU Excluding Health Studies, 2019-2024

When we left out the Faculty of Health Studies from our study, we found that men and women had similar levels of education. This means there was no statistically significant difference in the highest degrees they earned ($N = 198$, $\chi^2 = 7.224$, $p = 0.124$).

Contract Credit Hours (Overload)

The average contract credit hours (overload) worked by faculty members in BU over the past five years ranged between 4.07 to 5.64 for women and 4.10 to 5.80 hours for men as shown in Table 9.

Table 9: Yearly Average Overload by Gender

Academic Year	Women	Mean Rank	Men	Mean Rank	p-value
2019/20	4.07 (N=33)	33.71	4.10(N=32)	32.27	0.758
2020/21	5.64 (N=33)	28.30	5.80(N=19)	23.37	0.258
2021/22	4.68 (N=29)	28.48	4.80(N=30)	31.47	0.53
2022/23	4.34(N=31)	29.68	4.52(N=28)	30.36	0.879
2023/24	4.68 (N=46)	34.21	4.68(N=24)	37.98	0.460

To determine whether the contract credit hours were equally distributed among women and men at BU, a normality test was performed. This test indicated that the contract credit hour distribution was not normally distributed. Thus, a Mann-Whitney U test was done to determine if the differences in the contract credit hours between women and men were significant based on the null hypothesis that the contract credit hours for both women and men are equal. The test results indicated no statistically significant differences in the number of contract credit hours worked among women and men, as seen in Table 9.

Given that the Faculty of Health Studies is predominantly women and has more contract academic staff and faculty covering contract credit hours, we hypothesized that this might have some influence on the averages and mean ranks of the contract credit hours among women and men. To investigate this, we conducted yearly independent tests excluding members of the Faculty of Health Studies since the data became normally distributed after their exclusion from the analysis. Results from this analysis indicated that the average contract credit hours worked

by faculty members at BU excluding Health Studies for the past five years ranged between 3.36 to 6.13 for women and 4.30 to 6.17 hours for men as shown in Table 10.

Regarding the differences in the contract credit hours between women and men, the results showed no statistically significant differences in the number of contract credit hours worked except in the 2021/22 academic year when there was a marginal difference between women and men ($p = 0.05$). This suggests that in the 2021/22 academic year, the number of contract credit hours that men worked was higher when compared to the number of hours that women worked.

While men have worked a higher average of overload credit hours, the number of women who have worked overload credit hours is higher. For example, in 2023/24, 46 women worked overload hours while only 24 men did. When the Faculty of Health Studies is excluded for the same year, the numbers are closer to equal; 17 women and 19 men worked overload hours.

Table 10: Yearly Average Overload by Gender (Excluding the Faculty of Health Studies)

Academic Year	Women	Men	p-value
2019/20	4.37 (N=13)	4.30 (N=28)	0.411
2020/21	6.13 (N=8)	5.70 (N=17)	0.432
2021/22	3.36 (N=24)	5.67 (N=24)	0.050
2022/23	4.20 (N=13)	4.89 (N=20)	0.367
2023/24	4.68 (N=17)	6.17 (N=19)	0.271

Success in Achieving Tenure

Table 11 highlights successful tenure applications for both professorial and professional faculty members. Over the last five years (2019-2024), faculty members made twenty-seven tenure applications. Eighteen women and nine men applied, and all applications were granted, resulting in a 100% success rate. This finding is in line with SWRC's past reports.

Over the same period, there were five successful tenure applications out of seven for professional faculty members.

Table 11: Tenure Success Application Rate for Professorial and Professional Faculty Members by Gender

Professorial Ranks				**Professional Ranks**			
Gender	Applied	Granted	Success rate	Gender	Applied	Granted	Success rate
Women	18	18	100%	Women	4	4	100%
Men	9	9	100%	Men	3	1	33%

Years Before Tenure

Over the past five years, considering only professorial ranks, men faculty members have worked at BU for an average of 2.80 years before being granted tenure (SD = 1.29), and women faculty members have worked at BU for an average of 4.26 years before granted tenure (SD = 2.69). There is no statistical difference between men and women in the years before receiving tenure ($p = 0.756$).

For the professional ranks, men faculty members have worked for an average of 8.39 years before being granted tenure (SD = 8.67), and women faculty members have worked at BU for an average of 4.31 years before being granted tenure (SD = 0.30). There is a statistical difference between the years worked before tenure among faculty members of the professional ranks ($p = 0.007$).

On average for both professional and professorial ranks, women obtained their tenure after 4.27 years (SD = 2.47), while men obtained their tenure after 4.33 years (SD = 4.80).

Promotion Success Rate

A total of 40 faculty members applied for promotion from 2019 to 2024: 20 women and 20 men. All 20 applications by women were granted and 15 of 20 applications by men were granted. The promotion success rate for women was 100% while men only achieved 75% success rate. The data does not indicate if members who were denied promotion reapplied in a subsequent year. This information is illustrated in Table 12.

Table 12: Promotions Success Application Rate by Gender

Gender	Applications received	Granted	Denied	Total success rate
Women	20	20	0	100%
Men	20	15	5	75%

Years Before Promotion

Considering the professorial ranks, men faculty members worked for an average of 6.82 years before gaining promotion to the Associate Professor rank (SD = 6.61), and women faculty members worked for an average of 8.26 years before being granted promotion to the same rank (SD = 4.92). For the Professor rank, men faculty members worked for an average of 11.75 years before gaining promotion to full Professor (SD = 6.40), and women faculty members worked for an average of 13.30 years before being granted promotion to the same rank (SD = 7.02). These differences in years before promotion are not statistically significant. For the professional ranks, three men faculty members at the U Sports Coach rank worked between 5 and 15 years before being granted promotion.

Overall, for all ranks in both professional and professorial, the average number of years women took to obtain their promotion was 9.20 years (SD = 6.78), while men obtained their promotion after 9.60 years (SD = 6.07).

BURC Research Fund Application

From 2019 to 2024, 154 grant applications were received by BURC for research funds. This included 65 women and 89 men. Of these numbers 58 applications by women were granted and 57 applications by men were granted. The success rate of research funds for women was 89.2% while men only achieved a 64% success rate. This information is illustrated in Table 13.

Table 13: Success Rate of BURC Research Funds Applications by Gender

Gender	Applied	Granted	Denied	Total success rate
Women	65	58	7	89.2%
Men	89	57	32	64.0%

PART II: SURVEY

Methodology: Procedure

Data Collection and Data Collection Instrument

SWRC developed an electronic survey consisting of 31 questions to assess multiple domains related to equity at BU, including the working, research, and teaching environments as well as goals, unique challenges, overall satisfaction, and future ideas for improving the working environment (see Appendix 2).

Information about the survey and the link to complete it via Survey Monkey was emailed to all 261 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 2 to May 31, 2024. It examined equity from a more personal approach, in comparison to the statistics in Part I of this report, to obtain a more comprehensive understanding of individual experiences at BU.

Measures

Working, Research, and Teaching Environments

The first three questions were 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, multiple-choice, and open-ended questions. Participants used a 5-point Likert scale to rate the significance of specific factors affecting their

experience, including Human Resources, Dean, Chair, Mentor(s), Colleagues, Salary, Training Opportunities, Professional Development Opportunities, Departmental Policies, Workload, and Professional Development Allowance (PDA), where (-2) = Very Negative Impact, (-1) = Somewhat Negative Impact, (0) = Neutral, (1) = Somewhat Positive Impact, and (2) = 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 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.

Work Distribution

The fifth question assessed participants' work distribution over the last two years, where they could indicate the approximate percentage of time spent on teaching, research, and service, or select from a list of other duties associated with their position.

Unique Challenges

Participants were asked to comment on any unique challenges they experienced through 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.

Respondents were able to skip any questions they did not want to answer. As a result, the percentages for some questions will not be equal to the total number of respondents for the survey.

Data Processing and Analysis

The dataset was retrieved from Survey Monkey following the survey administration. The data export function was utilized to download the responses in comma-separated values (CSV) format, which was subsequently imported into Microsoft Excel for initial processing. The data was cleaned in MS Excel and imported into SPSS for detailed coding where each variable was assigned a meaningful name and label. Categorical variables were assigned descriptive value labels for clarity. Necessary recoding was performed to ensure consistent variable formats and to prepare for specific analyses. The coded dataset in SPSS was exported to STATA 15 and saved as a STATA file (.dta) using the "Save As" function in SPSS.csv. Answers from the work, research, and teaching environment and the safety of the work environment were recategorized and analyzed as “positive, neutral, and negative.”

In STATA 15 and SPSS, a comprehensive analysis was performed. Summary statistics were calculated for all variables, including means, medians, standard deviations, and frequency

distributions. Various statistical tests such as t-tests, Pearson's Chi-squared tests, and regression analysis were conducted to explore relationships and test hypotheses. A Somer's D test was run to determine the factors associated with working, research, and teaching environments.

Data visualizations were created to illustrate key findings and trends, including tables, histograms, and bar charts. Qualitative data were subjected to thematic analysis to identify patterns, trends, and emerging themes.

Results and Discussion

Participants' Demographic Information

Gender and Faculty/School/Work Unit of Participants

Of the 261 faculty members at BU, 73 (27%) participated in the survey. The survey invited respondents to select from the following categories when identifying their gender: woman; man; transgender; non-binary/non-conforming; not listed; and prefer not to answer; along with an option to select "other" where they could indicate their gender. Of the respondents, 49 (67%) identified as women, 11 (15%) as men, and 13 (17%) selected one of the remaining responses or chose not to answer the question. The data from the 13 respondents are compiled into one category not to simplify anyone's individual experience, but rather to protect their identity as some respondents did not want their gender identified. Since there are more than seventy genders that non-binary people can identify with, and countless affirmative ways to identify, listing individual responses would put their anonymity at risk, particularly within BU's small campus. Men participants were mostly from the Faculty of Science (5.52%), whereas women

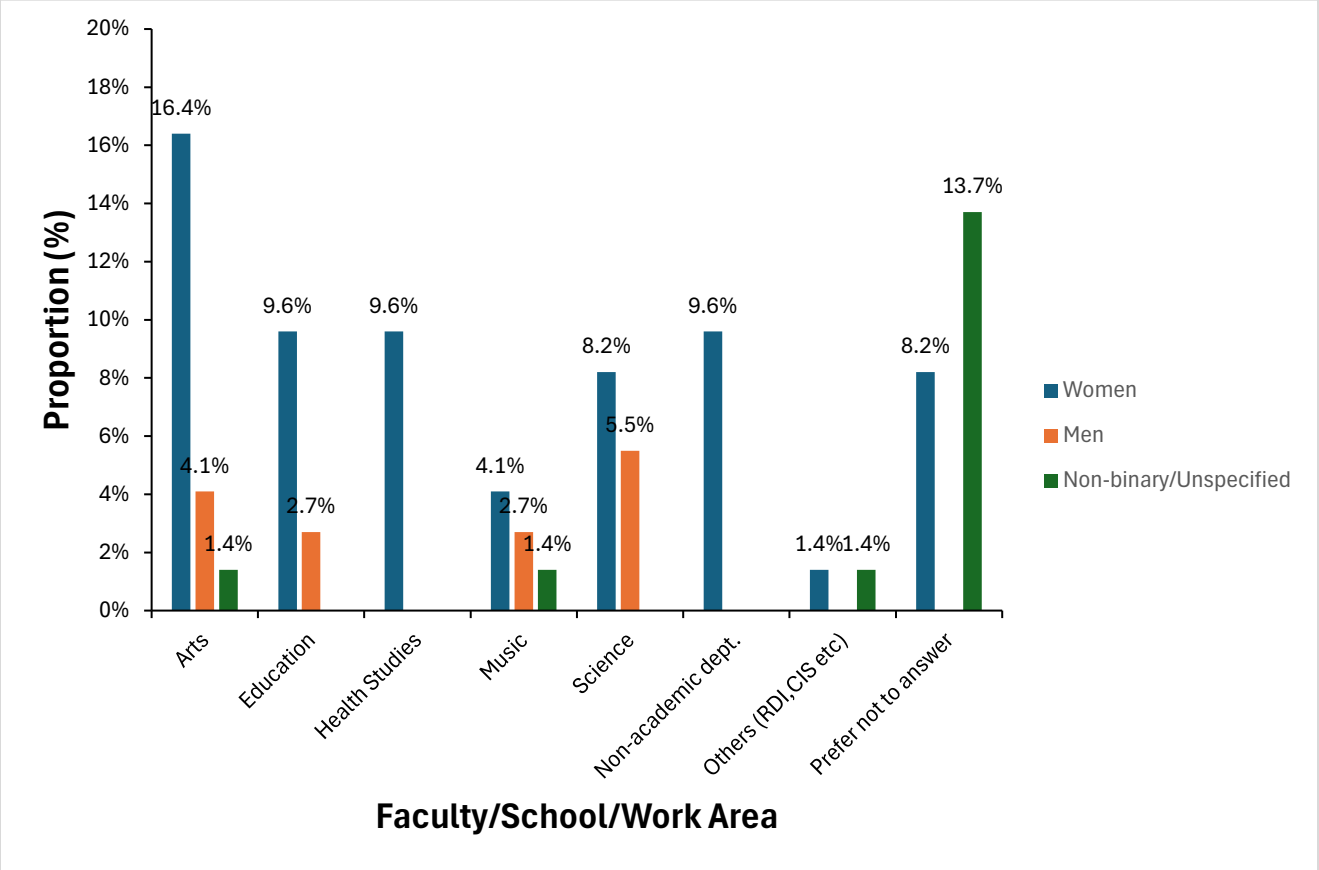

Figure 8: Distribution of Respondents by Gender and Faculty

participants were predominantly from the Faculty of Arts (16.4%) (Figure 8). Most of the respondents were Associate (38.4%) or Assistant (28.8%) who have been in their rank at BU between 1 and 14 years.

Rank of Participants

Of the 73 participants, 59 (80.8%) were willing to indicate their professional ranks. Women respondents were represented across all ranks, however, most of them were Associate Professors 42% (20/48), and Assistant Professors 42% (20/48) compared to the men respondents who had their highest representation at the Associate Professor level 45% (5/11) (Table 14).

Table 14: Distribution of Respondents by Rank

Gender	Lecturer/ PAI/AAI/IA III	Assistant Professor	Associate Professor	Professor	Unknown
Women	1	20	20	3	3
Men	0	1	5	2	2
Non-binary/ Unspecified	0	0	2	0	2

Working Environment

Tables 15, 16, and 17 present insights into how various factors influence the working environment of women, men, and non-binary/unspecified gender faculty members at Brandon University. By comparing the percentages of positive, neutral, and negative responses, we can identify important trends and disparities among these groups. Respondents also had the option to select "Not Applicable" if a factor had no influence on the given environment. The following results and discussion indicate the percentages of respondents who selected "positive", "negative", or "neutral" for the following factors. Note the organization of factors in each table appears in order of positive ranking from the highest positive impact to the least for each gender group.

Mentorship emerges as a consistently positive factor across all gender groups. Men reported a 100% positive experience with mentors on their working environment, with no neutral or negative responses, making it the most unanimously positive factor for this group. Non-binary/unspecified respondents also viewed mentorship favorably, with 80% indicating a positive impact and the remaining 20% being neutral. Women, while also showing a largely positive

response (72.7%), had a slightly lower positivity rate and a notable 27.3% who felt neutral. None of the groups reported any negative experiences with mentorship, underscoring its universal value.

When evaluating the support received from department Chairs, all groups expressed high levels of satisfaction, although to varying degrees. Non-binary/unspecified gender respondents reported the most positive perception (77.8%), followed by women (71.7%) and men (70%). Notably, men had no negative responses in this category, whereas women and non-binary/unspecified individuals reported some dissatisfaction, at 13.0% and 11.1% respectively. This suggests that while Chairs are generally seen in a favorable light, there are nuanced differences in how their support is experienced across gender lines.

Dean/Director support showed more noticeable disparities. Women reported the highest level of satisfaction at 74.5%, while men and non-binary/unspecified individuals followed with 63.6% and 66.7%, respectively. However, the non-binary/unspecified group registered a significantly higher rate of dissatisfaction (33.3%) compared to women (12.8%) and men (9.1%). This suggests that, while Deans and Directors are largely viewed positively, non-binary/unspecified faculty may be encountering more negative experiences in their interactions with upper leadership.

Collegial relationships showed a similar trend. Men reported the most positive experiences with colleagues (70%) and the lowest negative response (10%). Women were somewhat less satisfied, with 66% positive and 23.4% negative feedback. Non-binary/unspecified individuals appeared to have the most mixed experiences, with only 50% reporting a positive

impact and 25% indicating a negative one. This decline in satisfaction from men to non-binary/unspecified faculty members points to potential gaps in inclusivity and peer support.

Workload was universally seen as problematic. Women were the most dissatisfied, with 50% rating workload negatively. Non-binary/unspecified and male respondents also reported high levels of dissatisfaction at 45.5% each. This makes workload the most commonly cited negative factor across all genders, pointing to a shared institutional challenge.

In summary, the data highlights key differences in how faculty members of various genders experience their work environment. Men consistently reported more favorable conditions and fewer negative experiences. Women showed more variation, often appreciating support structures like mentorship and training but expressing concern over issues like workload and salary. Non-binary/unspecified gender respondents faced more mixed or negative experiences, particularly with leadership and peer relations. These distinctions point to a need for more inclusive policies and targeted improvements to ensure equitable working conditions for all faculty members.

Table 15: Contributing Factors in the Working Environment for Women

Factors	Positive	Neutral	Negative
Dean/Director	74.5%	12.7%	12.8%
Mentor(s)	72.7%	27.3%	-
Chair	71.7%	15.2%	13.0%
Colleagues	66.0%	10.6%	23.4%
Professional development funds	60.9%	26.1%	13.0%
Salary	59.6%	17.0%	23.4%
Training opportunities	58.1%	25.6%	16.3%
Departmental policies	39.1%	41.3%	19.6%
Workload	29.2%	20.8%	50.0%
Human Resources	28.9%	36.8%	34.2%

Table 16: Contributing Factors in the Working Environment for Men

Factors	Positive	Neutral	Negative
Mentor(s)	100.0%	-	-
Chair	70.0%	30.0%	-
Colleagues	70.0%	20.0%	10.0%
Dean/Director	63.6%	27.3%	9.1%
Salary	63.6%	36.4%	-
Professional development funds	27.3%	72.7%	-
Training opportunities	20.0%	80.0%	-
Departmental policies	20.0%	70.0%	10.0%
Workload	18.2%	36.4%	45.5%
Human Resources	9.1%	63.6%	27.3%

Table 17: Contributing Factors in the Working Environment for Non-binary/Unspecified

Factors	Positive	Neutral	Negative
Mentor(s)	80.0%	20.0%	-
Chair	77.8%	11.1%	11.1%
Dean/Director	66.7%	-	33.3%
Salary	54.5%	27.3%	18.2%
Colleagues	50.0%	25.0%	25.0%
Professional development funds	50.0%	50.0%	-
Training opportunities	33.3%	66.7%	-
Departmental policies	30.0%	50.0%	20.0%
Human Resources	18.2%	45.5%	36.4%
Workload	18.2%	36.4%	45.5%

Concerns Specifically Identified by Women

Workload and Service Inequities

- Small faculty size leads to heavier committee and service work for active members.
- Redistribution of workload when members step down, impacting personal or work time.

"*Being in a small faculty means committee and service work is heavier for those who actually do service work. When someone steps off a committee because they feel there is too much work to do, someone else has to do that work. None of us have less workload so*

it just gets added on and something has to be sacrificed, whether it is personal time or work time."

- Discrepancies between credited contact hours and actual teaching hours.

Work Environment and Job Satisfaction

- "*It is difficult when certain faculty members commute from [outside of Brandon] and so they are not there to help with all the "extras" such as recruitment, organizing [events], attending [events], etc. I feel the burden of many of these tasks has fallen on me even though I am the lowest-paid member in my department/area.*"
- "*Toxic work environments have an impact on the ability to teach, serve, and research. Inequitable workloads, especially when we consider research and service. How much is expected? What is expected?*"

Collegial Responsibility and Department Effectiveness

- "*Colleagues are not a negative impact. [However,] my colleagues' decisions [on] what aspects of their job they choose to complete has a very negative impact. You cannot write down everything that must be done to run a department or program. The collective agreement is sometimes used to interfere in getting necessary work done. I feel that getting stuck on details of HAVE TO/SHOULDN'T HAVE TO versus getting the work done that needs to be done. (In the past number of years, I note that new hires don't necessarily even get a chance to understand what the real job is. We seem to train them into a limited concept of what is required to successfully meet the needs of teaching, research, and*

service.) So, collegial responsibility towards the macro responsibilities towards effectiveness of a department or program is problematic."

- "*[Being] without a permanent Dean for years, ... has had a negative impact on our department. ... My department chair has not been effective at moving initiatives along in our department, which has made me frustrated. ... things have been difficult, and I have actively tried to find a job in a different institution.*"

Gender Issues

- "*When the Dean chooses acting deans. People should be chosen who behave appropriately to people of all genders. Women on committees should not be the ones who are told to take notes by their Dean when at a meeting.*"

Union and Executive Engagement

- "*BU executives appear to be apathetic and not engaged in the workings of the institution. Subsequently, policies are not followed and/or enforced, positions are left vacant, causing increased workload and hiring delays; infrastructure crumbles, and members feel unsafe.*"

Guidelines and Procedural Issues

- "*[L]ack of guidelines on how to respond to student complaints; use of AI technologies, etc.*"
- "*Agreed-upon procedures for handling routine tasks aid the department in making difficult decisions. Positions that are left vacant due to sabbatical or other leaves negatively impact the work of the department as a large amount of time is spent reviewing applications for contract academic staff to fill large numbers of courses.*"

Health

- "*Abusive department head, causing real health problems.*"

Concerns Identified Specifically by Men

Targeting and Administrative Issues

- "*Members of our Department feel the [Administration] have targeted them, specifically through hijacking research grants and not approving students that would normally conduct research ...*"

Recommendations on Improving Working Environment from All

Collegiality

- Respondents highlighted the importance of respect, despite differences in opinion and practice, and suggested the need for training on cultural communication and conflict resolution.

- "*Civility and collegiality, we don't need to be friends, but we need to respect differences of opinions, practices, process. We can disagree but that does not mean we must be enemies.*"

Space and Staffing Needs

- Increased physical space to accommodate entire departments and calls for the urgent need for additional staff, particularly in laboratories and key areas.
- Additional support in the form of better staffing, recruitment, and retention highlighting the timely replacement of faculty members on leave or sabbatical.

Leadership and Administration

- Uphold the collective agreement and institutional policies fairly and consistently.
- Follow procedures, exhibit appropriate behaviour, and ensure that gender bias has no place in committee meetings.
- Have permanent, engaged deans who promote a positive work culture.
- Mediation to resolve departmental relationships and interpersonal issues and rebuild collegial rapport among faculty members.
- Better training, support, and accountability for department chairs to manage their units properly. Effective department chairs are critical for ensuring fair workloads, facilitating communication, and making progress on departmental goals. Respondents feel their department chairs have been ineffective at moving initiatives forward, making decisions, and providing organizational leadership.

Workload and Work Conditions

- Ensure balanced workloads that consider all job responsibilities that account for their full range of teaching, research, and service obligations. There is a desire for greater equity, with no single area being overly prioritized at the expense of others.
- Greater transparency around how workload assignments are determined and allocated and clear processes and metrics that are openly shared allowing faculty to better understand expectations and ensure their contributions are properly credited.
- Fair crediting of contact hours for teaching and service work. Concerns are raised about instructional work not being appropriately credited based on actual contact hours as set by individual faculties or schools. Similarly, there are calls for service work to be more accurately quantified and factored into overall workloads. Failing to properly account for these efforts can lead to overload.
- Flexible working arrangements.
- Increase staffing levels through new hires is viewed to distribute workloads more manageably, especially for recruitment, retention, and administrative tasks currently falling disproportionately on certain faculty.

Collaboration and Mentorship

- More opportunities to collaborate with colleagues from other institutions. Such collaborations can facilitate the sharing of best practices, spark new research ideas, and provide perspectives from different academic environments. Developing partnerships

and networks beyond one's institution is seen as valuable for personal and professional growth.

- Formalize mentorship programs to better support the career development and retention of new and junior faculty members. Pairing recent hires with experienced faculty mentors could help them navigate institutional policies, teaching strategies, research approaches, and general advice for success.
- Increased opportunities for lateral conversations among peers in similar roles across departments and institutions. Creating forums for colleagues teaching comparable courses or conducting related research to connect could inspire new pedagogical techniques, curriculum ideas, and scholarly collaborations. These lateral relationships promote cross-pollination of knowledge.

Professional Development and Resources

- More institutional support for initiatives that allow faculty members to share their expertise through community outreach, performances, workshops, and other public-facing activities. These opportunities promote the talents of faculty members while also raising the university's profile.
- Have adequate staffing levels supported by new tenure-track hires across departments with commitment from administration to fill faculty positions when they become vacant.
- Increase budget allocations for operational needs like equipment, materials, and professional development.

- Training on how to effectively provide accessibility accommodations to students in disciplines like applied music and other skills-based programs. Traditional classroom accommodations may not directly translate, so faculty require guidance on adapting hands-on instruction, performances, and skill evaluations to be fully accessible and inclusive.

Institutional Policies and Accountability

- Institution-wide policies that set expectations around communication, email response times, and general availability during standard working hours. Without such guidelines, there can be inconsistencies and mismatched expectations from students, staff, and other faculty members. Articulated communication norms would promote better work-life balance.
- Specific policies are needed to prevent discrimination based on gender, race, or other protected characteristics and to provide clear procedures for reporting and addressing incidents of bias, harassment, or other misconduct by faculty members. Existing policies may be vague or lack meaningful consequences for violations. Transparent processes that uphold non-discriminatory practices and allow for proper disciplinary actions when warranted are essential for an equitable workplace.
- Creation of systems to hold faculty accountable when policies are violated, whether related to conduct, discrimination, workload inequities, or other areas. Consistent enforcement through fair investigative processes and appropriate consequences is necessary to ensure policies are effectively upheld. Robust conduct codes that are

consistently upheld would help maintain a respectful environment and ensure accountability.

Research Environment

Tables 18, 19, and 20 provide a comprehensive overview of how various factors influence the research environment for faculty members at BU, broken down by gender. These tables reveal both shared concerns and striking contrasts in how each group experiences support, resources, and institutional structures.

Among all three groups, professional development funds stand out as a notably positive factor, although the extent of satisfaction varies. Non-binary/unspecified individuals reported the highest positivity (80%) with no negative feedback. Men followed with 66.7% positive and only 11.1% negative responses. Women, while still largely positive (56.8%), showed a higher rate of dissatisfaction (27%) than the other groups. This suggests that while development funds are valued by all, women may be encountering more challenges accessing or benefiting from them fully.

Relationships with colleagues, as it pertains to the research environment, are generally perceived positively, especially among non-binary/unspecified faculty, who reported 71.4% positivity. Men also reported favorable interactions (62.5% positive), although with slightly higher negative responses (12.5%). Women showed a somewhat lower positivity rate (52.9%) but the smallest proportion of negative feedback (5.9%). This implies a generally supportive peer culture across genders, though the strength of that support may be more varied for women.

Perceptions of leadership, specifically Deans/Directors and Chairs, differed widely. Non-binary/unspecified individuals were the most satisfied with Deans/Directors (80% positive), while women were next at 51.4%, and men slightly behind at 44.4%. Notably, men and women both had similar levels of negative responses, around 11–14%, whereas non-binary/unspecified individuals showed a higher dissatisfaction rate of 20%, despite their strong overall positivity. Regarding Chairs, again, non-binary/unspecified faculty reported the highest positive feedback (75%) and highest negativity (25%), suggesting polarized experiences. Women and men both rated Chairs less positively, at 44.8% and 42.9% respectively, with men reporting no negative experiences and women indicating 6.9% negativity. These numbers hint at a gendered variation in how leadership impacts research support, with non-binary/unspecified respondents experiencing more extremes.

In terms of training opportunities, women expressed the most appreciation (44.8% positive), though this was closely followed by a significant 27.6% who viewed them negatively. Non-binary/unspecified faculty were less enthusiastic (25% positive), with no negativity but a high 75% neutrality. Men were the least engaged in this area, with only 14.3% positive responses and 85.7% neutrality. These figures suggest that women engage more with training, while men and non-binary/unspecified faculty may find it less relevant or accessible.

Departmental policies generally received mixed to negative reviews. Non-binary/unspecified respondents showed the most positivity (60%), but also a high 40% negative rating and no neutral responses. Women, on the other hand, had the highest level of dissatisfaction (51.4%) and the lowest positivity (17.1%). Men were similarly discontent, with only

22.2% positivity and 44.4% negativity. These results highlight a systemic issue in policy perception, particularly among women.

Workload emerged as a universally negative factor. Women reported 75.7% dissatisfaction, men 88.9%, and non-binary/unspecified faculty 75%. The numbers reflect a shared concern across all genders, emphasizing workload as a major obstacle to a supportive research environment.

In conclusion, while there are shared challenges across gender groups—particularly regarding workload and departmental policies—some differences are clear. Non-binary/unspecified faculty often report polarized experiences, showing both high satisfaction and high dissatisfaction in several areas. Women generally face more negative outcomes, particularly in policies, salary, and workload, but show higher engagement with training and mentorship. Men tend to report more neutral experiences overall, particularly with salary, training, and HR, indicating a possibly less engaged or less impacted relationship with institutional factors. These insights highlight the need for more inclusive and responsive structures to support diverse research experiences at BU.

Table 18: Contributing Factors in the Research Environment for Women

Factors	Positive	Neutral	Negative
Professional development funds	56.8%	16.2%	27.0%
Colleagues	52.9%	41.2%	5.9%
Dean/Director	51.4%	34.3%	14.3%
Chair	44.8%	48.3%	6.9%
Training opportunities	44.8%	27.6%	27.6%
Salary	34.4%	34.4%	31.3%
Departmental policies	17.1%	31.4%	51.4%
Workload	13.5%	10.8%	75.7%
Human Resources	12.0%	56.0%	32.0%

Table 19: Contributing Factors in the Research Environment for Men

Factors	Positive	Neutral	Negative
Professional development funds	66.7%	22.2%	11.1%
Colleagues	62.5%	25.0%	12.5%
Dean/Director	44.4%	44.4%	11.1%
Chair	42.9%	57.1%	-
Salary	25.0%	62.5%	12.5%
Departmental policies	22.2%	33.3%	44.4%
Training opportunities	14.3%	85.7%	-
Human Resources	-	100.0%	-
Workload	-	11.1%	88.9%

Table 20: Contributing Factors in the Research Environment for Non-binary/Unspecified

Factors	Positive	Neutral	Negative
Dean/Director	80.0%	-	20.0%
Professional development funds	80.0%	20.0%	-
Chair	75.0%	-	25.0%
Colleagues	71.4%	14.3%	14.3%
Departmental policies	60.0%	-	40.0%
Salary	50.0%	25.0%	25.0%
Training opportunities	25.0%	75.0%	-
Workload	12.5%	12.5%	75.0%
Human Resources	-	50.0%	50.0%

Concerns Specifically Identified by Women

Funding and Research Support

- "*External granting agencies with criteria that disadvantage academics in smaller institutions with no graduate programs in their field; inadequate support from ORS; tendency to value teaching to the detriment of research.*"
- "*Lack of trainee (undergrad and graduate) funding opportunities. Lack of international trainee fellowship or support.*"
- "*I feel supported in my research endeavors. I particularly find BU CARES a helpful resource for mentorship, equipment, and opportunities in research.*"

Professional Growth Opportunities

- "*The PDA is not sufficient to travel to present research. In addition, until this month, salaries had fallen so far behind my cost of living that I had to pick up overload courses decreasing the amount of time available for research.*"
- "*It is very difficult to conduct research in this environment. There is very little support from the University. PDA doesn't cover enough, and the BURC's other unit policies do not cover the expenses that are required. This means that my own personal money goes towards conference registration for partners (non-academic partners), and travel. Additionally, trying to balance caregiving duties with travel for research is extremely difficult and not accounted for. If you need to attend a conference (or conduct research outside of Brandon) but do not have childcare this means your partner needs to take time off work (expense) or the child and the partner need to attend with you (expense). This becomes extremely expensive and should be thought about in the context of parents doing this type of work.*"

Concerns Identified by All

Workload and Service Impacting Research

- Some faculty members find themselves overcommitted to excessive committee work and other service duties, which directly hampers their ability to dedicate sufficient time to research activities. *"The biggest challenge to research is the inequitable nature of how service works at BU. If I did no service, I could do a lot more research. But those who do service seem to get asked to do a lot more, so saying yes to one committee often means*

being asked for more committees, while saying no means never being asked again. How do we make sure everyone is doing service at BU so that we are all sharing the workload?"

- Faculty frequently struggle to strike an appropriate balance between their research, teaching, and service obligations. This challenge is exacerbated for those assigned multiple course preps or larger teaching loads in a given term. An overly heavy teaching schedule severely constrains the time available for research activities and productivity. When faced with preparing and instructing several courses simultaneously, faculty find it extremely difficult to carve out sufficient hours for conducting research, writing publications, applying for grants, or mentoring students on research projects. *"Having a heavy teaching, service, and administrative load can negatively impact the time and energy available for research."*

Student Research Support

- For faculty relying on honors or topics students to assist with research projects, there are reported issues around receiving timely approvals from the administration. *"We rely on Honours and Topics from students to complete research project[s] during the term. These students have WL [workload] associated with them; it will be interesting to see what happens with the new 15CH. We are worried these students will not be approved by the Dean."*

Ethics Approval Processes

- *"The ethics approval process can delay the start of research."* Lengthy delays or inefficiencies in obtaining required ethics approvals significantly postpones the launch of new studies, data collection, and the overall research timeline for faculty members.

Recommendations on Improving Research Environment from Women

Collaboration and Community Building

- "*I'd like to know more about the research that my colleagues are working on. Collegial connection is very important to me in the workplace.*"
- "*More collaboration between departments; greater access to graduate students/higher level RAs (and therefore, more funding resources)*."
- "*[H]ave personnel at the university dedicated to supporting research in concrete and ongoing ways - helping to manage budgets, timelines, and other project management supports. I would also like to see the creation of a fund that can be accessed to work on grant applications. Having an RA for things like creating a CCV or conducting a literature review would be very helpful in writing grants.*"
- "*More celebration of research that is happening at BU. More discussion between researchers in different fields. Work release when projects are at their busiest. Training opportunities that happen outside of the normal teaching schedule, so more people can attend and benefit.*"

Professional Development and Training

- "*Planned research training included in new professor roles especially transitioning from IA roles.*"
- "*PDA needs to increase even more than $2500 if BU is to be prominent on an international stage*."

Equity and Recognition

- Implement measures to level the playing field and provide equitable opportunities for growth specifically for Professional Associates relative to Professorial Faculty. This is crucial for fostering a sense of belonging and empowerment within the academic community.
- Recognize creative practices and performances as valid research outputs in relevant disciplines.

Recommendations on Improving Research Environment from All

Administrative and Operational Support

- "*We need more support. The Research Office needs to be sufficiently staffed--we need more folks able to help with grantsmanship.*"
- Streamline research processes (e.g., ethics approval, budgeting, hiring) with dedicated personnel. Having a "*university-wide participant pool would be beneficial. BUREC reviews can occasionally be unnecessarily bureaucratic for minimal-risk research.*"

- Improve research infrastructure such as IT resources, recording facilities, and participant pools. "*We rely on working infrastructure. We have had multiple issues with the Physical Plant being unable to fix what needs to be fixed. You know you can't buy a computer without IT's permission (using research grants)? Is that not insane?*"
- "*The website needs to be cleaned up with old documents that are no longer relevant being removed from the server. There should also be a guide for research and creative practice so that departments such as creative writing, theatre, music, and fine arts do not have to navigate adapting research, funding, and ethics processes in silos. It is a huge, huge waste of hours not to streamline these processes.*"

Workload and Time Management

- "*Exceptional research productivity needs to be recognized, either by way of course releases or merit pay. Securing Tri-Council grants is a lot of work, and there is little recognition for securing those funds that help not only the researcher but all of us. What if there were automatic course releases for an NSERC/SSHRC/CIHR grant? Of course, other major grants would need to be realized as well*."
- "*Have more space for a research community. There's the CTLT for teaching and many service opportunities, but the ORS could do more than manage budgets. I know this may seem reductive, but other than BURC and helping access funds (which is already a lot), they don't seem to offer much to elevate or facilitate our research work.*"

Teaching Environment

Tables 21, 22, and 23 detail the teaching environment at BU for women, men, and non-binary/unspecified gender faculty for whom teaching is a regular part of their workload. There are notable differences and similarities in experiences across these groups. The data provides insight into how various institutional and interpersonal factors contribute to faculty members' perceptions of support, fairness, and workload in their teaching roles.

Across all genders, mentorship is widely recognized as a positive influence, though with varying intensity. Non-binary/unspecified faculty reported a perfect 100% positivity rate, highlighting mentorship as a key supportive factor for this group. Men followed with 60% positive and 40% neutral responses, and women with 50% positive and 45% neutral, along with a small 5% negative perception. This consistency suggests that mentors play a crucial and largely beneficial role across the board, especially for gender minorities.

Support from Deans or Directors is also seen positively by most, though again, non-binary/unspecified faculty reported the highest satisfaction at 75%, with 25% neutral and no negatives. Women rated this support at 61.1% positive with a small 5.6% negative, while men were more lukewarm, with only 40% positive, 50% neutral, and 10% negative. These responses suggest that upper leadership may be perceived more favorably by non-binary/unspecified and women faculty on teaching, while men faculty might experience a more detached or less impactful relationship with senior administrators in relation to their teaching environment.

The role of Chair received particularly strong approval from women (68.6% positive) and non-binary/unspecified faculty (75% positive), with men behind at 44.4% positive and 55.6%

neutral. Men reported no negative feedback about Chairs, whereas non-binary/unspecified faculty showed 25% dissatisfaction and women 11.4%. This may suggest that Chairs are generally supportive but that gender minorities may occasionally encounter inconsistent experiences.

Collegial relationships showed mixed results. Women rated their colleagues relatively positively (62.5%), with 20% negative and the rest neutral. Men reported primarily neutral (50%), with 40% positive. Non-binary/unspecified faculty had a more polarized view, with 50% positive and 50% negative feedback. These contrasting responses may indicate that while many experience collegiality as supportive, some may experience a lack of peer support.

Salary perceptions were mostly moderate to negative across all groups. Women (36.8% positive, 28.9% negative) showed slightly less satisfaction than men (40% positive, 60% neutral, and no negatives), while non-binary/unspecified faculty were split: 50% positive, 25% neutral, and 25% negative. These figures suggest a persistent sense of dissatisfaction among women and non-binary/unspecified faculty.

Professional development funds and training opportunities were viewed with varying levels of importance or benefit. Women reported more favorable experiences with training (48.6% positive), compared to men (22.2%) and non-binary/unspecified individuals (25%). Men and non-binary/unspecified faculty had high neutrality in both categories, indicating either underutilization or a lack of impactful offerings. In terms of professional development funds, women again reported the highest positivity (43.8%), with men at 37.5% and non-binary/unspecified faculty at only 20% positive and an equal 20% negative.

Departmental policies impacted genders in different ways. Women were mostly neutral (48.6%) or dissatisfied (22.9%), with only 28.6% reporting positive experiences. Men were the most dissatisfied here, with 44.4% negative responses and just 22.2% positive. Non-binary/unspecified faculty echoed similar concerns, with 40% both neutral and negative, and only 20% positive.

Workload was universally a source of dissatisfaction. Women rated it the most negatively (38.5%), with only 28.2% positivity. Men were even more critical—50% negative and only 20% positive. Non-binary/unspecified faculty also shared this burden, with 25% positive and negative, and 50% neutral. The consistent negativity across all groups highlights workload as a structural issue in BU's teaching environment.

In summary, four factors had positive impacts on the teaching environment of all genders: chair, colleagues, dean/director, and mentors. Mentorship and leadership (particularly from Chairs) are generally seen as beneficial, especially for women and non-binary/unspecified faculty. Persistent concerns about salary, workload, and departmental policies are shared across genders. Women appear to engage more actively with institutional supports like training and development funds, while men report more neutral experiences across several categories. Non-binary/unspecified faculty, though sometimes reporting the highest levels of satisfaction (especially with mentorship and Chairs), also frequently express polarizing views, indicating potential gaps in consistency or inclusivity. The data suggests that while there are strong elements of support at BU, more focused efforts are needed to ensure equity, reduce workload stress, and enhance policy transparency across the teaching environment.

Table 21: Contributing Factors in the Teaching Environment for Women

Factors	Positive	Neutral	Negative
Chair	68.6%	20.0%	11.4%
Colleagues	62.5%	17.5%	20.0%
Dean/Director	61.1%	33.3%	5.6%
Mentor(s)	50.0%	45.0%	5.0%
Training opportunities	48.6%	28.6%	22.9%
Professional development funds	43.8%	37.5%	18.8%
Salary	36.8%	34.2%	28.9%
Departmental policies	28.6%	48.6%	22.9%
Workload	28.2%	33.3%	38.5%
Human Resources	10.7%	82.1%	7.1%

Table 22: Contributing Factors in the Teaching Environment for Men

Factors	Positive	Neutral	Negative
Mentor(s)	60.0%	40.0%	-
Chair	44.4%	55.6%	-
Dean/Director	40.0%	50.0%	10.0%
Colleagues	40.0%	50.0%	10.0%
Salary	40.0%	60.0%	-
Professional development funds	37.5%	62.5%	-
Training opportunities	22.2%	77.8%	-
Departmental policies	22.2%	33.3%	44.4%
Workload	20.0%	30.0%	50.0%
Human Resources	-	100.0%	-

Table 23: Contributing Factors in the Teaching Environment for Non-binary/Unspecified

nonbinary Teaching	Positive	Neutral	Negative
Mentor(s)	100.0%	-	-
Dean/Director	75.0%	25.0%	-
Chair	75.0%	-	25.0%
Colleagues	50.0%	-	50.0%
Salary	50.0%	25.0%	25.0%
Training opportunities	25.0%	75.0%	-
Workload	25.0%	50.0%	25.0%
Professional development funds	20.0%	60.0%	20.0%
Departmental policies	20.0%	40.0%	40.0%
Human Resources	-	100.0%	-

Concerns Specifically Identified by Women

Technology and Infrastructure

- "*There needs to be more IT/physical plant support as when equipment or heaters don't work in classrooms, it definitely affects the experience for faculty and students.*"
- Participants also expressed frustrations about the need for personal expenditure on essential technology and teaching tools like Zoom accounts.

Mentorship and Professional Development

- "*There is very little PDA left for educational opportunities regarding teaching when all of your PDA is required for Conference presenting and other dissemination strategies for research.*"
- "*PD[A] is not high enough to support additional training or education that would enhance teaching.*"
- "*...new faculty was given no support, mentorship, and overloaded with work.*"

Collaboration and Resource Sharing

- "*There are some colleagues who are quite protective of their content and if they are unwilling to share their content for required courses, this makes it difficult to plan an entire program.*"

Pedagogy

- "*Academic freedom is a fundamental value, but the lack of accountability for teaching pedagogically creates significant discrepancies between instructors.*"

Concerns Identified by All Genders

Workload and Equity

- "*The 5-6 [course] workload was harmful in terms of teaching. In order to be paid for overload, one had to teach 2 extra courses until the new CA. This made for higher workloads. Also, inequitable class sizes are an issue.*"

- "*We have large classes in my department at all levels, and our courses are writing intensive, so there is a lot of marking. With a full teaching load, once marking starts at the end of the first month of the term, I'm usually marking almost every weekend until the end of the exam period, because I'm also in a department that gives final exams (more essays).*"
- "*We are all required to teach 15 credit hours, but for some of us that might mean 200 students, and for others 50 students. Some of us might have all evaluations through multiple-choice tests marked by a computer or a grader, while others are marking essays without support. There needs to be balance not only within departments but across the faculty. Same with the chair release, 3 credits for a department of 3 with 10 students in the program is not the same as a department with 6 faculty members, 5 CAS, and 85 students, for example.*"
- "*The main issue is being overloaded. Also, the undervaluing of my work by my colleagues. I teach required courses at the 200-400 level and my colleagues treat me as if I'm "getting away with" something...it's a very toxic place.*"
- "*No distinction or appreciation or support is given to a faculty teaching over 200 students (100 level) and over 30 students (400 level). A research-active faculty teaching more than 6 research trainees alongside teaching load, currently does not receive any financial support for research training.*"
- Insufficient help in laboratories was cited, which leads to challenges in maintaining academic integrity and effective teaching.

Recommendations on Improving Teaching Environment from Women

Training and Professional Development

- "*A teaching conference in April while we are fresh from a term rather than in Aug/Sep when prepping has already happened. Full courses or sessions on teaching practice rather than 22 min.*"
- "*More collaborative conversations are needed to support the new teaching faculty*."
- "*More opportunities to develop teaching outside of the normal teaching schedule. Open forum to discuss teaching and student trends observed.*"

Overload and Workload Management

- Allow more credit hours for overload to ensure program excellence.
- Involve faculty in practicum placements and financial support for research trainees and supervisors.

Recommendations on Improving Teaching Environment from All

Equitable Teaching Workload

- "*Equity that looks at the amount of work involved. Teaching 200 students or 20 students over 15 credit hours is not the same situation. So, we need to be thinking about this with greater attention on the actual amounts of work.*"
- "*Workload for overload should be allowed back to an additional 12 credit hours to allow those who have the ability and expertise to deliver the courses to students in the best pedagogical way. It is not about earning more income; income tax eats up most of the*

pay. It is about ensuring that the programs maintain excellence and students...If negotiators are worried about creating inequitable opportunities for faculty to make more salary through overload, they should also think about faculty who benefit from tuition support for dependent children. Not all faculty can benefit from this allowance, but nobody is worried about that inequity. Why start with an overload salary comparison??... It makes no sense to limit faculty who are able, willing and very capable of filling these needs. Someone is going to be paid to do these responsibilities, so why not allow faculty to have a first chance? We are all adults who can manage our own work-life balance. Nobody needs to tell us how to do that."

- "*Not so much related to the broader BU community, but it is important to look at teaching equity within departments. If the same class being taught in one location has 25 students and, in another location, has 60 students, this impacts the ability of the educator to provide meaningful feedback and engagement opportunities in the same way-- thus impacting either the students or decreasing the ability for the faculty teaching more students to engage in other parts of their role adequately (research suffers most). Therefore, looking at ways to adjust workload/credit hours or finding ways to include teaching assistance.*"

Valuing Teaching Equitably

- "*Recognizing extraordinary teaching--we should not privilege research at the cost of teaching, nor should we downgrade the importance of teaching. The issue here is allowing people to flourish, if someone isn't a great researcher, but is a great teacher, they should*

be afforded opportunities to do that work. Perhaps this would be about reallocating workload--not as punitive, but as a choice."

Improved Resources and Support

- Equip classrooms with smartboards, better computers, and professional audio recording infrastructure (specifically in the music labs). There is a need for technology upgrades to ensure real-world readiness and improve classroom experiences. *"Better computers in classrooms that do not take an embarrassing amount of time to start. Better building and updated classrooms (paint, desks, etc.)."*
- "*We need technology upgrades to ensure our students are ready for the workplace/profession. Having a room that can block Wi-Fi would allow students to write tests and exams on their laptops. This would more accurately reflect the real world.*"
- Increase support and funding for the Student Accessibility Services (SAS) office and student support systems. "*I see a need for help with transitions, adulting skills, writing and academic skills, and mental health. I also see a huge need for supporting international students. When students are supported, teaching becomes easier*."
- "*Students need more support than they used to and our support systems at BU are overtaxed so the burden extends to faculty members who care to support students and will take the time to support them*."
- "*Any faculty teaching classes (first year courses are high enrollment) with an enrollment of over 200 students and also teaching 400 level courses with an enrollment over 30, should automatically receive Markers and GTAs [Graduate Teaching Assistants]. Research*

trainees should be eligible to apply for BU scholarships (we have only USRA [Undergraduate Student Research Award]). Without more financial support to either trainee or supervisor, it would be impossible to build and maintain a sustainable research portfolio."

Evaluation and Feedback

- "*I would like regular evaluations of my teaching from my dean. I can always set these up, but it shouldn't be on me to do so.*"
- "*I wish all instructors - not just the ones on contracts or sessional - would get evaluated. Student evaluations also weigh too much: a peer assessment process should be implemented.*"

Professional and Educational Goals

The participants prioritized their professional and educational goals, ranking them in order of importance as very important, somewhat important, and not important. Based on priority levels, women rated five common goals as their high priority. These common goals included attaining work/life balance, impacting student achievement and career development, hiring more qualified personnel in the faculty/work unit, maintaining their research programs, and enhancing educational standards worthy of a university degree. The top priorities for men included enhancing educational standards worthy of a university degree, impacting community development using research area, attaining a work/life balance, maintaining their research programs and impacting student achievements and career development. Faculty members in the

non-binary/unspecified gender category identified similar professional and educational goals. Among the lowest priorities for men and women is to pursue further academic credentials or professional training. These priority levels are illustrated in Tables 24, 25, and 26 ranked in order of importance.

Table 24: Professional and Educational Goals for Women

Goals	Very important	Somewhat important	Not important
Attain a work/life balance	85.4%	12.5%	2.1%
Maintain current research program	79.5%	20.5%	-
Impact student achievement and career development at BU	76.6%	19.1%	4.3%
Enhance educational standards worthy of a university degree	72.1%	25.6%	2.3%
Hire more qualified personnel in the faculty/working unit	71.1%	26.7%	2.2%
Establish a credible research program	69.2%	25.6%	5.1%
Acquire tenure/continuing appointment	68.2%	18.2%	13.6%
Acquire promotion	65.0%	27.5%	7.5%
Impact community development using research area	61.5%	33.3%	5.1%
Create or update courses or programs	59.1%	38.6%	2.3%
Publish more	55.0%	40.0%	5.0%
Train more highly qualified personnel (new or existing)	52.4%	38.1%	9.5%
Further develop teaching skills	46.3%	41.5%	12.2%
Establish research collaboration with other institutions	45.0%	45.0%	10.0%
Publish in high quality journals	42.1%	52.6%	5.3%
Apply for leave (sabbatical or special)	42.1%	44.7%	13.2%
Pursue further academic credentials or professional training	28.6%	33.3%	38.1%

Table 25: Professional and Educational Goals for Men

Goals	Very important	Somewhat important	Not important
Enhance educational standards worthy of a university degree	63.6%	18.2%	18.2%
Maintain current research program	60.0%	40.0%	-
Acquire tenure/continuing appointment	57.1%	14.3%	28.6%
Impact community development using research area	54.5%	9.1%	36.4%
Impact student achievement and career development at BU	54.5%	27.3%	18.2%
Hire more qualified personnel in the faculty/working unit	54.5%	27.3%	18.2%
Attain a work/life balance	54.5%	18.2%	27.3%
Publish more	50.0%	30.0%	20.0%
Acquire promotion	50.0%	30.0%	20.0%
Train more highly qualified personnel (new or existing)	50.0%	20.0%	30.0%
Create or update courses or programs	45.5%	36.4%	18.2%
Establish a credible research program	40.0%	30.0%	30.0%
Publish in high quality journals	40.0%	30.0%	30.0%
Apply for leave (sabbatical or special)	36.4%	36.4%	27.3%
Further develop teaching skills	27.3%	36.4%	36.4%
Establish research collaboration with other institutions	20.0%	40.0%	40.0%
Pursue further academic credentials or professional training	10.0%	30.0%	60.0%

Table 26: Professional and Educational Goals for Non-binary/Unspecified

Goals	Very important	Somewhat important	Not important
Impact community development using research area	85.7%	14.3%	-
Maintain current research program	83.3%	16.7%	-
Further develop teaching skills	83.3%	16.7%	-
Establish a credible research program	80.0%	20.0%	-
Create or update courses or programs	80.0%	-	20.0%
Hire more qualified personnel in the faculty/working unit	80.0%	-	20.0%
Impact student achievement and career development at BU	71.4%	28.6%	-
Enhance educational standards worthy of a university degree	71.4%	28.6%	-
Attain a work/life balance	71.4%	28.6%	-
Publish more	66.7%	16.7%	-
Pursue further academic credentials or professional training	66.7%	16.7%	-
Acquire promotion	66.7%	16.7%	16.7%
Train more highly qualified personnel (new or existing)	66.7%	33.3%	-
Publish in high quality journals	60.0%	40.0%	-
Establish research collaboration with other institutions	57.1%	28.6%	-
Apply for leave (sabbatical or special)	57.1%	14.3%	14.3%
Acquire tenure/continuing appointment	50.0%	25.0%	25.0%

Participants identified additional goals not included in the list above that they are interested in achieving.

Institutional Support and Culture

- Have clear, actionable plans and the necessary resources to achieve these goals. Support from leadership and colleagues is crucial to ensure that these objectives are met efficiently and effectively.
- Have a positive and supportive institutional culture. This is essential for the well-being and productivity of all members. This involves fostering an environment where employees feel valued, respected, and included. It also means having policies and practices that promote the culture of all.
- Implementing continuous professional development. This includes opportunities for further education, training programs, workshops, and conferences that help faculty stay updated with the latest advancements in their field. Professional development also encompasses mentoring and coaching, which can provide personalized guidance and support for career growth.

Furthering Research and Creative Practice

- "*For the Research side of things, maybe we need a research version of CTLT. So, we can attend workshops on new methods or learn new technologies for research.*"

- "*I want to connect with the professional music industry - not just other research institutions. I think it's important that our applied instructors and clinical instructors are connected to their professional practices. I would like there to be more flexibility and understanding around scheduling so that we can reasonably do this.*"

Personal and Professional Fulfillment

- "*My rank does not require research, but my profession is actively encouraging professionals to engage in research to further shared knowledge. It would be nice to have some kind of recognition for research when it isn't required by your rank.*"
- "*My main focus is research and teaching. I am 5 years into my career, so it is a critical time to develop expertise in both areas. I would like to obtain a PhD but cannot afford the cost of a program. Nor do I have the time with my teaching schedule.*"

Work Distribution

Survey respondents were asked if their workload consists strictly of teaching, research and service. Those who responded "no" to this question selected from a list of duties that more closely reflects their day-to-day activities. While many in the professorial ranks responded "yes" to this question, some preferred to identify their duties among those listed in the alternate question regarding their workload.

On average, for those who indicated their workload distribution as teaching, research, and service, all genders reported spending more time on teaching compared to research and service (Figure 9). Men had a slightly higher self-reported percentage of teaching workload than

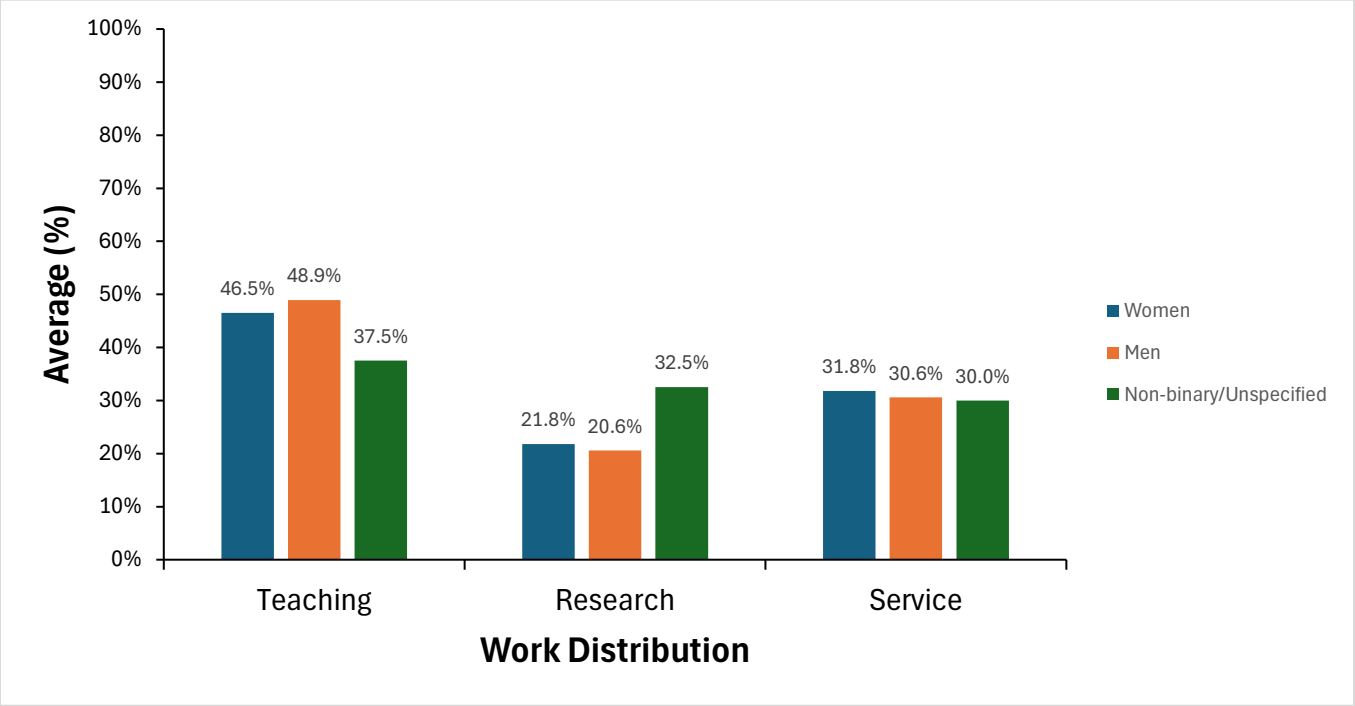

Figure 9: Average Self-Reported Workload Distribution for Teaching, Research, and Service by Gender

women i.e., 48.9% versus 46.5% respectively. An independent t-test confirms that there is no difference by gender in the number of hours spent on teaching (F=0.015, t=-0.164, and p=0.903) research (F=0.046, t=0.382 and p=0.831), and services (F= 1.008, t=-0.123 and p=0.321).

Respondents whose workloads do not consist strictly of teaching, research, and service selected their duties from the alternate list. Table 27 highlights the self-reported average workload by gender. The highest percentage of workload for women was instructing students (40.0%) followed by working with BU students (advising/counselling/tutoring) at 37.1%. The lowest percentage of workload for women was upgrading/maintaining current programs (4.5%). Men reported that recruitment and retention (50%) as the highest duty in their workload.

Table 27: Average Self-Reported Workload Distribution for Respondents Whose Workload is not Strictly Teaching, Research, and Service

Workload	Women	Men	Non-binary/ Unspecified
Administrative duties	8.0%	-	-
Professional training, upgrading, or maintaining skills/knowledge	6.0%	-	-
Working with BU faculty (supporting/ training/ collaborating)	6.6%	15.0%	-
Working with BU students (advising/counselling/tutoring)	37.1%	15.0%	-
Instructing BU students	40.0%	-	-
Service	8.8%	-	-
Research	13.3%	-	-
Recruitment and retention	24.0%	50.0%	-
Upgrading/maintaining current programs	4.5%	-	-
Creating new programs/expanding work unit	10.0%	-	-
Outreach/working with external partners	15.0%	20.0%	-

Correlation Analysis

Factors Impacting Working, Research, and Teaching Environments

A Somer's D test was conducted to identify factors influencing the working, research, and teaching environments in relation to professional and educational goals. Note: the number of non-binary/unspecified respondents was too low for any statistical analysis.

Working Environment-Related Factors

For women, the factors that positively impacted their working environment include Human Resources (d=0.375, p=0.002), Dean/Director (d=0.277, p=0.037), Chair (d=0.341, p=0.010), Colleagues (d=0.375, p=0.002), Salary (d=0.259, p=0.015), Professional Development Funds (d=0.292, p=0.023), Institutional Policies (d=0.291, p= 0.01), and Workload (d= 0.418, p= <0.001). On the other hand, the only working environment-related factors that positively impacted men were Mentors (d=-0.618, p=<0.001) and Salary (d=0.455, p=0.042).

Research Environment-Related Factors

The factors that positively impacted with women's research environment were Dean/Director (d=0.480, p= <0.001), Colleagues (d=0.374, p=0.007), Salary (d=0.296, p=0.036), Professional Development Funds (d=0.375, p=0.003), and Institutional Policies (d=0.427, p=<0.001). No statistically significant associations were found for men.

Teaching Environment-Related Factors

The factors that positively impacted women's teaching environments were Human Resources (d=0.311, p=0.21), Chair (d=0.409, p=0.004), Colleagues (d=0.529, p=<0.001), Salary (d=0.395, p=0.001), Professional development funds (d=0.0329, p=0.016), and Workload (d=0.337, p=0.013). None of the factors significantly impacted men's teaching environments.

Professional and Educational Goals and Related Factors

Regarding the professional and educational factors that impacted women's goals, the only factor significantly associated with it was applying for leave (sabbatical or special) (d=0.235, p=0.014). For men, none of the professional and educational factors had a significant positive impact.

Unique Challenges

Out of the 73 participants, 24 individuals (19 women, 2 men, and 3 non-binary/unspecified) reported facing unique challenges in their work at the university.

Challenges Identified by Women

Diversity, Equity, and Work/Life Balance

- "*My situation is unique in that my field has so few women to begin with, I am significantly younger than most of my colleagues. I sometimes feel students challenge me in ways that they do not with my white, older, male colleagues. I also live alone and therefore have no support in sharing the labor of domestic responsibilities. I would love to hire help in that area; however, I cannot justify it financially. ... There are no other women in my area. It was crushing to realize this, and it was also crushing that the BUFA rep at the time of my appointment advised me not to negotiate my salary.*"
- "*Many women (me included) experience the same struggles that don't seem to change - perceptions of being less credible and knowledgeable than male colleagues, difficulties with negotiating, and being asked to take on more responsibilities that don't directly lead*

to career goals in comparison to male colleagues."

- "*I'm not sure how unique these factors are, but I am a person who lives with a disability and has a young family. Both factors do complicate and enrich my life*."

Workload and Service Inequities

- "*I feel powerless to do anything about the incredible workload. This feeling is not unique to me, but I do think it is unique to our unit. I feel others who work outside of our unit have no sense of the significance this has on us. I do not feel supported by the institution at all.*"
- "*I think that, as a pre-tenured person in the department, I feel pressure (whether placed by myself or others) to take on additional service. I wish someone would tell me where to draw the line*."
- "*The service requirement is intense. I see in my faculty that the same people are always doing the service. Some colleagues do NONE. They don't show up for faculty, they don't show up for department, they do no service, but yet they still get paid. This is the same for research. This means that those that are contributing need to take on more, leaving less time for research.*"
- "*We are short staffed so service is increased for most department members. We also have a handful of faculty members who do not participate in service or attend department meetings, so work is not equitable*."

Balancing Responsibilities

- "*I work a lot with groups external to the university (gov't & Indigenous groups) that take a lot of time and commitment that affects my ability to engage in research specifically*."

Challenges Identified by Men

Service Load and Career Impact

- "*[T]he service load I've taken on does put me in a different category from many others; that service is only recognized by a few people and has hindered my career in many ways.*"

Challenges Identified by Non-binary/Unspecified

Flexibility and Operational Efficiency in Academia

- "*I suspect we all have unique circumstances. Raising children, working full-time, having extended family responsibilities... I think we need greater collegiality to make a lot of problems more manageable. If someone in the department has family responsibilities, maybe consider that when organizing meetings or recognize that people might not be there. I think there are ways that departments and faculties could be more efficient and maybe that is something for the future--how many meetings could have been an email? Does the entire faculty need to speak on every issue? How many committees do we have on campus that are more or less replicating the work of another committee?*"
- "*...those of us who live in Brandon sometimes feel an additional burden, particularly from April to September. Some things are done over the summer and because we are here, we get asked to serve, which then has an impact on research productivity. I don't blame people for leaving in the summer, but I do think there are ways to ensure those folks are still engaged with the day-to-day operations of the university, including, the use of technology (i.e., Zoom).*"

Safety of Work Environment

Among all genders, the survey results indicate a strong desire for more robust and transparent safety measures and a cultural shift towards prioritizing the well-being of all campus members. Addressing these concerns through targeted actions and continuous improvement will be essential in fostering a safer and more secure campus environment (Tables 28, 29, 30).

Campus buildings (classrooms, offices, etc.) had the most negative impact on the perceived safety for both women (52.2%) and men (50%) with non-binary/unspecified respondents reporting off-campus activities (66.7%) as having the most negative impact.

Another notable difference is the perceived safety regarding other people, namely students, colleagues, and visitors. Women and non-binary/unspecified respondents reported higher negative impacts from these factors compared to men. Women ranked students as 12.8%, colleagues at 21.7%, and visitors at 26.8%. Non-binary/unspecified individuals ranked students at 20%, colleagues at 40%, and visitors at 25%. Men ranked students at 0%, colleagues at 10%, and visitors at 20%.

Table 28: Contributing Factors to Workplace Safety for Women

Safety	Positive	Neutral	Negative
Students	44.7%	42.6%	12.8%
Colleagues	43.5%	34.8%	21.7%
Knowledge of policies and procedures	37.0%	43.5%	19.6%
Workplace health and safety	34.0%	44.7%	21.3%
Campus	25.5%	31.9%	42.6%
Building (classrooms, offices, etc.)	15.2%	32.6%	52.2%
Visitors	14.6%	58.5%	26.8%
Off-campus activities	13.9%	75.0%	11.1%

Table 29: Contributing Factors to Workplace Safety for Men

Safety	Positive	Neutral	Negative
Students	50.0%	50.0%	-
Colleagues	50.0%	40.0%	10.0%
Campus	22.2%	55.6%	22.2%
Building (classrooms, offices, etc.)	20.0%	30.0%	50.0%
Knowledge of policies and procedures	20.0%	40.0%	40.0%
Workplace health and safety	20.0%	50.0%	30.0%
Off-campus activities	12.5%	75.0%	12.5%
Visitors	-	80.0%	20.0%

Table 30: Contributing Factors to Workplace Safety for Non-binary/Unspecified

Safety	Positive	Neutral	Negative
Students	60.0%	20.0%	20.0%
Building (classrooms, offices, etc.)	40.0%	20.0%	40.0%
Campus	40.0%	20.0%	40.0%
Knowledge of policies and procedures	40.0%	20.0%	40.0%
Off-campus activities	33.3%	-	66.7%
Colleagues	20.0%	40.0%	40.0%
Workplace health and safety	20.0%	20.0%	60.0%
Visitors	-	75.0%	25.0%

Additional Safety Issues Identified by Women

Ineffective Security

- "*We have been told to contact security, should we encounter safety issues, and then reminded that our security folks have no training to do anything. I feel health and safety are not a priority at BU*."

Classroom Safety

- "*Some of the classroom locations are creepy, especially in low-traffic areas of buildings. I am sometimes concerned about how safe I would be if a student or someone else were to become inappropriate or violent. I wish there were more of a security presence on campus at times, not necessarily in the form of security guards or police, which have the potential*

to make racialized and other students uncomfortable, but in the form of community patrols. Something modeled on Bear Clan or Mama Bear Clan, with funding and a real campus presence, would be great. This is especially a concern when I teach night classes."

Campus Safety Concerns

- Lack of safety measures and a well-defined and all-encompassing safety plan that should address various potential threats, outline clear procedures for preventing and responding to emergencies, and ensure the safety and security of everyone on campus.

Reporting and Response Issues

- Dissatisfaction with administration's response to safety concerns and recommendations, described as slow and inadequate, which undermines confidence in the institution's commitment to maintaining a safe environment. *"Following the stabbing of a professor in Ontario last summer, faculty members pushed the administration to look into improving safety measures on campus. The response has been so terribly slow and so minimal as to be nonexistent. We presented them with a plethora of recommended safety measures, and other than setting up a committee that has met 1-2 times this entire year, next to nothing has been done. Security is not taken seriously on this campus."*
- Uncertainty surrounding the appropriate channels and individuals to contact when respondents encounter safety issues as this lack of clarity can lead to underreporting of important concerns and delays in addressing potential threats.

Cleaning and Hygiene

- "*Buildings are not cleaned thoroughly. In day-to-day use, the cold/virus on doorknobs is not being dealt with. The cleaning personnel are overstretched*."

Additional Safety Issues Identified by Non-binary/Unspecified

Access Issues

- "*I think it was crazy that the building would be locked at 5 pm and FOBS wouldn't work. I have been locked out of the building and my FOB didn't work. If I am an employee at BU, why in the world would access to buildings be denied to me? You never know when you might need to go wherever. Oops locked out too bad it's dark and cold outside*."

Campus Safety Concerns

- "*This campus has the bare minimum when it comes to safety and security. We seem reluctant to imagine that this is an issue*."

Suggestions for Workplace Safety Improvements from All

Comprehensive Safety Audits and Policy Implementation

- Perform external safety and security audits to assess the current state of campus safety. The university should rigorously apply existing policies and protocols based on these audits. New safety measures and policies should be developed and enforced after a comprehensive campus safety plan. This approach will ensure that all aspects of campus safety are thoroughly evaluated and continuously improved.

Infrastructure and Security Enhancements

- Increase investments in infrastructure improvements such as enhancing lighting in poorly lit areas, installing locks inside classroom doors, and upgrading fire safety measures. There is also a strong call for increasing security personnel, especially during evening hours, and expanding patrols and surveillance cameras.

Education, Training, and Communication

- Enhancing education on crisis management, safety drills, and training in de-escalation techniques. These educational initiatives should be regularly conducted to ensure that all members of the campus community are well-prepared to handle emergencies.
- Communicate openly and transparently regarding safety information and procedures. Clear communication channels would help faculty, staff, and students stay informed about safety protocols and updates.

Administrative Accountability and Engagement

- Increase administrative accountability and engagement in addressing safety concerns. Respondents stressed that the administration must take safety concerns seriously, act promptly, and follow through on recommended measures.

Proactive and Visible Security Presence

- Request that security personnel to be available and visible when needed, reducing the reliance on individuals to call for assistance. Implementing proactive safety measures, such as regular patrols and restricted access to certain areas was also recommended. A

visible and proactive security presence would help deter potential threats and provide reassurance to the campus community.

Handling Threats and Reporting

- Improve the incident reporting system, ensuring that detailed reports are taken and that there are timely follow-ups from security staff. This approach would ensure that threats are addressed promptly and that there is accountability for handling such incidents.

Lived Experiences

Survey respondents were asked about their experiences of marginalization by gender, including any intersectional references, when interacting with colleagues or students. The following summarizes their responses.

Exclusion and Undermining

- Women faculty members reported being excluded from departmental decision-making processes, impacting their ability to contribute to academic governance. Women noted instances where their ideas were dismissed or received condescendingly compared to when their men colleagues presented ideas.
- "*I had a colleague tell me that they didn't think I could move into a leadership role because I have a family - I am a woman, and I don't think this would be said to man with a family.*"

Service Work and Leadership Challenges

- Many women respondents described taking on a disproportionate amount of service work within academic departments, potentially impacting their time and opportunities for research and career advancement.
- "*I was recently elected to a leadership position. I was told by my department that I should have had their permission. I see this as my choice to advance my career, their misogyny - policing what they think I should be doing (which is giving to my department) - has deeply affected my ability to feel valued and a full member of my department. they have never told this to the men in my department - to seek permission. Discussing workload is one thing, saying that I should not be making decisions about my career without their approval is infantilizing and disrespectful. Because of this, they have forced me...into overload.*"
- "*When I affirmed that a male colleague had a good idea for an initiative, he told me "I'm only going to say it once." When I suggested he organize it, he said "No, you don't understand this about me - I don't like being in charge of things. I'll support you as much as you need me, but I don't want to be in charge." He said this in front of several guests [to campus], so I played it off with humor - but the fact that he expected to express his desire for an initiative one time, and then I would just hop to organize it for him made me feel insane. I do not trust that this person sees me as an equal.*"

Discrimination

- "*One of my colleagues is consistently negative towards me due to my gender (in my opinion). One example is that another male colleague and I have worked on numerous*

projects and anytime we seek input from our other male colleague he only replies to my male colleague. For example, if my other male colleague or I send an email to this negative male colleague (with both of us included in the email), the negative male colleague will only reply to my male colleague. This behavior has continued even after including a line in our emails that responses should be sent to both of us. This behavior from my negative male colleague is an ongoing issue with me and consistent with past behavior ... A student cited how this individual used to hand back tests to all the male students in the class individually. However, after handing back the male students' tests/papers the instructor would set the female students' tests/papers on a table and tell them they could come get them. This was one example of how the female students were treated differently in this colleague's class."

Professional Disrespect

- "*I have taught the same class two years in a row, but one year I taught on my own and another year I co-taught with a man (I am a woman). The year that I co-taught, the difference was noticeable in how students interacted with me. I felt they were less professional and less respectful overall. I was asked by our administrative assistant when I would prefer to schedule my course. I replied with my preferred schedule, and she replied that I should double-check with my (male) colleague first because he often likes to teach on that day*."
- "*I was introduced during a research conversation by my first name when my (male) co-presenter was introduced as Dr. So-and-so. I have been asked by my (male) colleague to*

do random tasks like going into his class to collect papers. I have also been asked by that same (male) colleague if I do transcription. I have also been asked to copy-edit that same (male) colleague's paper."

- "*When I am chairing a committee, I am sent emails by committee members asking for things that are easily accessible. Rather than go to the TEAMS site, go to previous emails, or go to the calendar invite, people seem to find it easier to email me and ask for the Zoom link or whatever they are looking for. I do not know if men receive administrative emails like this, but I somehow doubt it. Students do the same thing, but I am willing to give them more of the benefit of the doubt, as they are still learning the system*."
- "*I have had a student just walk into my office without knocking, and when I asked if he walks into other folks' offices without knocking, he ignored me. When I discussed this with other colleagues, they thought it was strange as he does not act that way with them*."

Cultural and Ethnic Marginalization

- "*I have witnessed and heard from students about marginalization, primarily related to culture and ethnicity. There was a situation where students were eating food in the classroom areas during lunchtime, everyone was heating their different foods in the microwave. Some students with pungent-smelling foods associated with their culture were then criticized and made to feel less than the ethnocentric/white-western food norm by other students and faculty. Rather than engaging in meaningful dispute resolution, it was decided that the microwave be removed. This was and remains problematic*."

Identity

- "*Students cannot easily change their names through the Information Query, so I do not know their "preferred" name from the registry. I now email all students BEFORE the first class to ask them to confirm their preferred name, etc., to not to deadname them or out them*."

Gendered Facilities

- "*Where are the change tables on campus? Almost all of them are in the women's washrooms. Dads change baby diapers too!*"

Overall Satisfaction

Table 31 summarizes the job satisfaction levels of faculty based on gender. The Chi-squared test showed that there is no statistically significant association between gender and job satisfaction ($X^{(1)}$ =7.732, p = 0.806).

Table 31: Job Satisfaction Levels among Faculty by Gender

Level of Satisfaction	Women	Men	Non-binary/Unspecified
Very Satisfied	20.8%	18.2%	33.3%
Somewhat Satisfied	37.5%	54.5%	33.3%
Neutral	20.8%	18.2%	-
Somewhat Dissatisfied	14.6%	-	-
Very Dissatisfied	6.3%	9.1%	33.4%

CONCLUSIONS

The SWRC Report 2024 presents a comprehensive overview of the status of women at Brandon University, highlighting both the progress that has been made and the considerable work that remains to be done. The findings illustrate that while women have seen increased representation among university faculty, significant disparities continue to exist.

In terms of gender distribution and representation, BU has achieved near-equal overall gender representation, with women comprising 53.4% of full-time faculty (43.8% excluding the Faculty of Health Studies). This figure surpasses the national average of 40.4% in Canadian universities, however with Health Studies removed BU is closer to the national average.

However, despite progress in representation, gender-based salary differences persist. Women earn approximately 9.0% less than men across all levels, and gender remains a factor in salary variation, even after accounting for variables like years of service and qualifications. While there are no statistically significant gender differences in tenure success rates or promotion timelines, women are underrepresented at the full Professor level and overrepresented as Instructional Associates, suggesting ongoing challenges in career progression.

On a more positive note, a promising trend has emerged in hiring practices. Between 2019 and 2024, 57% of new hires were women, and excluding the Faculty of Health Studies it is 44.6%. This shift may lead to increased representation of women in senior positions over time as these faculty members advance in their careers. Even before women get to senior positions, the increasing hiring trend means that more women’s voices can influence policies and decisions related to equity, diversity, and inclusion.

The report reflects on the importance of systematically monitoring the progress of gender equity initiatives as mandated every five years and the continued need to advocate for women's rights and equitable treatment within the university framework. SWRC's commitment to creating an equitable hiring process and addressing systemic discrimination has been foundational. However, the data indicate that mere representation is not enough; equity must also translate into tangible impacts on salaries, promotions, and overall job satisfaction for women faculty members.

Moreover, the qualitative accounts gathered from the survey further elucidate the nuanced barriers that women continue to face in academia. The pandemic has exacerbated these challenges, spotlighting issues of work-life balance, productivity, and mental health. It is crucial for the university to recognize these stressors and actively work to mitigate their impacts on career progression and personal well-being.

Looking forward, the report calls for a multi-faceted approach to promote gender equity at BU. This includes enhancing support networks for women faculty and implementing targeted mentorship programs. BU’s goals for percentage of women faculty are outdated as they were last updated in 2009. Thus, it would seem prudent to conduct annual reviews of hiring practices to ensure compliance with employment equity principles. Furthermore, the university must prioritize resources toward developing comprehensive policy frameworks that address structural inequities, thereby fostering an academic environment that is both inclusive and supportive.

Additionally, all members of the BU community should assess and reflect on the culture and working environment and reach out to their colleagues to share their experiences. Positive

communication within a healthy environment may increase morale and collegiality. In the survey, many members described specific circumstances where women experienced negative gender bias such as treating women stereotypically or silencing them in faculty meetings. Others expressed frustration with their workload, particularly those who are the only member in their area, or work in small or short-staffed departments. Many members are unable to find balance among their duties, specifically citing the burdens of teaching and service, which make it difficult to work and have a healthy lifestyle. Some members feel morale is at an all-time low while others expressed a desire to seek employment elsewhere.

Significant themes reported in the 2019 survey were noted across working, research, and teaching environments and include a demanding workload, negative relations with administration and union, lack of sufficient resources, and negative collegial relations. These themes were echoed in the 2024 survey, as shown in Table 32, and indicate continued challenges in these areas. Many of the suggestions from the previous survey were also repeated or reframed possibly indicating that some issues are systemic or that they may have evolved and require updated approaches, while others may be ongoing and interrelated. For example, a suggestion was made in 2019 indicating that students needed more opportunities, whereas in 2024 it was suggested that students need more support in all areas (including academic and personal) as they transition to university. Many student supports that are available in these areas, including Student Accessibility Services, are overburdened. As such, faculty members who value teaching and care to support students will spend more time with them, potentially reducing time spent on other responsibilities. This can also occur with service. Some survey responses suggested that

when someone performs service effectively, they are asked to do more or to serve on more committees, again drawing time from other responsibilities. When this happens over the course of several years, feelings of frustration and lack of support can accumulate.

We can, however, see some progress. For example, workload issues continue to permeate, however increased transparency in establishing equity have begun with reports that accompanied the workload allocations. Requests for research support and increased resources were defined by respondents in the current survey by noting specifically where and what kind of support is needed suggesting that some faculty may have been able to engage more with research. The request to formalize the mentorship program may also suggest that more people have engaged in mentorship activities and are now seeking clearer processes to optimize their experiences.

Table 32: Suggestions from 2019 Survey Repeated or Reframed in 2024 Survey

Suggestions from 2019 survey	Repeated or reframed in 2024 survey
Reduce and redistribute the workload	Equitable workloads with transparent allocation
Establish better infrastructure and conflict resolution strategies	Mediate conflict resolution and implement training for chairs to manage departments
Hire more staff and support new staff	Support overburdened areas and hire staff to ensure equitable workload distribution
Vastly improve communication and support from dean, chair, and senior administration	Uphold the collective agreement and institutional policies and procedures fairly
Create more resources and professional development funding	Improve supports from research bodies on campus and increase PDA
Emphasize quality teaching	Offer regular evaluations and support those who want to teach
Ensure greater opportunities for students	Increase student support in all areas and in their transition to university
Strengthen mentorship	Formalize mentorship program and encourage collaboration
Strengthen the research culture	Have dedicated personnel to support research project management
Provide a culture of support	Foster an environment based in equity, diversity, inclusion, respect, and value

Survey results revealed disparities in faculty experiences, with women reporting being more negatively impacted by various factors in their working, research, and teaching environments compared to men. Overall, women expressed lower satisfaction with their university experiences (6.3% were very dissatisfied and 14.6% were somewhat dissatisfied) compared to men (9.1% were very dissatisfied and 0% were somewhat dissatisfied), indicating that there is still work to be done in creating an equitable and supportive environment for all faculty members. Compared to the previous report, women's overall satisfaction has declined,

as indicated by lower percentages in the “very satisfied” and “somewhat satisfied” categories, alongside a rise in respondents selecting “neutral.” In contrast, men’s overall satisfaction has remained relatively high; however, there has been a notable shift from “very satisfied” to “somewhat satisfied” between 2019 and 2024 as shown in Table 33. Non-binary/unspecified gender responses were not calculated in the 2019 report.

These trends suggest growing dissatisfaction or ambivalence among women, which may point to unmet needs or emerging challenges in the current environment. For men, while satisfaction remains high, the shift toward “somewhat satisfied” could indicate subtle declines in enthusiasm or engagement. These findings highlight the importance of addressing gender-specific concerns and regularly monitoring satisfaction levels to foster a more supportive and equitable environment for all.

Table 33: Overall Job Satisfaction Among Women and Men Faculty from 2019 to 2024

Level of Satisfaction	Women 2019	Women 2024	Men 2019	Men 2024
Very Satisfied	24%	20.8%	50%	18.2%
Somewhat Satisfied	42%	37.5%	27%	54.5%
Neutral	10%	20.8%	5%	18.2%
Somewhat Dissatisfied	14%	14.6%	9%	-
Very Dissatisfied	10%	6.3%	9%	9.1%

In essence, while the SWRC Report 2024 acknowledges the incremental progress towards gender equity at BU, it simultaneously serves as a clarion call for sustained engagement and commitment from all university stakeholders. Acknowledging the systemic barriers that still exist, it is imperative that BU continues its journey towards equitable representation and treatment of women, ultimately enriching both the academic community and the broader society.

LIMITATIONS

While the SWRC Report 2024 provides valuable insights into the status of women at Brandon University and offers a comprehensive assessment of gender equity initiatives, the following limitations were observed:

1. **Data scope and availability**: The report relies on quantitative and qualitative data collected over the designated review period (2019-2024). However, the comprehensiveness of this data may be limited by the availability and accuracy of human resources records and other related documentation. For instance, since the HR data did not specify the gender of faculty members, the data analyst inferred it based on their names. These gaps in data could affect the robustness of the findings regarding the experiences and outcomes of women in the university.
2. **Participation of faculty members**: Faculty participation in the survey was low. Out of 261 faculty members at BU, only 73 (27%) responded. This limited sample size may impact the robustness of the findings. To enhance the reliability of future surveys, it is recommended to encourage greater faculty participation through targeted outreach, clear communication of the survey's importance, and incentives where appropriate.
3. **Self-reporting bias**: The reliance on self-reported data from the surveys could introduce bias, as respondents may be influenced by social desirability or fear of repercussions when discussing their experiences. While respondents were assured of their anonymity in the survey process, overcoming the fear of repercussions may have been a challenge

for many marginalized participants. This could lead to underreporting of negative experiences or obstacles faced by women faculty members, hindering a comprehensive understanding of the challenges they encounter.

4. **Temporal context**: The findings of this report are situated within the timeframe of 2019 to 2024. Changes in the broader socio-political landscape, institutional policies, or societal attitudes towards gender equity and higher education, particularly those exacerbated by the COVID-19 pandemic, may have influenced the circumstances and experiences of women in academia. Future reports may need to consider the evolving context beyond this review period to fully understand the impacts of ongoing initiatives.

Acknowledging these limitations emphasizes the need for ongoing research and proactive measures to ensure that the experiences and dynamics affecting women's status at Brandon University—and in higher education more broadly—are thoroughly understood and addressed. Future efforts should strive to mitigate these limitations to develop more effective strategies that promote gender equity and a supportive academic climate for all faculty members.

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APPENDICES

Appendix 1: Statistical Test Types Used in this Study

Statistical test	Use
Frequency, means, standard deviations	Descriptive statistics summarize data distributions
Independent sample t-test	Used to compare the means of two independent groups to determine if there is a statistically significant difference between them. The test is applicable when the following conditions are met: 1. Two Independent Groups: The groups being compared should be independent of each other. 2. Continuous Dependent Variable: The dependent variable should be continuous (interval or ratio scale). 3. Normal Distribution: The data should be approximately normally distributed within each group. 4. Homogeneity of Variances: The variances of the two groups should be approximately equal. If the p-value from the test is less than the chosen significance level (e.g., 0.05), it suggests that there is a significant difference between the means of the two groups.
Chi-squared test (Crosstabs)	Used to examine the relationship between two categorical variables. It tests whether the distribution of sample categorical data matches an expected distribution. Essentially, it helps determine if there is a significant association between the two variables. If the p-value is less than the chosen significance level (e.g., 0.05), it suggests that there is a significant association between the variables.
Chi-squared goodness of fit test	Used to determine how well an observed frequency distribution fits an expected distribution. It tests the null hypothesis that the observed frequencies match the expected frequencies. This test is useful for determining if a sample data set comes from a population with a specific distribution. If the p-value is less than the chosen significance level (e.g., 0.05), the null hypothesis is rejected, indicating that the observed distribution significantly differs from the expected distribution.

Shapiro-Wilk test	Used to determine whether a sample comes from a normally distributed population. It tests the null hypothesis that the data is normally distributed. If the p-value is less than a chosen alpha level (e.g., 0.05), the null hypothesis is rejected, indicating that the data is not normally distributed.
Mann-Whitney U test	Used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. It tests the null hypothesis that the distributions of the two groups are identical. This test is particularly useful as a non-parametric alternative to the independent samples t-test when the assumptions of normality are not met. If the p-value is less than the chosen significance level (e.g., 0.05), it suggests that there is a significant difference between the two groups.
Somer's D test	Used to measure the strength and direction of the association between two ordinal variables. It provides a coefficient that ranges from -1 to 1, where values close to 1 indicate a strong positive association, values close to -1 indicate a strong negative association, and values around 0 indicate little or no association. This test is particularly useful for assessing the relationship between variables that have a natural order but are not necessarily on an interval or ratio scale.
Linear regression analysis	Used to model the relationship between a dependent (response) variable and one or more independent (predictor) variables. The primary purposes of linear regression analysis include: 1. Predicting Outcomes: Estimating the value of the dependent variable based on the values of the independent variables. 2. Assessing Relationships: Understanding the strength and nature (positive or negative) of the relationship between the dependent variable and each independent variable. 3. Identifying Trends: Determining trends and patterns in data over time or across different conditions. 4. Evaluating Influence: Assessing how changes in the independent variables are associated with changes in the dependent variable.

	The analysis provides coefficients that indicate the direction and magnitude of the relationship, a goodness-of-fit measure (e.g., R-squared) that indicates how well the model explains the variation in the dependent variable, and significance tests to determine if the relationships are statistically significant.

Appendix 2: Survey Questionnaire

Research Instruments

Title of Study: Brandon University Status of Women Review Committee Quinquennial Report (2024)

Survey of BUFA members at Brandon University 2024

Reminder: You are not obligated to participate, and you may stop participating at any time prior to sending the completed survey. If you begin the survey and choose to stop before completing it, your answers will not be stored. You may skip questions should you choose not to answer them. Submitting the survey indicates your consent to participate.

The following questions offer an opportunity to assess how specific factors influence different areas of your working environment at Brandon University. If other factors influence an area of your working environment, please describe them in detail under “additional factors” below.

Section 1: Department/Work Unit

1. Which factors have influenced your day-to-day duties in your department or work unit? Indicate the level of influence for each factor. If a factor has no influence on your ability to be successful in your department/faculty or working unit, select N/A.

	Very negative impact	Somewhat negative impact	Neutral	Somewhat positive impact	Very positive impact	Not applicable
Human Resources						
Dean/Director						
Chair						
Mentor(s)						
Colleagues						
Salary						
Training opportunities						
Professional development funds						
Departmental policies						
Workload						
Others (please list below)						

Other factors (text box)

2. Please share any additional factors influencing the working environment of your department or work unit.

3. What ideas do you have for improving the working environment in your department or work unit? What would make you feel successful in your department or work unit?

Section 2: Research Environment

4. Is research part of your workload?

____ Yes ____No (if “No” was selected, respondents were directed Section 3, question 8)

5. Which factors have influenced your ability to perform your research? Indicate the level of influence for each factor. If a factor has no impact on your ability to be successful in your research, select N/A.

	Very negative impact	Somewhat negative impact	Neutral	Somewhat positive impact	Very positive impact	Not applicable
Human Resources						
Dean/Director						
Chair						
Colleagues						
Salary						
Training opportunities						
Professional development funds						
Institutional policies						
Workload						
Others (please list below)						

Other factors (text box)

6. Please share any additional factors influencing your research environment at BU.

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

Section 3: Teaching Environment

8. Is teaching as part of your workload?

____ Yes____ No (if “NO” was selected, respondents were directed to Section 4, question 12)

9. Which factors have influenced your ability to teach? Indicate the level of influence for each factor. If a factor has no impact on your ability to be successful in your research, select N/A.

	Very negative impact	Somewhat negative impact	Neutral	Somewhat positive impact	Very positive impact	Not applicable
Human Resources						
Dean/Director						
Chair						
Mentor(s)						
Colleagues						
Salary						
Training opportunities						

Professional development funds						
Institutional policies						
Workload						
Others (please list below)						

Other factors (text box)

10. Please describe additional factors influencing your teaching environment at BU.

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

Section 4: Professional/educational goals

12. 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.

	Not important	Somewhat important	Very important	Not applicable
Establish credible research program				
Maintain my research program				
Publish more				
Publish in high quality journals				

Impact community development using research area				
Establish research collaboration with other institutions				
Pursue further academic credentials or professional training				
Acquire tenure/continuing appointment				
Acquire promotion				
Apply for leave (sabbatical or special)				
Further develop teaching skills				
Create or update courses or programs				
Impact student achievement and career development at BU				
Enhance educational standards worthy of a university degree				
Train more highly qualified personnel (new or existing)				
Hire more qualified personnel in the faculty/working unit				
Attain a work/life balance				
Others (please list)				

Other factors (text box)

13. Please add additional comments about your professional/educational goals:

Section 5: Workload distribution

14. Is your workload comprised strictly of teaching, research, and service?

___ Yes (directed to question 15) ___ No (directed question 17)

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

_____% teaching _____% research _____% service

16. Please add additional comments regarding your workload (upon completion of this question, respondents were directed to Section 6, Question 20):

17. Workload distribution

Please indicate the approximate percentage of time summed to 100% that you feel you have spent on the following categories over the past two years. Please add additional categories as needed to reflect your workload. If a category does not match your workload, please leave it blank. Note this may not match what is indicated in the Collective Agreement.

_____% administrative duties (including grant applications/budgets/reports/ordering supplies/maintaining inventory/maintain records and statistics)

_____% professional training, upgrading, or maintaining your skills/knowledge

_____% working with BU faculty (supporting/training/collaborating)

_____% working with BU students (advising/counselling/tutoring)

_____% instructing BU students (supervising/teaching/training)

_____% service

_____% research

_____% recruitment and retention

_____% upgrading/maintaining current programs

_____% creating new programs/expanding your work unit

_____% outreach/working with external partners

_____% other

18. Other factors (text box):

19. Please add additional comments regarding your workload:

Section 6: Unique Challenges

20. Do you feel your situation is unique, creating opportunities or challenges different from your colleagues? Please share details to your comfort level.

Section 7: Safety of Work Environment

21. Please rate how the following elements affect your safety on campus.

	Very negative impact	Somewhat negative impact	Neutral	Somewhat positive impact	Very positive impact	Not applicable
Students						
Colleagues						
Visitors						
Building						
Campus						
Off-campus activities						
Knowledge of policies and procedures						
Workplace health and safety						

Other factors (text box)

22. Please add additional comments related to your experience of safety on campus.

23. If you have experienced an incident where you felt unsafe, did you report it? Why or why not?

24. What suggestions do you have for improvement?

Section 8: Lived Experiences

25. Describe a time in the last twelve months where you witnessed or experienced marginalization because of gender when interacting with colleagues or students. Include intersectional references as applicable.

Section 9: Overall satisfaction

26. Please rate your overall satisfaction with your experience working at BU.

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very Satisfied
Overall satisfaction					

Section 10: Demographic information

The section is important in assessing the equality of all members. If you are uncomfortable answering, please mark “Prefer not to answer.”

27. To which gender do you most identify?

___Woman

___Man

___Transgender

___Non-binary/Gender Non-conforming

___Not listed

___Prefer not to answer

Other (please specify)

28. Please select your faculty, school, or work unit

___Faculty of Arts

___Faculty of Education

___Faculty of Science

___Faculty of Health Studies

___School of Music

___ Library

___ Student Services

___ Other (RDI, CIS, …)

___Prefer not to answer

Other (please specify) text box

29. Please indicate your rank according to the BUFA Collective Agreement

___Professor/PA IV

___Associate Professor/PA III/CIS III

___Assistant Professor/PA II/AA II/IA IV/CIS II

___Lecturer/PA I/AA I/IA III/CIS I

___IA II

___IA I

___Prefer not to answer

Other (please specify) text box

30. Please select your employment status

___Tenured

___Continuing (full time)

___Continuing (part time)

___Tenure-track/Probationary

___Term (full time)

___Term (part time)

___Sessional

___Prefer not to answer

31. Please select the number of years completed in the employment status level indicated in the previous question as of June 2024.

___less than one year

___1 – 4 years

___5 – 9

___10 – 14

___15 – 20

___21 – 25

___25 or more

___Prefer not to answer

Your participation is voluntary. Submitting the survey indicates your consent to participate. Once the survey is sent, the information remains anonymous and cannot be removed or withdrawn. If you choose not to submit your answers, they will not be stored in the survey data.

THANK YOU FOR YOUR TIME AND COOPERATION