

**Opening Doors, Closing Gender Gaps: Female and Male Professors
by Rank, Diversity and Faculty at the University of Alberta**

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23 May 2013

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Acknowledgements

Since October 1991 the University of Alberta has distributed an annual Employment Equity Census questionnaire to all full-time and part-time faculty members. The 1994 University of Alberta policy “*Opening Doors: A Plan for Employment Equity*” called for the collection of, and annual reporting on, employment equity data. One aim of the annual University-wide equity reports was to provide guidance to deans, departmental chairs and directors on the demographic profiles of their units and their efforts to increase diversity with equity in the professoriate and among staff. As well, the policy-relevant data was useful for University faculty and staff associations who also need to understand and respond to demographic diversity and, particularly, institutional barriers that may impede equitable access, opportunities and advancement for their members. In November 2012, the comprehensive report, “*Equity, Diversity and Inclusion at the University of Alberta 24 Years On: Employment Equity Audit, 2001, and 2007-2011*” was received by the Association of Academic Staff University of Alberta’s Council. It provided a detailed documentation and assessment of equity and the demographic diversity of all employment groups at the University of Alberta.

This May 2013 Equity Report, “*Opening Doors, Closing the Gender Gaps: Female and Male Professors by Rank, Diversity and Faculty*,” was received by AASUA Council on the 23 May 2013. It benefitted from the invaluable assistance and support of a number of University of Alberta stakeholders: first and foremost it is indebted to the vital task of equity data collection and analysis conducted by Catherine Anley, University of Alberta’s Employment Equity Advisor; and to Stephanie Carvalho, the Employment Equity Data Assistant. Special thanks are owed to the members of the Association of Academic Staff University of Alberta Standing Committee on Equity: R. Lisa Borque-Bearskin, Heather Kennedy-Plant, Katy Mackay, Philomena Okeke-Iherjirka, Julie Rak and Carolyn Sale; and to ex-officio members: Ian MacLaren, Past President, Brygeda Renke, Executive Director, and Donna Wilson, President.

Disclaimer: Every effort has been made to provide the best available equity data, with the aim of assisting relevant stakeholders. If any errors or omissions are found please contact us so that they may be corrected. The References in this report include a number of links to external Internet resources. However, the AASUA is not responsible for the content of external web sites or the accessibility and terms and conditions of access to materials on external sites.

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Opening Doors, Closing Gender Gaps: Female and Male Professors by Rank, Diversity and Faculty at the University of Alberta

Executive Summary

The University of Alberta policy, “*Opening Doors: A Plan for Employment Equity*,”¹ has been in effect for 19 years, since its approval by the Board of Governors on the 7 January 1994. Has the rate of diversity hiring, including of female faculty, changed since its adoption? Has the rate of diversity hiring bridged the gender gap at the University of Alberta? This AASUA Equity Report analyzes the 2011 University of Alberta Employment Equity Census data for 17 faculties² and finds the following: First, there is a gender gap at all ranks and levels. Male professors outnumber women 2:1. Second, the gender gap is most significant at the full professor rank, where the majority of male professors are concentrated; the majority of female professors are at the assistant and associate professor levels. Most significant, there are more male full professors than the entire female professoriate. As well, male full professors outnumber male new scholars and mid-career scholars by almost 2:1, meaning most male faculty at the University are concentrated at the highest rank. Third, the gender gap varies across the 17 faculties examined in this report. The most significant gender gaps are in 8 faculties that have between 10 to 30% female professors. The 8 include the faculties of Science, Engineering, Business, Medicine & Dentistry, Augustana, Law, School of Public Health, and Physical Education & Recreation.

This Equity Report also draws on an intersectional analysis to show that the diversity of female and male professors also varies by rank and faculty (and likely by discipline). Visible minority male professors outnumber visible minority female professors by a ratio of 2:1. Similar to the general female-male demographic distribution at the University of Alberta, there are more male visible minority full professors (90/35.6%) than the entire visible minority female professoriate (64) combined. The majority of visible minorities are located in 5 Faculties: Science, Engineering, Medicine, Arts and Business. Of the small number of Aboriginal faculty identified in this report almost a half (7/16) are in the Faculty of Education.

Given the rate of hiring diverse female professors at the University of Alberta it will be many decades before the gender gap is closed – unless something is done differently. A review of the 2011 University of Alberta Employment Equity Census data shows that, similar to institutional data collected over the past decade, the percentage of female faculty remains stalled at about one-third, despite the burgeoning number of female graduates. For this to change the University needs to go beyond policy; it needs to engage in best equity and diversity practices; and the University leadership needs to reflect and model gender equity and diversity. The University has not yet updated its 1990s employment equity plan and it has been years since it has reported back to the community. The institutional invisibility of diversity issues, policies and programs, the low institutional capacity in the employment equity office, and implementation gaps seems to have stalled gender equity at the University of Alberta. Equity office capacity is low compared to comparator universities within Alberta and among Canada’s major research universities including, for example, the University of British Columbia³ and the University of Toronto⁴. Likewise, within the province of Alberta, the commitment to diversity with equity appears to have higher profiles and to be better resourced both at the University of Calgary⁵ and the University of Lethbridge⁶.

A number of recent studies have raised the issue of the gender gap in relation to research and to educational achievement, pay equity and social mobility in universities and in Canada more generally. One study released by the Canadian Council of Academies in November 2012 was commissioned by the Minister of Industry after the national shortlisting of 39 male candidates for the prestigious \$10 million Canada Excellence Research Chairs (CERCs), followed by the appointment of 19-males, including 4 at

the University of Alberta. While such an achievement normally is a cause for celebration, the all-male appointments once again highlighted the glass ceiling for women in the academy. There were no female candidates appointed and, further, despite a global search, not one female candidate was on the long short-list of 39. This experience fuelled longstanding concerns about an impenetrable glass ceiling, and an “old-boys” network shutting women out of prestigious research opportunities.⁷

In November 2012, the CCA issued its final report, *Strengthening Canada's Research Capacity: The Gender Dimension*,⁸ which identified many of the longstanding challenges that impede women's mobility through the academic rank, and which reinforce the persistent gender gap findings of this AASUA Equity Report. First, the gender gap varies by discipline; second, there is a glass ceiling that is harder to shatter the higher one goes in the academy, with fewer women at the full professor rank and in leadership positions; third, Canada's gender profile is similar to those of many other Organization for Economic Co-operation and Development (OECD) countries, although some countries are more proactive and effective in advancing gender equity. Finally, good policy-relevant analyses are impeded by the paucity of data. This paucity of data has been worsened by the federal budget cuts to Statistics Canada, the cancellation of the long-form Census, and the discontinuation of the University and College Academic Staff System (UCASS) and related studies on universities and colleges.⁹

Another important gender equity report authored by Kate McInturff, “*Closing Canada's Gender Gap: Year 2240 Here We Come!*,”¹⁰ was released by the Centre for Policy Alternatives in April 2013. Read alongside the CCA report and the 2011 University of Alberta equity data, it gives reason for pause. It suggests that without proactive measures, there will be little progress in ameliorating gender equity, particularly in faculties with significant underrepresentation of women, including at the full professor rank and in University leadership. The CCPA report suggests, “[T]he women of the class of 2013 can look forward to lower rates of promotion at work, less stable work, and diminished retirement security. They will occupy less than a quarter of the senior leadership positions in the public and political sectors.” McInturff states that unless institutions “do something differently,” then “we won't be able to promise equality to the class of 2013 or any other graduating class for the next 228 years.”¹¹

This AASUA Equity Report analyzes data from the 2011 University of Alberta Employment Equity Census and gives a comprehensive assessment of the professoriate. The Census includes only continuing-operating faculty members who are full and part-time. It does not include Trust employees or contract academic staff (CAST). It identifies both the gender gaps and faculties that have greater gender equity and diversity. It draws on data across 17 faculties and describes the distribution of female and male professors at the assistant, associate and full professor ranks. It also identifies the distribution of female and male Aboriginal, visible minority and professors with disabilities. The first section and Table I examines the number and percentage of female and male professors at the assistant, associate and full professor levels in each of the 17 faculties. The second section and Table II examines the total numbers of female and male professors (all ranks) across all of the faculties, and highlights those faculties with the greatest gender gap. The third section and Tables III and IV more closely examine the representation of female and male professors by rank, where they are distributed within the ranks and within specific faculties. Table IV specifically examines visible minority professors by sex and rank at the University of Alberta. Part III also includes subsections on each of the professorial ranks, including new scholars, the “sandwich generation” of associate professors, and the full professors.

The final section offers some concluding remarks and 12 recommendations to advance ‘diversity with equity and excellence’ at the University of Alberta.

Opening Doors, Closing Gender Gaps: Female and Male Professors by Rank, Diversity and Faculty at the University of Alberta - May 2013

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I. The Persistent Gender Gap

The 2011 equity data shows that there continues to be a significant gender gap at the University of Alberta, which is evident across all professorial ranks. Women represent one-third of the professoriate, a percentage that has not changed significantly since the adoption of the 1994 “*Opening Doors: A Plan for Employment Equity.*” The gap is evident in the dearth of women in leadership: Of the 18 Deans or Directors of Schools, only 28% (5) are female. A gender gap exists in the distribution of major research chairs: All of the University’s 4 Canada Excellence Research Chairs are held by male professors. Of the 44 Tier 1 Canada Research Chairs (CRCs) only 23% (10) are held by female professors. Of the 42 Tier 2 CRCs only 36% (15) are held by female professors.¹² The gender gap is especially evident in the fact that there are more male full professors (612) than the entire female professoriate at all ranks (565).

Table I												
University of Alberta Professoriate by Faculty, Sex and Rank, 2011												
N=1,657*	Female (N=565)						Male (N=1,092)					
Faculty	Asst	%	Assoc	%	Full	%	Asst	%	Assoc	%	Full	%
Overall	152	9.0	197	11.8	216	13.0	186	11.3	294	17.8	612	37.1
ALES	8	34.6	12	41.4	15	33.3	14	63.6	17	58.6	30	66.7
Arts	43	52.4	56	47.9	61	39.6	39	47.6	61	52.1	93	60.4
Augustana	4	33.3	12	40.0	3	15.8	8	66.7	18	60	16	84.2
Business	10	43.5	5	21.7	3	10.7	13	56.5	18	78.3	25	89.3
Education	19	70.4	28	66.7	28	65.1	8	29.6	14	33.3	15	34.9
Engineering	11	20.0	3	7.7	5	5.6	44	80.0	36	92.3	84	94.4
Extension	5	83.3	3	75.0	2	40.0	1	16.7	1	25.0	3	60.0
Law	0	0	1	16.7	9	39.1	3	100	5	83.3	14	60.9
Medicine	10	52.6	20	39.2	22	15.8	9	47.4	31	60.8	117	84.2
Native Studies	1	100	2	50.0	2	66.7	0	0	2	50.0	1	33.3
Nursing	10	100	16	94.1	21	95.5	0	0	1	5.9	1	4.5
Pharmacy	3	37.5	5	55.6	0	0	5	62.5	4	44.4	6	100
Physical Ed	5	62.5	6	42.9	4	21.1	3	37.5	10	71.4	15	78.9
Pub Health	3	60.0	2	25.0	4	28.6	2	40.0	6	75.0	10	71.4
Rehab Med	7	77.8	8	66.7	14	58.3	2	22.2	4	33.3	10	41.7
St. Jean	6	100	4	26.7	3	25.0	0	0	11	73.3	9	75.0
Science	7	16.7	14	23.9	20	10.9	35	83.3	55	79.8	163	89.1

*Continuing-operating faculty members Full and Part-Time only; data does not include Trust, CAST, etc.

Source: Table developed from data provided by C. Anley, Employment Equity Advisor, Human Resource Services, February 2013; data gathered from voluntary completion of Employment Equity Census Questionnaire

II. Representation of Female and Male Profs (All Ranks) by Faculty

Table II documents the representation of female and male professors at all ranks across 17 faculties at the University of Alberta. Table III shows that in 2011, there were 1,657 professors at the University. Of these, 565 (33.8%) were female and 1,092 (66.2%) were male. The gender gap is especially evident in 4 faculties: Engineering (10.4% female); Science (13.9% female); Business (24% female); and Medicine and Dentistry (24.8% female).¹³ Four faculties have a preponderance of female professors: Education (67%), Extension (66.7%), Nursing (95%) and Rehabilitation Medicine (64.5%). The faculties of Arts and Native Studies are the only faculties that have near gender parity.

Faculty or School	Total		Female		Male	
	Number	%	Number	%	Number	%
Total (N=17)	1,657*	100	565	34.0	1,092	66.0
Agric, Life & Environmental Sciences	96	5.8	35	36.5	61	63.5
Arts	353	21.3	160	45.3	193	54.7
Augustana	61	3.7	19	31.0	42	68.9
Business	74	4.5	18	24.0	56	76.0
Education	112	6.8	75	67.0	37	33.0
Engineering	183	11.0	19	10.4	164	89.6
Extension	15	0.9	10	66.7	5	33.3
Law	32	1.9	10	31.2	22	68.8
Medicine & Dentistry	209	12.6	52	24.8	157	75.2
Native Studies	8	0.5	5	62.5	3	37.5
Nursing	49	3.0	47	95.9	2	4.1
Pharmacy & Pharmaceutical Sciences	23	1.4	8	34.8	15	65.2
Physical Education & Recreation	43	2.6	15	36.6	28	68.3
School of Public Health	27	1.6	9	33.3	18	66.7
Rehabilitation Medicine	45	2.7	29	64.5	16	35.5
Campus St. Jean	33	2.0	13	40.4	20	60.6
Science	294	17.7	41	13.9	253	86.1

*Continuing-operating faculty members full and part-time only; data does not include Trust, CAST, etc.

Source: Table developed from data provided by C. Anley, Employment Equity Advisor, Human Resource Services, February 2013; data gathered from voluntary completion of Employment Equity Census Questionnaire

Eight faculties, including many of the professional faculties, have a significant underrepresentation of women:

- Engineering (11.2% female)
- Science (13.9% female)
- Business (24 % female)
- Medicine & Dentistry (24.8% female)

- Augustana (31% female)
- Law (31.2% female)
- School of Public Health (33.3% female)
- Physical Education & Recreation (36.6% female)

What accounts for the persistent gender gaps at the University of Alberta? The question suggests a need for an institutional self-study.¹⁴ In the 1980s and 1990s it was common to hear the problem expressed as a “pipeline problem,” which was articulated as follows: “The image of a pipeline is a commonly advanced explanation for persistent discrimination that suggests that gender inequality will decline once there are sufficient numbers of qualified women in the hiring pool. The CSWP [Committee on the Status of Women in the Profession] believes that it is important to ask whether this phenomenon is actually occurring, because the implication is that we can explain inequality as a function of insufficient numbers of trained women in the pool, rather than as a result of ongoing discrimination that requires alternate remedies.”¹⁵ However, while the numbers of women in graduate schools has increased, and likewise the number of women in the hiring pools, this demographic shift is not reflected in the professoriate. The data suggests another dynamic might be at play and another metaphor – the glass ceiling – might be more apropos. What does the data show at the University of Alberta? The gaps in institutional knowledge on the dynamics at play – leaky pipelines or impermeable glass ceilings – suggests the need to ask hard questions about discrimination and barriers, as well as equitable recruitment, retention, gender bias in mentoring and hiring, and the culture and climate of graduate programs.

How Diverse is the Female and Male Professoriate by Faculty?

A discussion of the gender gap highlights a much larger problem about the lack of diversity in the professoriate and the need for greater attention to recruiting, retaining and promoting minority professors.¹⁶ It also foregrounds the importance of data and regular monitoring of changing demographics. The available data shows the vast majority – 85% – of female and male professors are white.¹⁷ Aboriginal and visible minority (non-white) scholars combined constitute only 15% of all professors. Only a small number (22) of professors self-identify as a person with a disability. As detailed above, there are 253 visible minority professors. There are 16 Aboriginal professors. An overwhelming majority of visible minority professors (176/253) are located in 5 faculties: Engineering (56), Science (43), Arts (30), Medicine and Dentistry (30), and Business (17). In the other 12 faculties the numbers are often too few to identify by gender, rank or faculty. Almost 50% (7/16) of Aboriginal professors are in the Faculty of Education.

III. Representation of Female and Male Professors by Rank

The data analyzed for this statistical profile show that at the University of Alberta a significant gender gap exists at all ranks, with the greatest gap evident at the full professor rank. Tables III and IV provide a snapshot of the University of Alberta professoriate by rank. Table III shows that male professors outnumber female professors 2:1; there are 1,092 male faculty members and only 565 female professors. It also shows there are more male full professors (612) than male assistant and associate professors combined (480).

- 338 assistant professors, of whom 45% (152) are female and 55% (186) are male;

- 491 associate professors, of whom 40% (197) are female and 60% (294) are male;
- 828 full professors, of whom 26% (214) are female and 74% (609) are male.

Professorial Rank	Total	% of All Profs	Female	% of Rank	Male	% of Rank
Assistant Professors	338	20.4	152	45.0	186	55.0
Associate Professors	491	29.6	197	40.0	294	60.0
Full Professors	828	50.0	216	26.0	612	74.0
	1,657*	100	565	34.0	1,092	66.0

*Continuing-operating faculty members Full and Part-Time only; data does not include Trust, CAST, etc.

Source: Table developed from data provided by C. Anley, Employment Equity Advisor, Human Resource Services, February 2013; data gathered from voluntary completion of Employment Equity Census Questionnaire.

Of the 565 female professors at the University of Alberta, 216 (38%) are full professors, 197 (35%) are associate professors and 152 (27%) are assistant professors. Of the 565 female professors, only 64 females are visible minority¹⁸: 29 assistant professors, 17 associate professors and 18 full professors. There are 1,092 male professors at the University of Alberta. Of these, 612 (56%) are full professors, 294 (27%) are associate professors, and 186 (17%) are assistant professors. Table IV shows that of the 1,092 male professors, 189 are visible minority. The majority of visible minority males are located at the full professor rank: 48 assistant professors, 51 associate professors and 90 full professors.

Professorial Rank	University N=1,657	Visible Minority Female N=64		Visible Minority Male N=189	
		Number	%	Number	%
Assistant Professors	338	29	11.5	48	19.0
Associate Professors	491	17	6.7	51	20.2
Full Professors	828	18	7.0	90	35.6
Total	1,657*	64	25.3	189	74.8

*Continuing-operating faculty members Full and Part-Time only; data does not include Trust, CAST, etc.

Source: Table developed from data provided by C. Anley, Employment Equity Advisor, Human Resource Services, February 2013; data gathered from voluntary completion of Employment Equity Census Questionnaire.

Of the 1,657 professors at the University of Alberta 16 are Aboriginal: Of these 5 (0.3%) are assistant professors, 7 (0.4%) are associate professors and 4 (0.2%) are full professors. There are 253 professors who are visible minorities (non-white): Of these, 77 (30.4%) are assistant

professors, 68 (26.9%) are associate professors and 108 (42.7%) are full professors. There are 22 professors with disabilities: Of these 5 (0.3%) are assistant professors, 7 (0.4%) are associate professors and 10 (0.6%) are full professors.

Gender, Rank & Renewal: Where are the Assistant Professors?

The University of Alberta has 332 new scholars in the assistant professor category: They constitute 20.4% of the total professoriate. This means that 80% of the professoriate are either mid-career or at the full professor rank. Of these 332 new scholars, 45% are female and 55% are male. Of the 189 visible minority professors at the University of Alberta, 48 (23.4%) are assistant professors. There are few faculties in which there is near gender parity in hiring: The Faculty of Arts has 43 female and 39 male assistant professors. Similarly Medicine and Dentistry has 10 female and 9 male assistant professors. In other faculties, the gender gap is significant. The Faculty of Engineering has 55 assistant professors: 11 female and 44 male. The Faculty of Science has 42 assistant professors: 7 female and 35 male. The Faculty of Arts has the largest cohort of new scholars, with 23.3% at the assistant professor rank (82/353).

There are 77 visible minority assistant professors at the University of Alberta: 29 females and 48 males. Most visible minority assistant professors (61/77) are in the faculties of Engineering (29), Arts (11), Business (9), Medicine and Dentistry (6) and Science (6). With the exception of Engineering (7 females and 22 males) and Arts (6 females and 5 males) there are too few visible minority assistant professors to provide a gender breakdown.

The 'Sandwich Generation': Where are the Associate Professors?

Associate professors or mid-career professors are often referred to as the “sandwich generation.”¹⁹ That is, they are professors who are sandwiched between new and emerging scholars and full professors. There is a growing body of research that suggests the “sandwich generation” is highly gendered in ways that impacts female mobility through the professorial ranks and within the academy. As well, research suggests associate professors, as a cohort, are universities’ “workhorses” who tend to be the most “unhappy”²⁰ and most “disgruntled”²¹ group within the academy. Women associate professors, in particular, experience the “ivory ceiling of service work,”²² which tends to be devalued. A failure to account for the gendered and other dynamics of associate professors that impede female advancement through the ranks can lead to some institutions “standing still” in their efforts to advance gender equity, to increase the number of females at the full professor rank and to advance women in leadership.²³ Currently there has been no data analyzed at the University of Alberta to explain how long it takes female and male professors to progress from assistant to associate to full professor ranks.

The University of Alberta’s 491 associate professors constitute 29.6% of all professors. The gender breakdown of these 491 associate professors is 60% (294) male and 40% (197) female. Associate professors constitute 35% of all female professors but only 27% of all male professors; there are more females than males concentrated at the associate professor rank.

Of the 253 visible minority professors at the University of Alberta, 68 are associate professors: 17 females and 51 males. The majority are located in 5 faculties: Engineering (15), Medicine and

Dentistry (11), Arts (9), Science (8), Education (7) and Business (4). The existing data precludes a determination of timeframes for progression through the ranks for visible minorities, Aboriginal professors, and professors with disabilities.

Gender, Rank and Discipline: Where are the Full Professors?

At the University of Alberta the distribution of full professors varies significantly by gender, rank and faculty (and likely by disciplines). The data shows a disproportionate number of male full professors relative to both female professors and junior and mid-career male professors. First, there is a significant gender dimension among full professors: Of the 828 full professors, 74% (612) are male and only 26% (216) are female. As noted previously, the number of male full professors is significant in two other senses: they (612) outnumber the entire female professoriate (565) at all levels; and they outnumber male new scholars and male mid-career scholars combined (478).

The gender, discipline and rank dynamics evident among female faculty generally are also evident among visible minority professors. Of the 253 visible minority professors, 108 are full professors: 18 females and 90 males. Most visible minority full professors are located in 4 faculties: Science (29/43), Medicine and Dentistry (13/30), Engineering (12/56) and Arts (10/30). The available data allows a gender breakdown for the Faculty of Arts, which has 4 females and 6 male visible minorities at the full professor rank; and the Faculty of Medicine and Dentistry, which has 4 females and 9 males at that rank.

The distribution of full professors varies by faculty. One-third (208/34%) of all male full professors are in the Faculty of Science (163) and the Faculty of Medicine and Dentistry (117/26.4%). Moreover, of the 294 professors in the Faculty of Science, the majority – 55.4% (163/294) – are full professors. Of the 209 professors in the Faculty of Medicine and Dentistry, the majority – 56% (117/209) – are full professors. As Table I and Table II show, there are 8 faculties that have the highest percentage of male full professors both within the specific faculty and, also, as a percentage of the University of Alberta total. This distribution is highlighted in Table V. As well, these 4 faculties – Science (163), Medicine and Dentistry (117), Engineering (84), and Business (25) – account for 64% of all full professors (612) at the University.

Faculty (N=16)	Highest % of Male Professors (N=1,087)	Highest % of Male Full Professors (N=612)
Engineering	89.6 % (164)	94.4 % (084)
Science	86.1 % (253)	89.1 % (163)
Business	76.0 % (056)	89.3 % (025)
Medicine & Dentistry	75.2 % (157)	84.2 % (117)
Augustana	68.9 % (042)	88.2 % (016)
Law	68.8 % (022)	60.4 % (014)
Physical Education & Recreation	68.3 % (028)	78.4 % (015)
School of Public Health	66.7 % (018)	71.4 % (010)
	740 /1,092	68.1%

IV. Conclusion and Next Steps

Despite some 20 years of an employment equity policy, the gender gap in the professoriate remains significant at the University of Alberta. It is evident at all ranks and is most pronounced at the associate and full professor ranks. The gender gap varies by faculty (and likely within disciplines). This recognition leads to necessary questions about the disciplinary “pipelines,” about recruitment, retention and mentoring of female graduate students, as well as inclusive hiring practices that are attentive to gender bias. Over 50% of the professoriate is constituted by male full professors. As a group they outnumber the entire female professoriate. Only 20% of the professoriate is constituted by new scholars. This uneven distribution is influenced both by hiring and hiring freezes; and the relative rate of female and male promotion in which some estimates suggest male professors are promoted 2 to 7 years faster than female professors.²⁴ And, although not intended, the end of mandatory retirement has reinforced the intergenerational and gender gaps. The current demographic profile is one in which male full professors, as a cohort, outnumber every other demographic group, including on the one hand the entire female professoriate combined and, on the other hand, new and mid-career scholars combined.

The demographic profile of the University of Alberta professoriate raises other kinds of equity questions, which require further study. This report documents a number of significant equity gaps: first, it maps the gender gaps; second, it reveals the diversity gaps; and, third, it illustrates the variance across rank and Faculties. It is likely that there is a substantial financial implication to this distribution of professors by gender and rank across Faculties. And perhaps more implicit, the gender and diversity gaps raises important questions about the probability of gender wage gaps and pay inequities. As early as 1989/90 the University identified gender wage gaps. Although the 1994 “*Opening Doors*”²⁵ promised to study and address the matter the review was never undertaken at the University of Alberta. In the interim, other universities in Alberta have addressed the gender wage gap, including the University of Calgary in 2005.²⁶ More recently, the University of British Columbia generated national headlines with its pay equity settlement,²⁷ which provided \$2,000 to all female professors. Although neither the 2005 University of Calgary nor the 2012 University of British Columbia pay equity settlements addressed the full gender wage gap both recognized the importance of doing so.

To close the significant gender gap and the likely gender wage gap something different has to be done. There are a number of strategic programs, policies and factors that can affect the career trajectory of women. Many of the latter can be found in the University’s 1994 “*Opening Doors: A Plan for Employment Equity*.” While there are policies on the books, what appears to have changed since the 1990s is the institutional resourcing of diversity and equity initiatives; and the monitoring of equity processes and diversity outcomes. This equity report and the recommendations that follow do suggest the University of Alberta needs to refocus on implementing its employment equity strategies; to enhance institutional capacity similar to its comparator universities in Alberta and Canada; and to engage in proactive measures to achieve results. If the current practices continue, no significant change is likely and it will be many decades, if not centuries – as the CCA and CCPA reports suggest – before the gender gaps are closed.

12 Recommendations to Advance Diversity with Equity and Excellence

1. The University of Alberta needs to undertake a self-study and better track “pipelines” that enable or deny access and advancement for diverse women and men from undergraduate to graduate school and in hiring, retention, promotion and leadership selection processes;
2. The University of Alberta needs to develop policies to proactively address barriers and negative influences on women’s career trajectories, including the cumulative impact of stereotyping, implicit biases in recruitment, workplace climate, and work-life balance;
3. The University of Alberta leaders need not only to model a commitment to diversity with equity at the level of the president and provost but also to sufficiently resource an Office of Diversity, Equity and Inclusion similar to those at comparator universities;
4. The University of Alberta needs to address the paucity of diverse women and men in leadership positions as directors, associate chairs and chairs, associate deans and deans and associate provosts and vice presidents;
5. The University of Alberta needs to be more pro-active in fulfilling its national and international commitments to diverse women, gender equity, and diversity;
6. The University of Alberta requires a new system-wide vision of Diversity with Equity to update or replace “*Opening Doors: A Plan for Employment Equity*”;
7. In partnership with the AASUA and NASA, the University of Alberta needs to appoint a new Taskforce on Diversity with Equity and Excellence;
8. The 1994 “*Opening Doors*” called for a Taskforce on Pay Equity. The University of Alberta needs to fulfill this commitment and undertake a comprehensive salary review that examines both the gender wage gap and the pay gaps among equity groups;
9. The paid work-family balance is a well-documented challenge for female faculty. The University of Alberta needs to develop a comprehensive set of family-friendly policies and comprehensive child, spousal and elder care policies;
10. The 1994 “*Opening Doors*” policy called for an Employment Equity Week to raise awareness and educate about equity, diversity and inclusion. The University of Alberta needs to implement this recommendation;
11. The annual Employment Equity Census should be expanded to include all University of Alberta employees, including Trust, CAST, and LGBTQI2-S peoples.
12. The University of Alberta needs to institute compulsory diversity with equity training for all administrators.

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¹ University of Alberta, “*Opening Doors: A Plan for Employment Equity*” was approved by General Faculties Council on March 29, 1993 and by the Board of Governors on January 7, 1994. See:

<http://www.hrs.ualberta.ca/About/Dept/HRCS/~media/hrs/AboutUs/Departments/OpeningDoors.pdf>

² Thanks are owed to the University of Alberta’s Equity Officer, Catherine Anley, who leads the equity data collection; and to the Employment Equity Data Assistant Stephanie Carvalho.

³ UBC Equity Office has an Associate VP Equity, a Senior and 3 other Equity Advisors, and an Administrative Assistant: <http://equity.ubc.ca/>

⁴ The University of Toronto has a VP Human Resources and Equity, and a Diversity and Equity portfolio that includes an Employment Equity Office, an Anti-Racism and Cultural Diversity Office, a Sexual and Gender

Diversity Office, a Sexual Harassment Office, an Accessibility for Ontarians with Disability Office, a Status of Women's Issues Advisor, and the like: <http://www.hrandequity.utoronto.ca/about-hr-equity/diversity.htm>

⁵ U of Calgary Diversity and Equity: <http://www.ucalgary.ca/careersuofc/diversity-equity> and its Advisor to the President on Women's Issues and Committee on Women's Issues <https://www.ucalgary.ca/advisoronwomensissues/>

⁶ The University of Lethbridge Diversity Advantage, <http://www.uleth.ca/diversityadvantage>

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¹² Personal communication with the University of Alberta's Office of the Vice-President Research, 8 March 2013.

¹³ At the University of Calgary: women make up 15% of Engineering, 20% Sciences, 32% Business, and 29% Medicine. See: "Gender of Ongoing academic staff by Faculty, University of Calgary," (Winter 2012), at: http://www.tucfa.com/wp-content/uploads/2013/02/Gender_by_Faculty.pdf

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¹⁵ Kristen Renwick Monroe and William F. Chiu "Gender Equality in the Academy: The Pipeline Problem." *PS: Political Science & Politics*, 43 (April 2010), 303-308.

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