



2022-23 CWEC/CFEC Survey Report on the Representation of Women Economists in Canada's Universities

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Introduction

The *2022-23 CWEC/CFEC Survey Report on the Representation of Women Economists in Canada's Universities* is the fifth of its kind since 2012. Over the last decade, biennial reports have examined the proportion of women in economics across academic positions and institutional characteristics. Authors collect data on the gender of Canadian economics students and faculty by sending a survey to department chairs, scraping data from department websites, and utilizing other available data where possible. Responsibility for this initiative has transferred from CWEN (2012-2017) to CWEC (2018-2023), and the Economics Profession Data Committee will undertake the next edition. The 2022-23 report supports this transition with a clear methodology and insights about data collection and quality.

Although analytical approaches evolve as authors change, each edition contributes to a decade-long longitudinal analysis of women in economics in Canada. Over this period, reports have documented both persistent underrepresentation of women in economics and a downward trend in the proportion of women as economics degrees and faculty positions increase in rank.

The proportion of women undergraduate students has remained between 40% and 45% from 2010-2020 (Figure 5). This proportion increased slightly for Master's students, who were between 45% and 50% women. These are reasonably high percentages, especially compared to other math-heavy fields such as engineering (23% of undergraduate engineering students in Canada were women in 2020).¹ However, it is at this point that the pipeline begins to leak. The proportion of Doctoral students who are women is 32-35% during this timeframe. The proportion of women Assistant Professors ranges from 26% to 37%, the proportion of women Associate Professors generally increased from 13% in 2000 to 25% in 2022, and the proportion of women Full Professors increased from 4% in 2000 to 16% in 2022. No position increases by more than 12 percentage points over two decades (Figure 3). When looking at the distribution of the share of women across departments in 2022, 21% to 44% of departments have no women in a given position (Figure 11). 54% of departments have less than 40% women in Assistant Professor positions, 70% of departments have less than 40% women in Associate Professor positions, and 90% of departments have less than 40% women in Full Professor positions.

Following the precedent set in 2019, this report moves beyond updating the longitudinal analysis to examine 2022 gender data by department characteristics. The pattern of a declining share of women as academic degrees and faculty positions advance is seen in most department types and geographic regions/provinces. Large departments, PhD-granting departments, and U15 departments generally seem to have lower shares of women than the relevant comparison group, except at the Full Professor level.

In 2022, we added new questions to the survey. Demographics expanded beyond women to include questions on the proportion of students and faculty with other identities: other gender, visible minority, Black, or Indigenous. The CWEC climate survey found that respondents of non-European origin often have a worse perception of the climate in economics than those of European origin and are more likely to have experienced discrimination.² These findings show that our analysis should not ignore race, ethnicity, Indigenous status, and intersectionalities with gender. Departments were also asked for the number of

¹Adam Rodrigues, "Trends in Engineering Enrolment and Degrees Awarded 2016-2020," Engineers Canada, 2020, <https://engineerscanada.ca/reports/canadian-engineers-for-tomorrow-2020#femaleidentified-students>.

² Elizabeth Dhuey, rep., Canadian Economics Profession Workplace Climate Survey: Final Report (Canadian Women Economist Committee (CWEC), March 2021), <https://silkstart.s3.amazonaws.com/f0b8d73d-ccb2-4446-a538-0adbf94ea8c1.pdf>, 17.

faculty who joined and left the department by demographic to begin the process of creating a flow measure. To gauge the precision of the data and improve future data collection, respondents reported their confidence in their data and gave feedback on the survey. The response rate was too low to analyze these new areas in depth. Instead, this report provides insight into how data collection in these new areas can be improved in the future. We consider feedback from respondents and own our experience collecting data to suggest paths forward.

Definitions

Demographics

- **Other Gender**
Other genders could include non-binary, two-spirit, or any other gender that is not man or woman. Due to the small number of people in this category (29 students, <5 faculty), they are grouped together with women.
- **Visible Minorities**
Visible minorities in Canada include South Asian, Chinese, Black, Filipino, Arab, Latin American, Southeast Asian, West Asian, Korean, and Japanese.
- **Indigenous Peoples**
Indigenous peoples include people who are First Nations (North American Indian), Métis, and/or Inuk (Inuit).

Faculty

Faculty Who Are in Tenured/Tenure Track Jobs and/or Have Voting Rights

- **Teaching Professors:** Includes any “teaching stream” Assistant, Associate, or Full Professor who is tenured/tenure-track
- **Assistant Professors**
- **Associate Professors**
- **Full Professors:** Includes University Professors

Faculty Who Are in Non-Tenured/Tenure Track Jobs and/or Do Not Have Voting Rights

- **Part-Time:** Includes Part-Time Instructors, Limited-Term Instructors, Sessional Instructors, Adjunct Assistant Professors, Adjunct Associate Professors, Adjunct Full Professors, Adjunct Lecturers, and Adjunct Instructors
- **Full-Time:** Includes Full-Time Instructors, Full-Time Lecturers, and “teaching stream” Professors who are not tenure-track

Students

Undergraduate Students

- **Majors:** Includes Post-Baccalaureate Diplomas, Joint Majors, Combined Majors, Interdisciplinary Majors, General BAs, 3-year BAs, 4-Year BAs
- **Honours:** Includes Joint Honours, Specialists

Graduate Students

- **Masters:** Includes Thesis-based, Essay-based, Course-based
- **PhD**

Methodology

We approached our data collection with four main goals: to update the longitudinal analysis from past reports, to re-create analyses by department characteristics from the 2019 report using 2022 data, to report on demographics beyond gender, and to improve future data collection.

Survey Design

We wrote survey questions that would provide the data to accomplish these goals. As in previous surveys, we asked department chairs for the number of women in each academic position. For the first time this year, we also asked for the number of faculty in each academic position identifying as another gender, a visible minority, Black, or Indigenous. We also asked for the number of faculty members by position who joined and left the department for the first time. Respondents also reported their confidence in their data and gave feedback on the survey. The exact questions asked in the survey can be viewed in Appendix F.

In past reports, surveys were made and distributed as Excel spreadsheets. Since this survey had more questions than previous years, we used the survey software QuestionPro. We created one form for the survey and a second for collecting web data. QuestionPro offers matrix-style questions that facilitate entering data. The non-profit license permits a “save and continue” function, which is essential since data collection can happen over multiple days. The format of the survey can be viewed in Appendix F.

Response Rate

CWEC provided a list of 81 Canadian economics departments to send the survey to. Two pilot respondents completed it in the summer of 2022. On September 12th, the remaining departments on the list received the survey from the CEA email. A reminder was sent on October 25th. Appendix D shows the distribution of the survey responses over time.

Of these 81 departments that received the survey, 20 responded (25%). CWEC members collected data from department websites for 54 departments (67%) that did not respond to the survey. Since the information needed to answer many survey questions is not found on department websites, web data was only collected for the number of faculty in each position by gender. Gender was determined by faculty names, pictures, and pronouns. When the department was not an economics department – for example, a business department – faculty were deemed economists and included in our counts if “economics” was listed in their research interests. Data was not collected for seven departments with no economist faculty members or insufficient information on their websites. The list of departments that responded to the survey and departments for whom web data was collected is shown in Appendix A.

Feedback from the 20 departments who completed the survey may explain some reasons for data errors and the low response rate. It appears the survey was painless for most respondents, but it was a significant burden for a few. 60% of respondents took only one or two days to collect their data, with 10% taking over three weeks. 40% of respondents took less than 30 minutes to complete the survey once they acquired the data, but 15% took more than 2 hours. When respondents were asked how difficult it was to collect the data on a scale from 1 to 100, where one is “very easy” and 100 is “very difficult,” the average difficulty was 51, though 10% of respondents indicated difficulties of 85 or greater. A comment we received multiple times is that collecting data on undergraduate students is problematic or impossible because it is sometimes deemed confidential. Respondents also used the feedback section to specify how they categorized their students and faculty. One respondent requested a French version of the survey.

Other Data

In addition to survey and web data, we used country-level data from other sources. Canadian faculty data was collected by Statistics Canada and taken from CAUT almanacs from 2004 to 2010 (data for 2002 and 2009 are missing).³ US faculty data was taken from CSWEP reports. Data for 2006-2020 were taken from the 2020 CSWEP report's public use aggregate data⁴, and data for 2021 and 2022 were taken from the 2022 CSWEP report.⁵ These reports present the number and proportion of women in departments with doctoral programs separate from those without doctoral programs, so we aggregate these proportions using the method in Appendix C. Canadian student data is collected by Statistics Canada and was taken from the "Postsecondary enrolments, by detailed field of study and International Standard Classification of Education" table.⁶ It is filtered to the 45.06 (Economics) field of study level.

Data Analysis

Web and survey data were exported as SPSS files. They were imported into R (4.2.3) and R-Studio (2023.03.0) for data cleaning and analysis. Survey responses were appended to the web data and distinguished by a "source" variable. Graphs were made using the ggplot2 package, and tables were made using kable in RMarkdown.

There were occasional errors in the survey and web data, most likely due to typos or miscalculations. We identified errors as instances when sums of component parts (women, men, other gender) and totals did not match, entries were not integers, or the total department size was unreasonable. Most errors were minor and could be corrected using department website information. One department's survey contained significant errors, so the submission was redone using web data.

Gender counts from previous CWEC data collection efforts were taken from old reports and cleaned data files when possible. We used web data when both survey and web data were collected for a department in a given year. Department characteristics, such as U15 membership, province, and department type, were created using the 2019 report's categorizations. In this report, any measure of "Women" groups women and those who do not identify as either men or women together.

³ CAUT, "CAUT Almanac of Post-Secondary Education in Canada," Almanac Archives, accessed May 25, 2023, <https://www.caut.ca/content/almanac-archives>.

⁴ American Economics Association. Committee on the Status of Women in the Economics Profession (CSWEP) Annual Survey of U.S Economics Departments, United States, 1994-2020, 2021-11-23. <https://doi.org/10.3886/ICPSR37118.v5>

⁵ Anusha Chari, "The 2022 Report of the Committee on the Status of Women in the Economics Profession," CSWEP, December 14, 2022, <https://www.aeaweb.org/content/file?id=18008>.

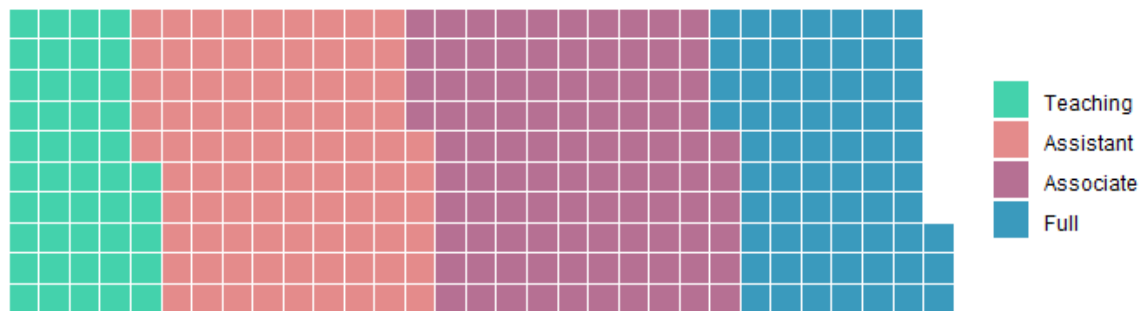
⁶ Statistics Canada. Table 37-10-0182-01 Postsecondary enrolments, by detailed field of study and International Standard Classification of Education. DOI: <https://doi.org/10.25318/3710018201-eng>

Women in Economics

Faculty Counts by Gender, 2022-23

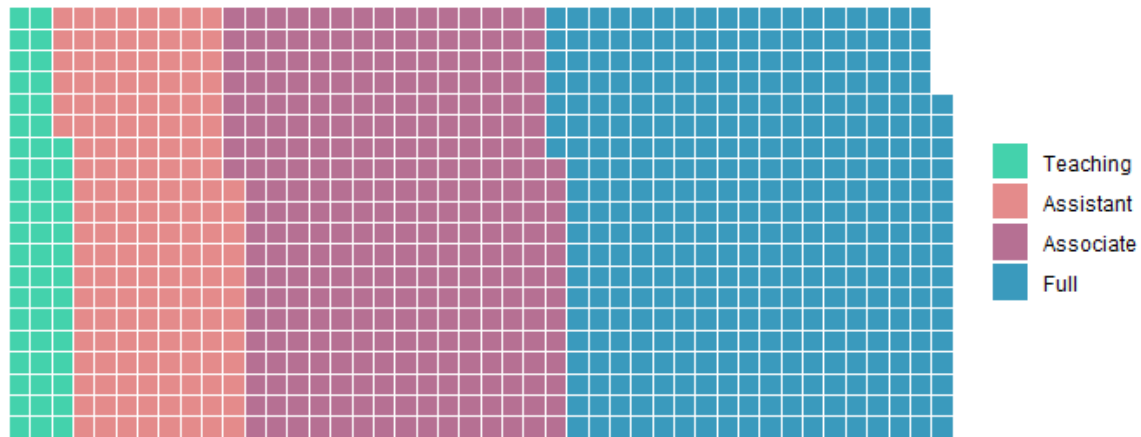
We first consider the number and share of economics faculty who are women overall across Canadian universities. Figures 1a and 1b illustrate the number of women (303) and men (876) tenure-track faculty, respectively, by position. There are 2.9 times as many men as women tenure-track faculty in 2022-23, and men are more likely to hold the position of Full Professor (41% v 22%) while women are more likely of be Assistant Professors (18% v 30%) or Teaching Professors (6% v 15%). Figures 2a and 2b illustrate the number of women (112) and men (247) non-tenure-track faculty, by part/full-time status. There are 2.2 times as many men as women non-tenure-track faculty, and women are more likely to hold a full-time position than men (27% vs. 23%).

Figure 1a: Women in tenured/tenure-track positions by gender, 2022-23



1 square = 1 person
n = 303
Source: Combined survey and web data, 2022.
"Women" includes those who do not identify as men or women.
Includes Economics and Business departments.

Figure 1b: Men in tenured/tenure-track positions by gender, 2022-23



1 square = 1 person
n = 876
Source: Combined survey and web data, 2022.
Includes Economics and Business departments.

Figure 2a: Women in untenured/non-tenure-track positions by gender, 2022-23



1 square = 1 person

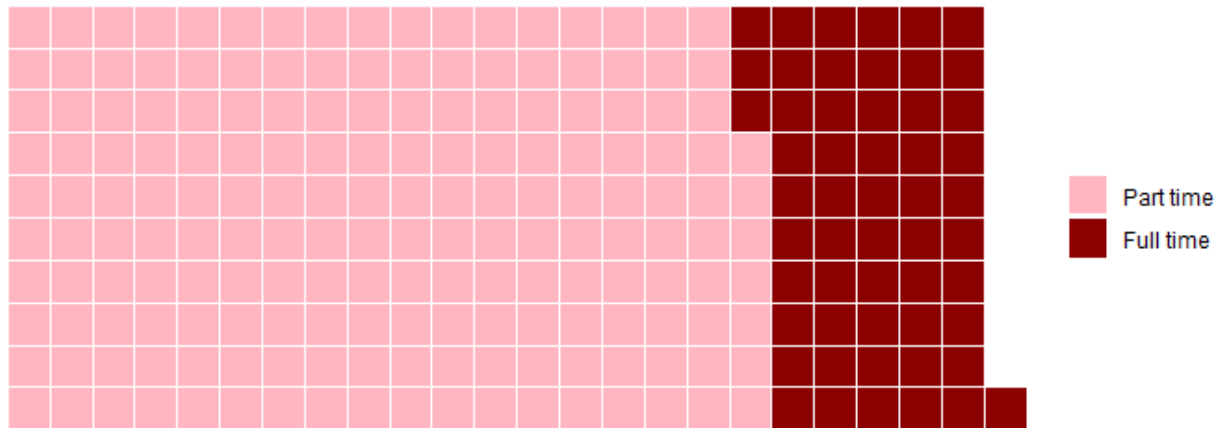
n = 105

Source: Combined survey and web data, 2022.

"Women" includes those who do not identify as men or women.

Includes Economics and Business departments.

Figure 2b: Men in untenured/non-tenure-track positions by gender, 2022-23



1 square = 1 person

n = 231

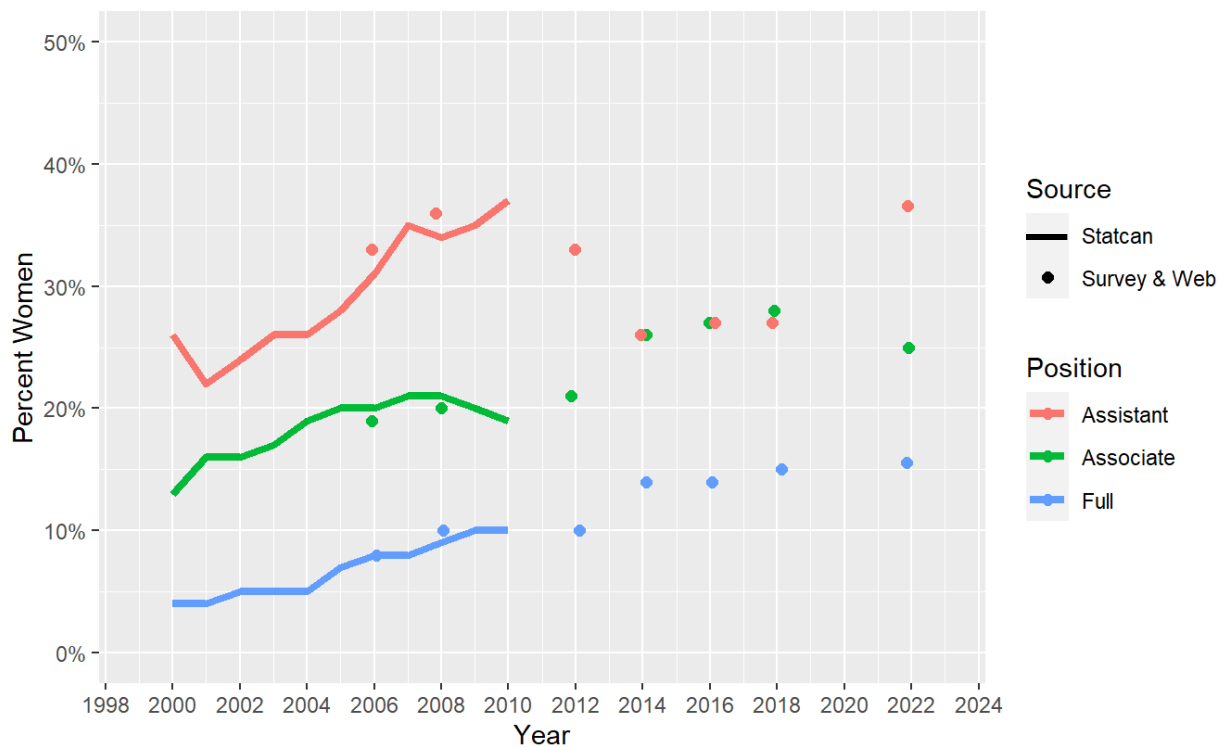
Source: Combined survey and web data, 2022.

Includes Economics and Business departments.

Faculty Shares by Gender, 2000-23

Among research tenure-track faculty in 2022-23, women make up 37% of Assistant Professors, 25% of Associate Professors, and 16% of Full Professors. Since 2000, the share of Full Professors who are women has risen slowly but steadily, from 4% in 2000 to 16% in 2022. The share of Associate Professors who are women increased from 13% in 2000 to 28% in 2018, and has fallen slightly to 25% in 2022. The share of Assistant Professors who are women rose from 22% to 37% over the early 2000's, fell back to 27% between 2014 and 2018, and has risen again to 37% in 2022 (Figure 3 and Appendix E). In 2006 and 2008 when we have both survey/web and Statistics Canada data, the two sources agree quite well, supporting extending the time series back to 2000.

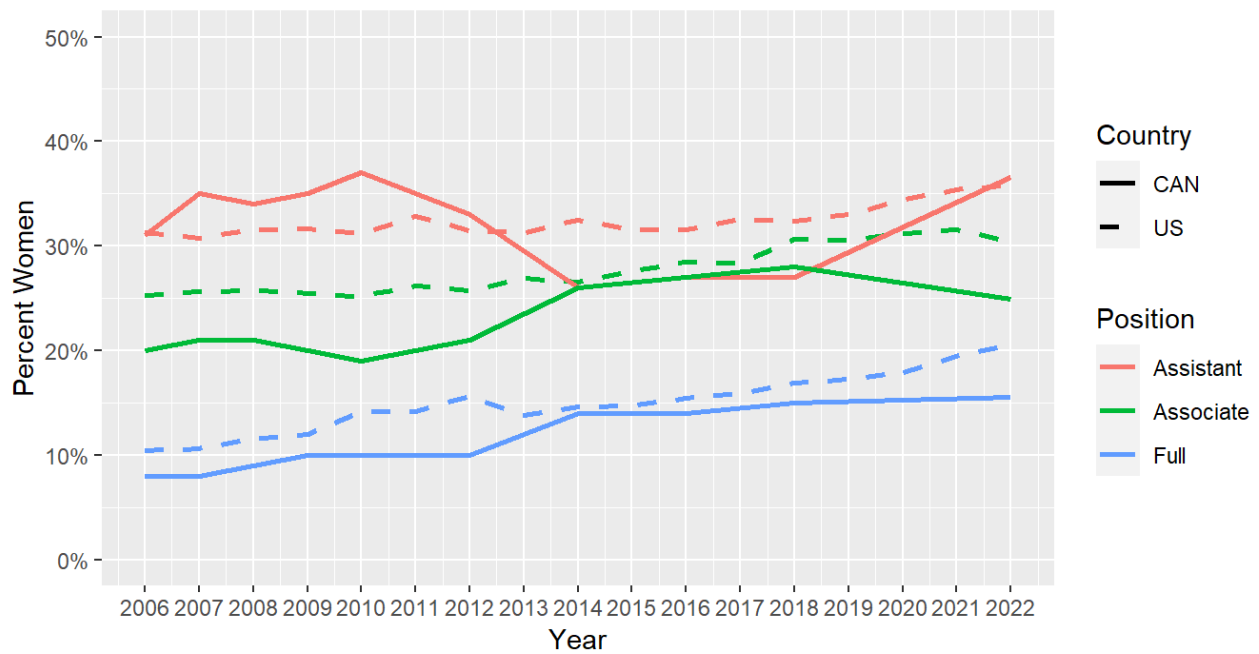
Figure 3: Percentage of women in tenured/tenure-track positions in Canada, by position



Source: Survey & Web data is detailed in Appendix E. StatsCan data is from CAUT Almanacs from 2004 to 2010. StatsCan data for 2002 and 2009 are missing and replaced with the average of the preceding and following year. Number of 2022 departments included = 67 (Economics and Business departments). The proportion of women is calculated as the percentage of the total number of faculty members in Canada who are women, per position ("Overall Proportion" in Appendix B). "Women" includes those who do not identify as men or women.

Figure 4 compares these trends to those seen in the US. The gap between the two countries in the share of Full Professors who are women closed in the early 2000's, with nearly equal proportions in 2014. But growth in the US and a flat trend in Canada since then results in an important gap in 2022 (21% in US, 16% in Canada). Similarly for the share of women Associate Professors, the gap had closed by 2014 but growth in the US and an overall flat trend in Canada creates a gap in 2022: 30% in the US vs. 25% in Canada. The share of women Assistant Professors was similar in the two countries in both 2012 (about 32%) and 2022 (about 37%). In the intervening decade, the share in the US grew slowly whereas the share in Canada dipped and then rose again more markedly. Over the last decade, the share of women tenure-track faculty at all three positions has been lower in Canada than in the US. Among Associate and Full Professors, this gap has been growing over this period.

Figure 4: Percentage of women in tenured/tenure-track positions in Canada vs. the US, by position



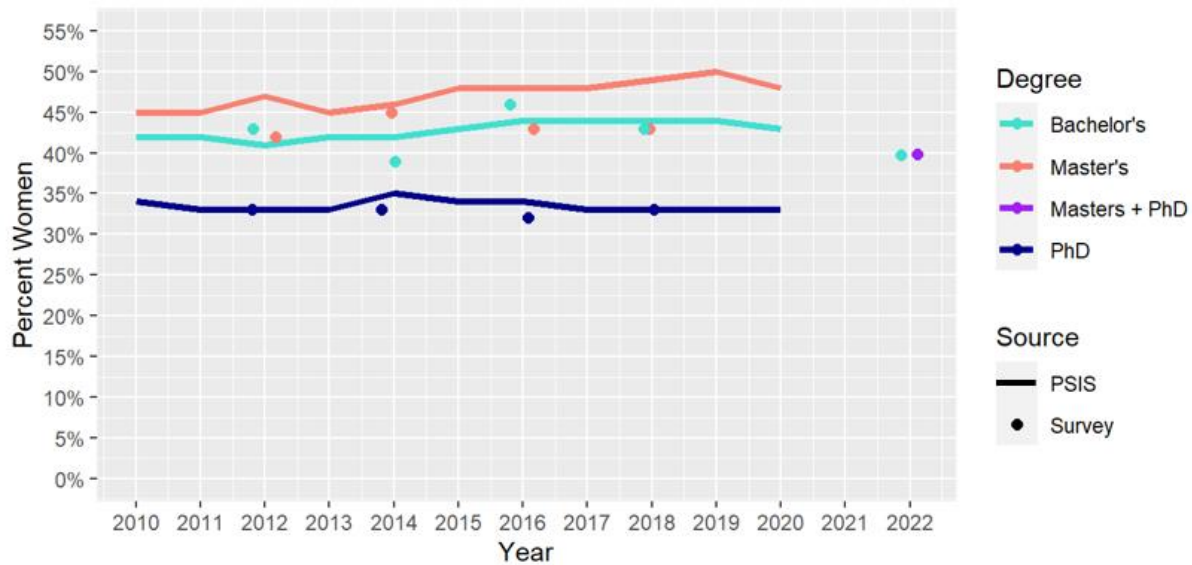
American data is from the 2020 CSWEP report's public use files for 2006-2020 and from the 2022 CSWEP report for 2021 and 2022. These reports present the number and proportion of women in departments with doctoral programs separate from those without doctoral programs. We aggregate these proportions for Figure 4 using the method in Appendix C.

Canadian data is StatsCan data from Figure 3 from 2006-2010, and web/survey data from Figure 3/Appendix E from 2011-2022. Missing years are interpolated (2009, 2011, 2013, 2015, 2017, 2019, 2020, 2021). Number of 2022 departments included = 67 (Economics and Business departments).

The proportion of women is calculated as the percentage of the total number of faculty members in Canada who are women, per position ("Overall Proportion" in Appendix B). "Women" includes those who do not identify as men or women.

Among economics students in Canada, the share of women has been quite flat over the 2010-2020 period at all levels. According to the PSIS data from Statistics Canada, women are 41-44% of Bachelor's students enrolled in Economics, 45-50% of Master's and 33-35% of Doctoral students (Figure 5). The survey statistics track quite closely with the PSIS data, with the exception of the proportion of women enrolled in Master's programs in 2016 and 2018.

Figure 5: Percentage of women economics students in Canada, by degree



PSIS data is from the "Postsecondary enrolments, by detailed field of study and International Standard Classification of Education" table. It is filtered to the 45.06 (Economics) field of study level. Bachelors = "Bachelor's or Equivalent", Master's = "Master's or Equivalent", PhD = "Doctoral or Equivalent". Percent women is calculated using total and women counts by degree/year.

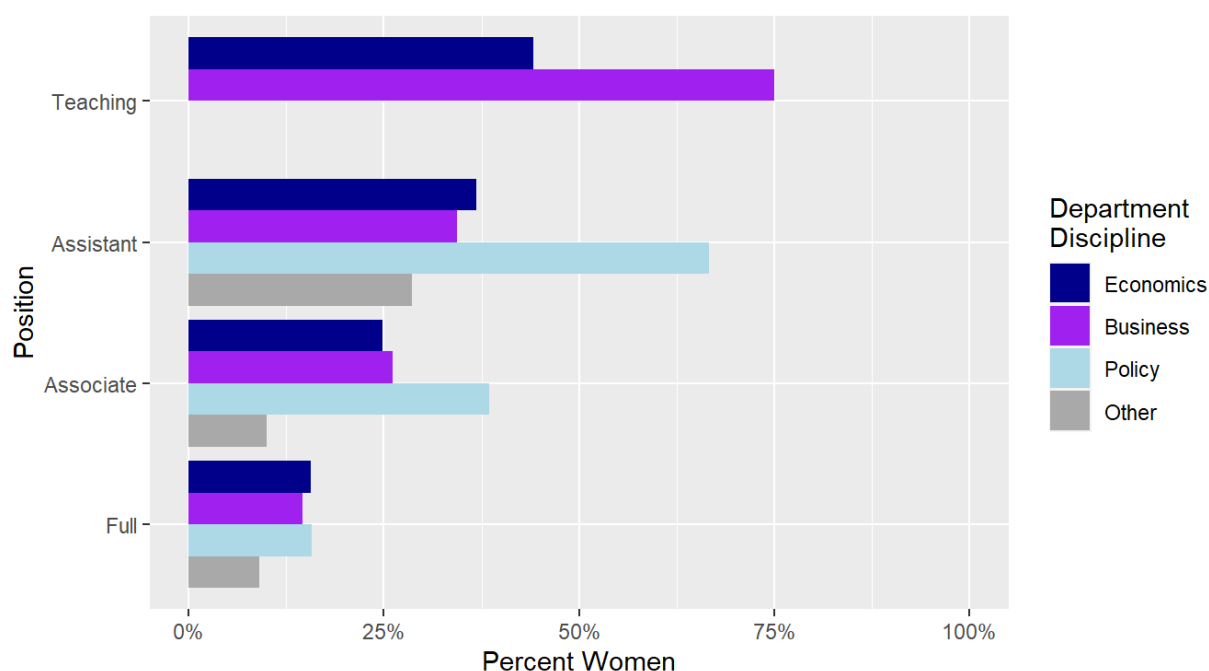
Survey data for 2012, 2014, and 2016 is taken from Table 1 in the 2017 CWEC Report. Since student numbers are often unavailable on department websites, only survey data is used. Bachelor's = Aggregated Major in Economics and Honours in Economics, Master's = Current students, PhD = Aggregated 1st year and PhD thesis writers. Aggregation is explained in Appendix C.

2018 and 2022 Survey data are taken from cleaned survey data. The 2022 data only did not distinguish between Master's and PhD students. Number of 2022 departments = 13 (number of Economics department survey respondents who reported students). The proportion of women is calculated as the percentage of the total number of economics students in Canada who women, by degree ("Overall Proportion" in Appendix B). "Women" includes those who do not identify as men or women.

Faculty Shares by Department Characteristics, 2022-23

We next turn to considering the share of women economics faculty in Canada by department characteristics. In Figure 6, we see the general pattern of a higher share of women in teaching and junior positions than senior ones holds across department types. We also see highest shares of women in teaching positions in Business departments (75%), and in Policy departments at the Assistant (67%) and Associate (39%) levels. Larger departments have a smaller share of women in teaching and Assistant Professor positions and a slightly larger share in Full Professor positions (Figure 7). A similar pattern holds for departments that grant PhDs (Fig 8) and those in the U15 (Fig 9), as these categories all overlap somewhat.

Figure 6: Percentage of women in tenured/tenure-track positions, by position and department discipline, 2022-23



Source: Combined survey and web data, 2022.

Number of Economics Departments = 54 .

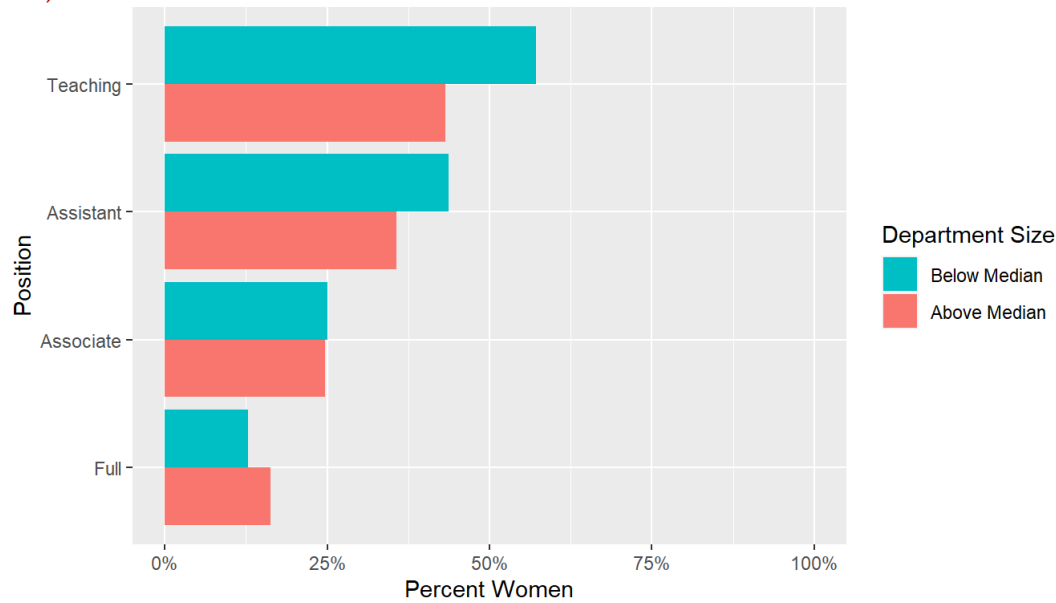
Number of Business Departments = 13 .

Number of Policy Departments = 4 .

Number of Other Departments = 3 .

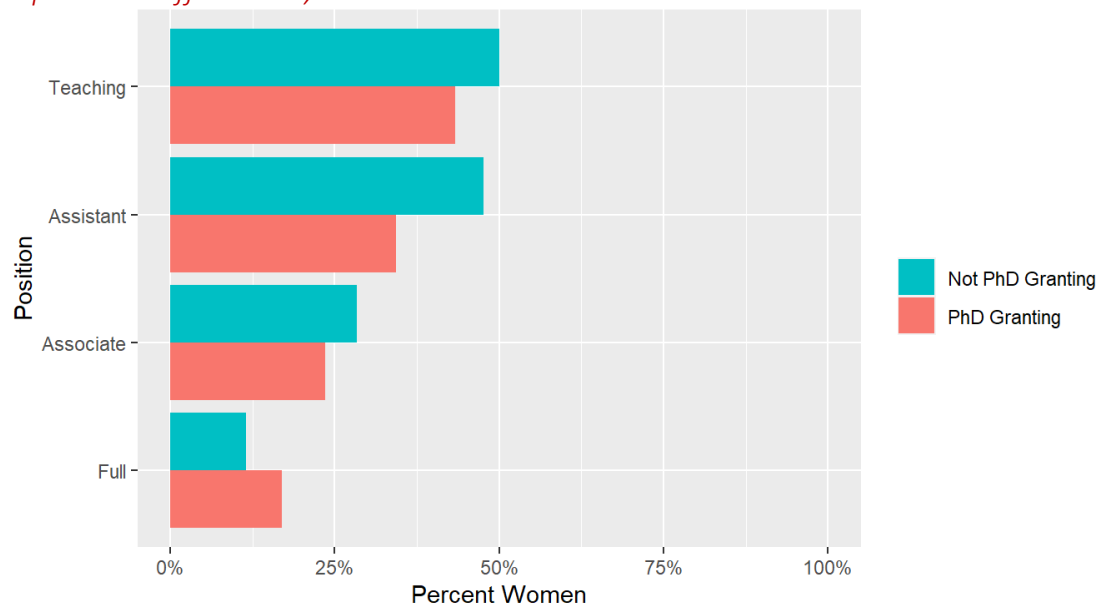
The proportion of women is calculated as the percentage of the total number of faculty members in Canada who are women, by position and department discipline ("Overall Proportion" in Appendix B). "Women" includes those who do not identify as men or women.

Figure 7: Percentage of women in tenured/tenure-track positions, by position and department size, 2022-23



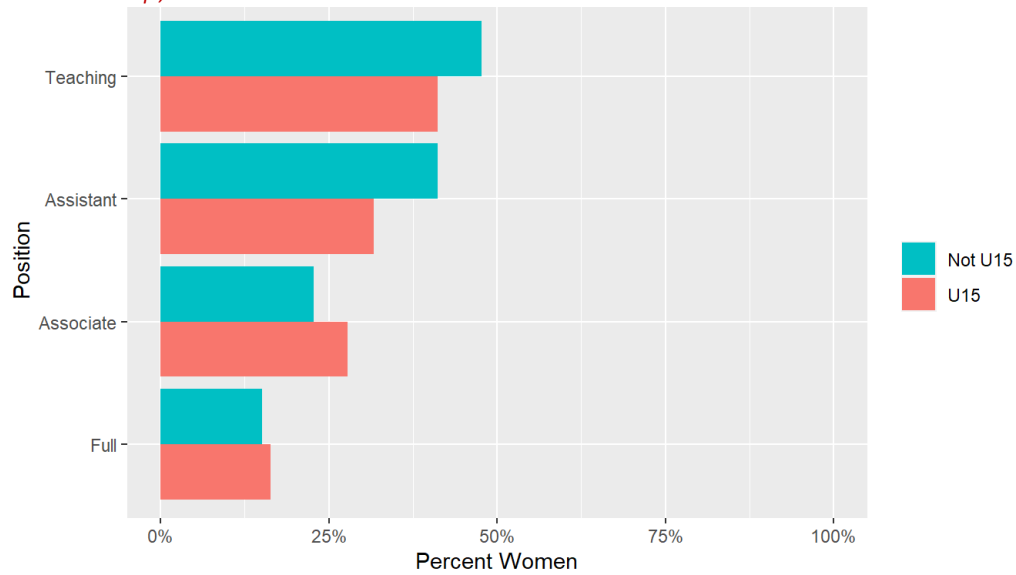
Source: Combined survey and web data, 2022.
 Median faculty size is determined by the total number of tenure/tenure track faculty members of any gender in each department (Teaching + Assistant + Associate + Full). Median = 13.
 Number of departments = 54 (number of Economics departments, as opposed to other disciplines in Figure 6).
 The proportion of women is calculated as the percentage of the total number of faculty members in Canada who are women, by position and department size ("Overall Proportion" in Appendix B).
 "Women" includes those who do not identify as men or women.

Figure 8: Percentage of women in tenured/tenure-track positions, by position and whether the department offers PhDs, 2022-23



Source: Combined survey and web data, 2022.
 List of PhD granting departments can be found in Appendix A.
 Number of departments = 54 (number of Economics departments, as opposed to other disciplines in Figure 6).
 Number of PhD granting departments = 27.
 Number of Non-PhD granting departments = 27.
 The proportion of women is calculated as the percentage of the total number of faculty members in Canada who are women, by position and whether the department offers PhDs ("Overall Proportion" in Appendix B).
 "Women" includes those who do not identify as men or women.

Figure 9: Percentage of women in tenured/tenure-track positions, by position and U15 membership, 2022-23



U15 members can be found here: <https://u15.ca/>

Number of departments = 54 (number of Economics departments, as opposed to other disciplines in Figure 6).

Number of U15 departments = 15 .

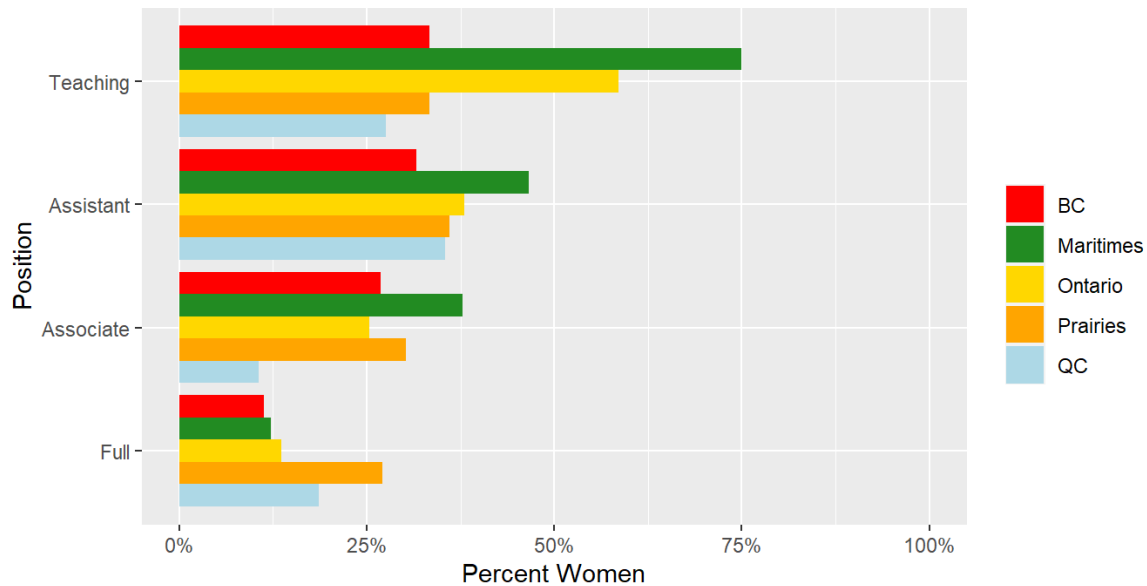
Number of non-U15 departments = 39 .

The proportion of women is calculated as the percentage of the total number of faculty members in Canada who are women, by position and U15 membership ("Overall Proportion" in Appendix B).

"Women" includes those who do not identify as men or women.

Considering geographic region or province, British Columbia and Ontario follow the overall pattern of a declining share of women as positions increase in rank (Figure 10). The Prairies have the most uniform distribution of the share women across positions. Quebec has a U-shaped pattern, with a low share of women Associate Professors, but a relatively high share at Full Professor level compared to most other regions. The Maritimes have the highest share of women in all positions except Full Professor. Ontario and the Maritimes both have a high proportion of women who are teaching faculty (59% and 75%, respectively).

Figure 10: Percentage of women in tenured/tenure-track positions, by position and region, 2022-23



Source: Combined survey and web data, 2022.
 Number of departments = 54 (number of Economics departments, as opposed to other disciplines in Figure 6).
 Number of BC departments = 8
 Number of Maritimes departments = 11
 Number of Ontario departments = 18
 Number of Prairies departments = 9
 Number of QC departments = 8
 The proportion of women is calculated as the percentage of the total number of faculty members in Canada who are women, by position and region ("Overall Proportion" in Appendix B).
 "Women" includes those who do not identify as men or women.

Faculty Share Distribution Across Departments, 2022-23

Lastly, we consider the weighted averages and distributions of the share of women by position by department, as opposed to the overall averages. Table 1a presents the number of women by position by department, both as a weighted mean and by quantile. The average department has 3.5 part-time and 1.5 full-time non-tenure-track faculty who are women, 2.6 tenure-track teaching faculty, 2.4 Assistant, 2.3 Associate, and 1.9 Full Professors. The median department has 1 across all those categories apart from part-time non-tenure-track for which the median is 2. Table 1b provides the same information, but in proportions. The declining share of women across positions is evident in the weighted means. While the average department has 17% of Full Professors who are women, the median is only 9%.

Table 1a: Number of women per position per department

Position	Prop. Reporting	Weighted Mean	Weighted sd	Min	25th Percentile	50th Percentile	75th Percentile	Max
Untenured / Not Tenure Track								
Part time	49%	3.5	2.7	0	1	2	4	8
Full time	34%	1.5	1.2	0	0	1	2	3
Tenured / Tenure Track								
Teaching	34%	2.6	2.4	0	1	1	3	7
Assistant	78%	2.4	2.6	0	1	1	2	10
Associate	96%	2.3	1.7	0	0	1	3	7
Full	88%	1.9	1.6	0	0	1	2	5

Source: Combined survey and web data, 2022. Number of departments included = 67 (Economics and Business departments). Prop. Reporting is the proportion of departments that report at least 1 faculty member of any gender under the given position. All calculations exclude departments that do not have at least 1 faculty member of any gender under the given position. "Weighted Mean" is the average number of women per department, weighted by department size ("Weighted Department Average" in Appendix B). "Weighted sd" is also weighted by department size. Other statistics are not weighted. "Women" includes those who do not identify as men or women.

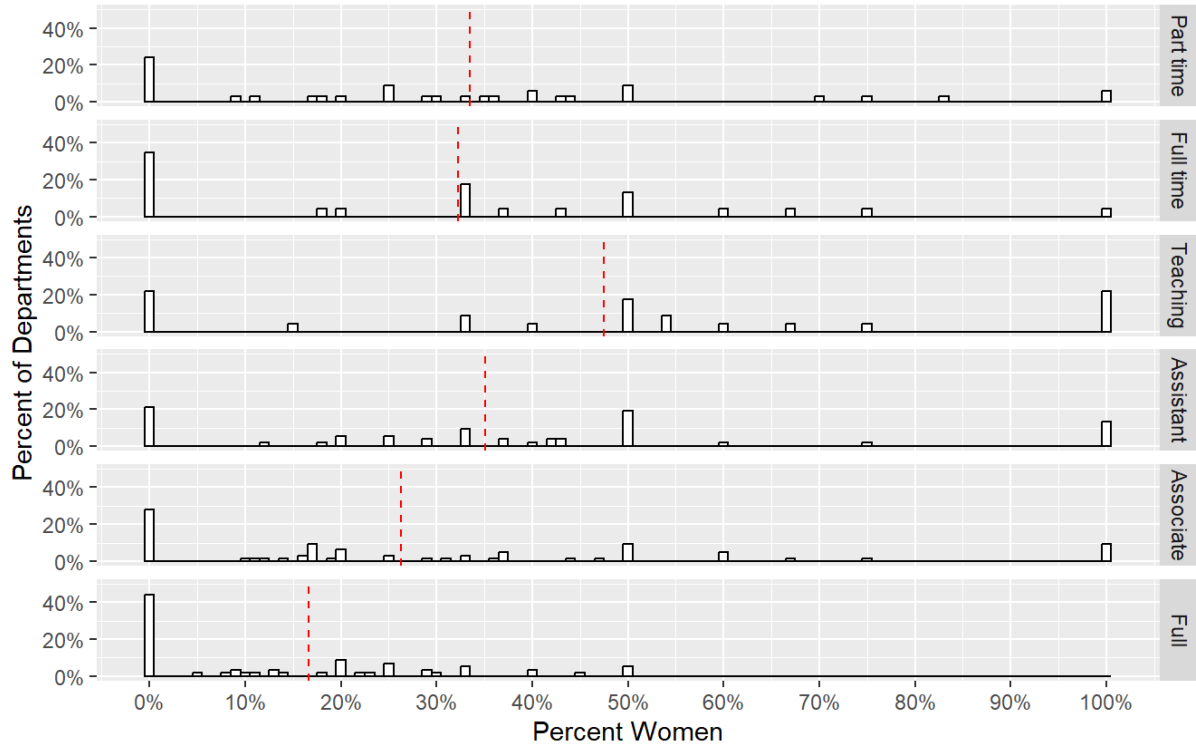
Table 1b: Number of women per position per department

Position	Prop. Reporting	Weighted Mean	Weighted sd	Min	25th Percentile	50th Percentile	75th Percentile	Max
Untenured / Not Tenure Track								
Part time	13%	33%	26%	0%	9%	29%	44%	100%
Full time	9%	32%	28%	0%	0%	33%	50%	100%
Tenured / Tenure Track								
Teaching	9%	48%	34%	0%	24%	50%	71%	100%
Assistant	20%	35%	24%	0%	19%	35%	50%	100%
Associate	25%	26%	22%	0%	0%	20%	50%	100%
Full	23%	17%	15%	0%	0%	9%	25%	50%

Source: combined survey and web data, 2022. Number of departments included = 67 (Economics and Business departments). Prop. Reporting is the proportion of departments that report at least 1 faculty member of any gender in the given position. All calculations only include departments reporting at least 1 faculty member of any gender in the given position. "Weighted Mean" is the proportion of women faculty in each position and department, averaged across departments, weighted by department size ("Weighted Department Average" in Appendix B). "Weighted sd" is also weighted by department size. Other statistics are not weighted. "Women" includes those who do not identify as men or women.

Figure 11 shows the distribution of departments by position. Across the different position types, between 21% and 44% of departments have no women in a given position, with the highest share for Full Professor. About 20% of departments have tenure-track teaching faculty who are 100% women. While Figure 11 demonstrates variation across departments, it also illustrates that most departments have less than 40% women across all positions, particularly for tenure-track research positions.

Figure 11: Distribution of percentage of women faculty across departments

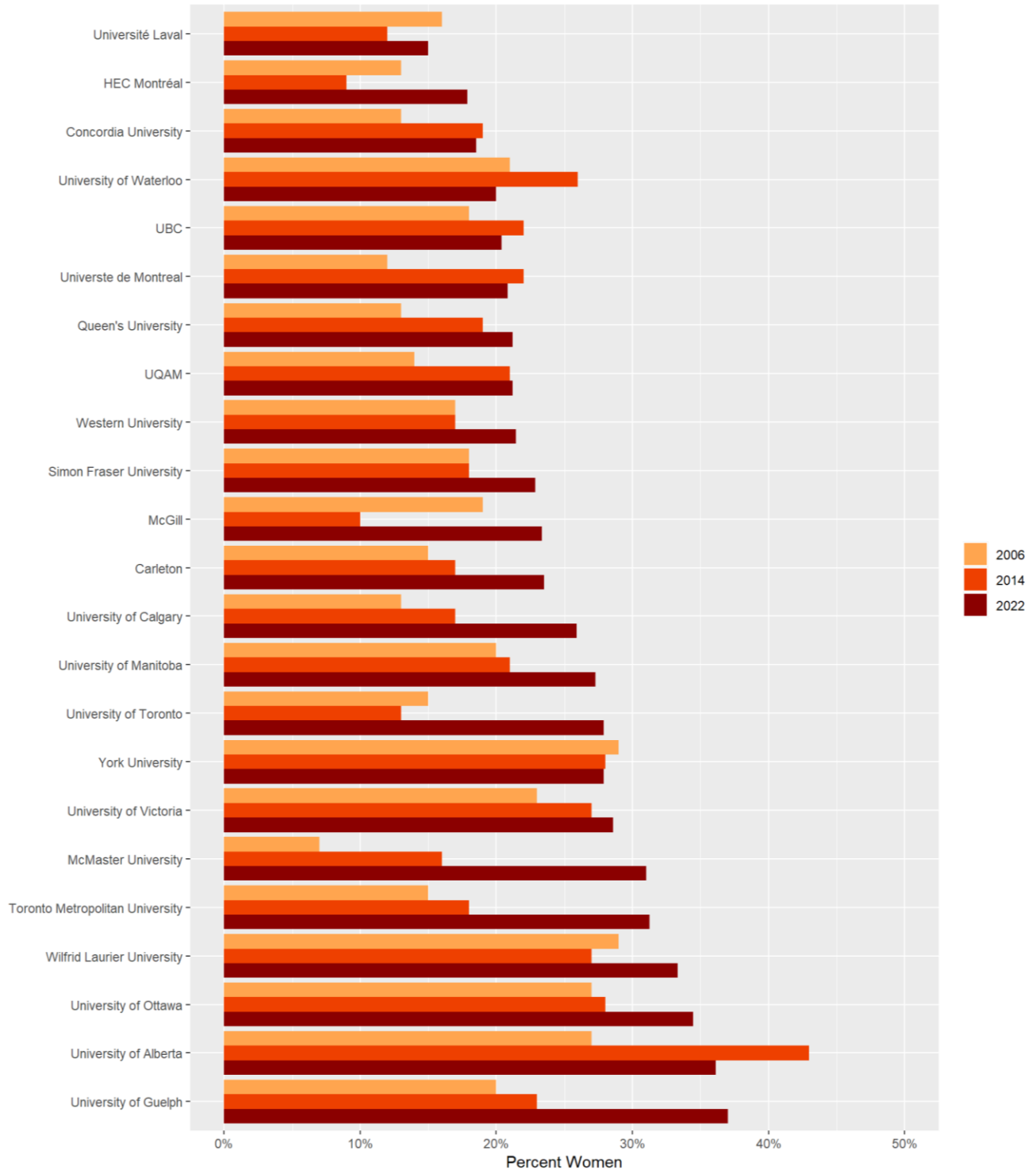


Source: Combined survey and web data, 2022.

Total departments per position = the number of Economics and Business departments reporting at least 1 faculty member of The red dotted line is the average proportion of women faculty in each position and department, weighted by department size ("Weighted Department Average" in Appendix B). "Women" includes those who do not identify as men or women.

When considering the evolution of the share of tenure-track faculty who are women by department over time, we also see a fair degree of heterogeneity. Among larger departments which represent 69% of all tenure-track faculty in 2022, Figure 12 lists departments in ascending order of the share of women in 2022. While some departments have steadily increased the share of tenure-track faculty who are women between 2006 and 2022 (e.g., Queen's University, University of Manitoba, University of Ottawa), others have experienced a less-linear path (e.g., McGill University, University of Alberta).

Figure 12: Percentage of women in tenured/tenure-track positions, by department and year



Source: Web data for 2005 and 2014, combined survey and web data for 2022. This analysis is at the department level, although University names are shown. These are Economics departments (except Guelph, which is "Department of Economics and Finance"). Departments that had more than 20 total tenured/tenure track faculty members in 2016 are shown. Departments are in ascending order of percentage of tenured/tenure track faculty members in 2022 who are not men. These departments represent 69% of tenured/tenure track economics faculty in Economics or Business departments in 2022. "Women" includes those who do not identify as men or women.

Discussion

Every two years, CWEC publishes a new report on the status of women in economics in Canada. As in previous editions, this report shows a stable trend where women are underrepresented in economics. This underrepresentation becomes more pronounced as women move along the academic pipeline. With each new report, these conclusions are discouragingly consistent.

Since the next edition will be undertaken by the Economics Profession Data Committee, the following section provides insights and suggestions for future data collection and analysis. An important element for consideration is whether the survey format is worth continuing at all. Of course, it provides a unique opportunity to collect information not otherwise available. However, without higher response rates this information is of very limited use, and even the basic information on gender by position must be complemented by data collection from department websites. Further, as illustrated in Appendix B, the overall proportion of women in each position is quite different between the survey and web data, with the gradient by position being flatter in the departments that respond to the survey. We also give an overview of outcomes from our new data collection efforts and discuss opportunities to continue examining these topics.

New Survey Content

The 2022-23 CWEC report expanded beyond the scope of previous surveys. For example, we asked respondents to indicate their confidence in their data for each demographic/position/degree. The options were “no data” (1), “incomplete data” (2), “somewhat reliable” (3), and “precise data” (4). This information helped us determine how to interpret the survey data – especially the new questions.

Our survey also included new demographics. Beyond men and women, our survey asked for information on the representation of those identifying as another gender, a Visible Minority, Black, or Indigenous. Although the number of people identifying as another gender may be too small to analyze separately, providing a space for them improves the inclusivity of the survey, especially as this proportion may grow overtime.

The proportion of faculty members and students by these new demographics (except other gender), along with the number of departments who responded to the question and the respondents’ confidence in this data, are reported in Table 2. Respondents were relatively confident in their faculty data for these demographics, saying on average that their data ranges between “somewhat reliable” to “precise”. Also, most survey respondents entered faculty data for visible minorities, but less did for Black faculty, and even less for Indigenous faculty. Over 40% of the non-tenure-track faculty and Assistant Professors are visible minorities, but only a quarter of the Associate and Full Professors are. Black faculty and Indigenous faculty have little to no representation all along the pipeline. All proportions in Table 2 are based off a small number of departments, but with a higher survey response rate, authors could undertake a more sophisticated analysis. Student data for these demographics is likely hard or impossible for departments to acquire since 1-3 departments responded to undergraduate questions, 5-6 responded to graduate questions, and confidence in student data was very low. Future efforts by the CEA to understand diversity and inclusion may need to consider other sources for data on students (e.g., university-specific administrative data, aggregate data from Statistics Canada, etc.).

Table 2: Visible Minority, Black, and Indigenous faculty members, by position

Position	Total	Visible Minority			Black			Indigenous		
	Resp. Depts	%	Resp. Depts	Conf.	%	Resp. Depts	Conf.	%	Resp. Depts	Conf.
Untenured / Not Tenure Track										
Part time	13	48%	9	3.4	3%	9	3.4	0%	9	3.4
Full time	15	49%	12	3.5	2%	10	3.6	0%	10	3.4
Tenured / Tenure Track										
Teaching	14	9%	13	3.4	2%	10	3.4	0%	10	3.3
Assistant	18	43%	16	3.5	0%	12	3.8	0%	11	3.6
Associate	18	23%	16	3.5	1%	13	3.8	0%	11	3.6
Full	18	25%	17	3.6	1%	13	3.8	0%	12	3.6
Students										
Undergrad	9	6%	1	1.2	1%	1	1.1	1%	3	1.6
Grad	11	21%	6	1.9	4%	5	1.9	1%	6	2.2

Source: 2022 CWEC Survey. % = percent of reported faculty in the given position who identify by each demographic (“Overall Proportion” in Appendix B). Resp. Depts = Number of Economics or Business departments who responded to the question. Conf= Mean confidence survey respondents had in the accuracy of the data available to them (1= no available data, 2 = incomplete data, 3 = somewhat reliable, 4 = precise data).

Another section we added to the survey was the number of faculty members who joined and left the department by demographic. The confidence in this data was relatively high (3.87/4 for tenure-track by gender, 3.73/4 for non-tenure-track by gender). However, this data is only helpful if the response rate is very high if the aim is to make a general statement about whether demographic differences exist in those who join and leave economics departments at various pipeline stages. This data could be very informative if future authors feel confident that they can raise the response rate. Otherwise, this information is difficult to interpret and gathering it may make the survey unduly long.

We distinguished faculty positions using slightly different categories than in past years. We added a Teaching position category to the tenure/tenure track faculty. Also, we only distinguished non-tenure/tenure-track faculty by whether they are part-time or full-time. The Appendices of past CWEC reports show how positions were broken into more specific groups. Our less granular categorizations did not limit our analysis and were in line with the level of specificity available from department websites.

We also asked for feedback on the survey, including how long it took to complete, how difficult it was, and an open-ended question for general comments. This feedback inspired some of these recommendations and was used to evaluate the burden of the survey on respondents.

Future Student Data

A persistent issue the CWEC reports face is collecting student data. Collecting undergraduate gender data from department websites is impossible, and collecting graduate gender data is only possible for a subset of departments. Therefore, analysis of representation among students relies on survey data. Survey data

is not ideal because the survey's response rate is low (25%), and the average confidence respondents have in student gender data lies in between “incomplete data” and “somewhat reliable”.

Future authors could consider replacing this imperfect data with Postsecondary Student Information System (PSIS) data from Statistics Canada.⁷ The PSIS is a national survey with information on enrolments and graduates of Canadian public postsecondary institutions. Replacing student questions in the survey with PSIS data would ease the burden on respondents, which could raise response rates. Additionally, since it is linked to tax data, it is theoretically possible to follow PhD students in Economics into the labour market. This report uses PSIS data and Survey data in Figure 5. The 2017 CWEC report used Statistics Canada data from CAUT Almanacs, but this data only goes from 2000-2009.

Future Faculty Data

American faculty data by gender is taken from CSWEP surveys in every CWEC report. However, each report uses a different subgroup of departments. The 2017 CWEC report uses the top 20 schools from CSWEP, and it is unclear which subgroup was used in the 2019 CWEC report. In the 2022-23 CWEC report, we aggregated PhD and non-PhD granting departments (Appendix C). For this reason, the past three reports show different proportions of women faculty in the US. A stable and appropriate group of US departments should be chosen to compare to Canada.

In previous reports, Canadian faculty data for 2000-2010 was taken from the Canadian Association of University Teachers (CAUT) Almanacs of Postsecondary Education in Canada from various years, drawing on semi-custom tabulations from Statistics Canada. If there is interest in more recent Statistics Canada data, the University and College Academic Staff System - Full-time Staff (FT-UCASS) is available from 2016-2022 as of May 2023.⁸ This data is free by year, position, and gender, but not by discipline (in our case, Economics).⁹ Future authors should explore the possibility of ordering a custom table that is at the discipline level.

Future Analysis

The 2022-23 CWEC report focuses on the representation of women in academic departments by position. However, past reports briefly explored other areas where women economists may be under-represented. Potential paths for new analysis beyond faculty/student representation include:

- Representation at conferences and journals was described in the 2017 CWEC report. This could be continued, as well as updating the number of editors and advisors for the CJE and CPP by gender.
- Gender differences among successful economics authors could also be investigated. This idea comes from Giulia Zacchia's paper, "What Does It Take to Be Top Women Economists? An Analysis Using Rankings in RePEc."¹⁰ However, Zacchia's paper is three years old and does not look

⁷ Statistics Canada, “Postsecondary Student Information System (PSIS),” Surveys and statistical programs, November 21, 2022, <https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5017>.

⁸ Statistics Canada, “University and College Academic Staff System - Full-Time Staff (FT-UCASS),” Surveys and statistical programs, April 24, 2023, <https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3101>.

⁹ Statistics Canada. Table 37-10-0077-01 Number and median age of full-time teaching staff at Canadian universities, by highest earned degree, staff functions, rank, gender. DOI: <https://doi.org/10.25318/3710007701-eng>

¹⁰ Zacchia, Giulia. “What Does It Take to Be Top Women Economists? An Analysis Using Rankings in Repec.” *Review of Political Economy* 33, no. 2 (December 21, 2020): 170–93. <https://doi.org/10.1080/09538259.2020.1848624>.

specifically at Canadian Economists, so there is potential for more relevant analysis. CWEC reports could use the RePEc list of Canada's top 25% of economics authors. The ranking criteria for this list are the number of citations, downloads, and abstract views for each author's articles.

- The proportion of women Canadian economists outside academia is also important to consider. The 2015 CWEC report gave a qualitative overview of this topic, but the analysis could go further. Following the methodology of the 2016 Globe and Mail article by Tavia Grant, senior economists in Canada's major banks can be found on their websites, along with the heads of research, in-house policy experts, and economic research staff at major think tanks like C.D. Howe institute, Fraser institute, Conference Board of Canada, IRPP and CIGI.¹¹
- Future reports could also examine representation among students through the SSHRC competition statistics to see if there are gender differences in award winners over time.

¹¹ Tavia Grant and David Parkinson, "ECONOMIC IMBALANCE," The Globe and Mail, March 4, 2016, <https://www.theglobeandmail.com/report-on-business/economy/for-canadas-economists-gender-gap-remains-stubbornlywide/article29039278/>.

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Appendices

Appendix A

University	Department	2012-13	2014-15	2016-17	2018-19	2022-23
Economics						
Acadia	Economics	y		y	y	
Bishops University	Economics					
Brandon University	Economics	y			y	
Brock University	Economics		y			
Carleton	Economics	y	y		y	y
Concordia University	Economics		y		y	
Dalhousie University	Economics	y	y	y	y	y
HEC Montréal	Département d'économie appliquée	y				
Lakehead University	Economics				y	y
Laurentian University	Economics	y	y			
McGill	Economics	y		y	y	y
McMaster University	Economics		y	y	y	y
Memorial University of Newfoundland	Economics		y	y	y	
Mount Allison University	Economics	y			y	
Mount Saint Vincent University	Economics					
Nippising University	Economics					
Queen's University	Economics	y	y	y	y	
Royal Military College	Department of Political Science and Economics		y		y	
Saint Mary's University	Economics		y	y		
Saint Thomas University	Economics		y			
Simon Fraser University	Economics	y	y	y	y	y
St. Francis Xavier University	Economics	y	y	y		
Thomson River	School of Business and Economics					
Toronto Metropolitan University	Economics		y	y		
Trent University	Economics	y	y		y	y
UBC	Vancouver School of Economics	y	y	y	y	y
UBC Okanagan	Economics					
UQAM	Département des sciences économiques	y	y		y	
University of Alberta	Economics	y	y	y	y	
University of Alberta	Economics-Augustana Campus					

University	Department	2012-13	2014-15	2016-17	2018-19	2022-23
University of Calgary	Economics	y			y	
University of Fraser Valley	Economics	y			y	
University of Lethbridge	Economics		y	y	y	y
University of Manitoba	Economics	y		y	y	y
University of New Brunswick (Fredericton)	Dept. of Economics	y	y	y	y	y
University of Northern British Columbia	School of Economics	y	y	y	y	
University of Ottawa	Economics		y		y	
University of Prince Edward Island	Economics	y			y	
University of Regina	Economics		y			
University of Saskatchewan	Economics	y	y	y	y	
University of Toronto	Economics			y	y	
University of Victoria	Economics	y			y	
University of Waterloo	Economics			y	y	y
University of Windsor	Economics					
University of Winnipeg	Economics	y	y	y	y	y
Université Laval	Économique	y	y		y	y
Université de Moncton	École des hautes études publiques					
Université de Sherbrooke	Département déconômique					
Université de Montreal	Sciences économiques	y	y			y
Vancouver Island University	Economics					
Western University	Economics	y	y	y	y	y
Wilfrid Laurier University	Economics	y	y	y	y	y
York - Glendon	Economics					
York University	Economics					

Business

Algoma University	Department of Business and Economics					
Crandall University	Business Administration Department					
Huron at University of Western Ontario	Department of Economics and Business	y	y			
Kings College	Department of Economics, Business and Mathematics	y				
Queen's University	Department of Business (Smith School of Business)					
Trinity Western	School of Business					
Trois Rivieres	Finance and Economics					

University	Department	2012-13	2014-15	2016-17	2018-19	2022-23
UBC	Sauder Strategy and Business Economics					y
University of Alberta	Marketing, Business Economics & Law					
University of Guelph	Department of Economics and Finance		y		y	
University of Toronto	EAP area, Rotman	y	y		y	y
Western University	Ivey School of Business					
York University Schulich	School of Business					
Policy						
Carleton	School of Public Policy & Administration					
Mount Royal University	Economics, Justice, and Policy Studies					
Queen's University	School of Policy Studies					
University of Alberta	Resource Economics and Environmental Sociology					y
Other						
MacEwan University	Anthropology, Economics, and Political Science Department					
UBC	Food and Resource Economics					
University of Guelph/Ontario Agricultural College	FARE: Food, Agricultural and Resource Economics				y	y

Note:

This is a list of all the departments whose data was collected and included in the 2022 report. Departments who were sent the survey may vary slightly from year to year. "y" indicates that the department responded to the CWEC survey in that year. Web data was collected departments with no "y" in 2022-23. 81 departments were sent the 2022-23 CWEC survey. 20 departments completed the survey (25%). One of these departments had large errors in their submission, so was replaced with web data. Survey respondents with small data errors were fixed using web data, but were not entirely replaced with web data. We collected web data for 54 departments who did not respond to the survey. In total we have data on 74 departments. We could not find data for 7 of the departments who the survey was sent to, so they are not included in this list.

Appendix B

Position	Total n	Women n	[1]	[2]	[3]
			Overall Proportion	Weighted Department Average	Raw Department Average
Survey					
Untenured / Not Tenure Track					
Part time	65	22	34%	37%	40%
Full time	41	14	34%	33%	36%
Tenured / Tenure Track					
Teaching	43	16	37%	46%	48%
Assistant	74	22	30%	31%	31%
Associate	152	32	21%	22%	20%
Full	158	29	18%	20%	19%
Web					
Untenured / Not Tenure Track					
Part time	189	55	29%	30%	30%
Full time	41	14	34%	32%	26%
Tenured / Tenure Track					
Teaching	56	29	52%	49%	51%
Assistant	175	69	39%	40%	42%
Associate	249	68	27%	30%	34%
Full	272	38	14%	13%	12%
Survey & Web					
Untenured / Not Tenure Track					
Part time	254	77	30%	33%	32%
Full time	82	28	34%	32%	31%
Tenured / Tenure Track					
Teaching	99	45	45%	48%	49%
Assistant	249	91	37%	35%	39%
Associate	401	100	25%	26%	30%
Full	430	67	16%	17%	14%

Note:

This table demonstrates three possible methods for calculating the proportion of women economists in academic positions in Canada. For the majority of this report, we use method 1.

[1] Overall Proportion: Total number of women economics faculty across Canada divided by total number of economics faculty across Canada (per position).

[2] Weighted Department Average: Calculate the proportion of women economics faculty in each department (per position). Weight each department-level proportion by department size (total number of tenure/tenure track economics faculty per department, not per position). Calculate the weighted average of these proportions (per position).

[3] Raw Department Average: Calculate the proportion of women economics faculty in each department. Take the mean of all these department-level proportions (per position).

This table also shows the differences between the proportion of women in the web data and the survey data. There are 19 Economics or Business departments with survey data and 48 Economics or Business departments with web data. The type of data collected for each department is shown in Appendix A.

"Women" includes those who do not identify as men or women.

Appendix C

When we wanted the total proportion of women in a group, but the data was split in two tables, we aggregated the data by working backwards with the proportion of women and the total number of women. This method was notably used to find the students numbers by degree based off of the 2017 CWEC report (which divides students into smaller groups per degree), and to find the proportion of women faculty in the US using CSWEP reports (which divide the departments by offering and not offering a Doctoral program).

Step 1: Divide number of women by proportion of women to find total number of faculty/students in each group.

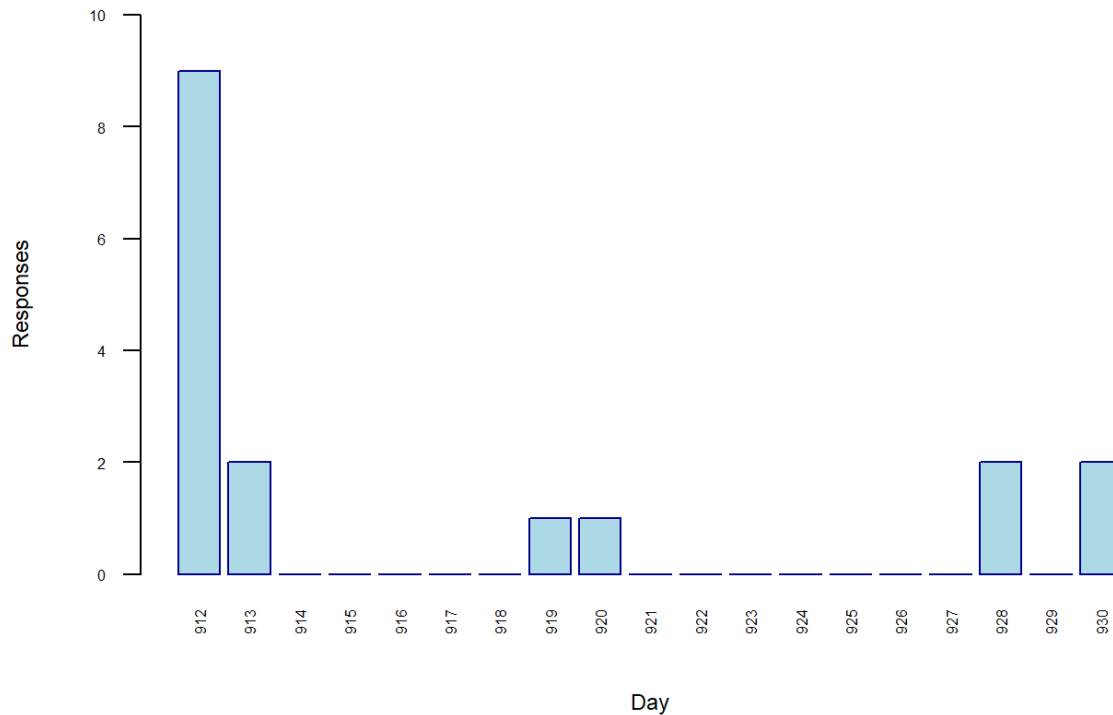
Step 2: Take the number of women in each group and sum them.

Step 3: Take the total number of faculty/students in each group (as calculated in Step 1) and sum them.

Step 4: Divide summed number of women by summed number of faculty/students.

Appendix D

Survey Responses over Time



20 departments responded to the survey. This graph includes 17 departments, as it excludes the two pilot respondents who submitted their surveys in the summer of 2022 and one department that responded in late October. The survey was sent to all departments on September 12th, with a reminder on October 25th.

Appendix E

Year	Source	Assistant		Associate		Full	
		n	% Women	n	% Women	n	% Women
2006-07	Web Data	246	33%	246	19%	372	8%
2008-09	Web Data	259	36%	238	20%	370	10%
2012-13	CWEN/RFE Surveys	149	33%	198	21%	247	10%
2014-15	Web Data	184	26%	328	26%	354	14%
2016-17	Web Data	226	27%	348	27%	358	14%
2018-19	Combined Survey and Web Data	247	27%	417	28%	397	15%
2022-23	Combined Survey and Web Data	249	37%	401	25%	430	16%

Only survey data was collected for 2012-13. Only web data was collected for 2006-07 and 2008-09. Both survey and web data were collected for 2014-15 and 2016-17, but web data is used since it was collected for all departments, including those who responded to the survey. Combined web and survey data are used for 2018-19 and 2022-23 since web data was only collected for departments that did not respond to the survey. Source: Survey/Web data behind Figure 3 in the 2017 CWEC report, Table 1 in the 2019 CWEC report, and 2022 Survey and Web data.

n = total reported number of faculty members in Canada, per position.

% = the percentage of the total number of faculty members in Canada who are Women, per position ("Overall Proportion" in Appendix B).

"Women" includes those who do not identify as men or women.

Includes all 67 Economics and Business departments.

This table contains the Survey/Web data behind Figure 3 and Figure 4.

Appendix F

This form will take approximately 30 minutes to complete.

For each question, please write down the number of faculty members/students in your department by job description and demographic in the space provided. Then, please check the box that indicates the level of confidence you have in the counts you provided.

If you do not have access to this information, please write "NA".

If there are no members who fall under a certain category/demographic, please write "0".

If the position/program does not exist in your department, please write "0" in the *Total* column.

2. First and Last Name

2. Job Title/Position

2. University/College Name

2. Department Name

3.

Faculty Who Are In Tenured/Tenure Track Jobs And/Or Have Voting Rights

4.

DEFINITIONS

Demographics

Other Gender: Other genders could include non-binary, two-spirit, or any other gender that is not man or woman.

Visible Minorities: The visible minority population consists mainly of the following groups: South Asian, Chinese, Black, Filipino, Arab, Latin American, Southeast Asian, West Asian, Korean and Japanese.

Indigenous Peoples: Indigenous peoples include people who are First Nations (North American Indian), Métis and/or Inuk (Inuit).

Faculty Who Are In Tenured/Tenure Track Jobs And/Or Have Voting Rights

Assistant Professors

Associate Professors

Full Professors

Including: university professors

Tenured Teaching Professors

Including: Any “teaching stream” assistant, associate, or full professor who is tenured/tenure track

5. Number of Faculty Members Who Are In **Tenured/Tenure Track Jobs** and/or Have Voting Rights

	Assistant Professors	Associate Professors	Full Professors	Teaching Professors
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Women	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Men				
Other Gender				
Visible Minority				
Black				
Indigenous				

6. How confident are you in the accuracy of the data available to you concerning the number of **Assistant Professors** in your department that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How confident are you in the accuracy of the data available to you concerning the number of **Associate Professors** in your department that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visisible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How confident are you in the accuracy of the data available to you concerning the number of **Full Professors** in your department that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visisible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How confident are you in the accuracy of the data available to you concerning the number of **Teaching Professors** in your department that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Visible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Additions and Departures to your Department's Tenured Faculty

11. Number of **Tenured Faculty Members** who **joined/left** your department in the 2021-2022 academic year, by demographic

	JOINED the Department	LEFT the Department
Total	<input type="text"/>	<input type="text"/>
Women	<input type="text"/>	<input type="text"/>
Men	<input type="text"/>	<input type="text"/>
Other Gender	<input type="text"/>	<input type="text"/>
Visible Minority	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>
Indigenous	<input type="text"/>	<input type="text"/>

12. How confident are you in the accuracy of the data available to you concerning the number of **Tenured Faculty Members** who **joined/left** your department in the 2021-2022 academic year that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Faculty Who Are In Non-Tenured/Non-Tenure Track Jobs and/or Do Not Have Voting Rights

14.

DEFINITIONS

Demographics

Other Gender: Other genders could include non-binary, two-spirit, or any other gender that is not man or woman.

Visible Minorities: The visible minority population consists mainly of the following groups: South Asian, Chinese, Black, Filipino, Arab, Latin American, Southeast Asian, West Asian, Korean and Japanese.

Indigenous Peoples: Indigenous peoples include people who are First Nations (North American Indian), Métis and/or Inuk (Inuit).

Faculty Who Are In Non-Tenured/Tenure Track Jobs And/Or Do Not Have Voting Rights

Part-Time

Including: Part-time instructors, limited-term instructors, sessional instructors, adjunct assistant professors, adjunct associate professors, full adjunct professors, adjunct lecturers, and adjunct instructors

Full-Time

Including: Full-time instructors, full-time lecturers, "teaching stream" professors who are not tenured

15. Number of Faculty Members Who Are In **Non-tenured/Non-Tenure Track Jobs** and/or Do Not have Voting Rights, by demographic

	Part-Time (Untenured)	Full-Time (Untenured)
Total		
Women		
Men		
Other Gender		
Visible Minority		
Black		
Indigenous		

16. How confident are you in the accuracy of the data available to you concerning the number of **Part-Time Non-Tenured Faculty** in your department that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How confident are you in the accuracy of the data available to you concerning the number of **Full-Time Non-Tenured Faculty** in your department that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Additions and Departures to your Department's Non-Tenured Faculty

19. Number of **Non-Tenured Faculty Members** who **joined/left your department** in the 2021-2022 academic year, by demographic

	JOINED the Department	LEFT the Department
Total	<input type="text"/>	<input type="text"/>
Women	<input type="text"/>	<input type="text"/>
Men	<input type="text"/>	<input type="text"/>
Other Gender	<input type="text"/>	<input type="text"/>
Visible Minority	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>
Indigenous	<input type="text"/>	<input type="text"/>

20. How confident are you in the accuracy of the data available to you concerning the number of **Non-Tenured Faculty Members** who **joined/left your department** in the 2021-2022 academic year that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Undergraduate and Graduate Students

22.

DEFINITIONS

Demographics

Other Gender: Other genders could include non-binary, two-spirit, or any other gender that is not man or woman.

Visible Minorities: The visible minority population consists mainly of the following groups: South Asian, Chinese, Black, Filipino, Arab, Latin American, Southeast Asian, West Asian, Korean and Japanese.

Indigenous Peoples: Indigenous peoples include people who are First Nations (North American Indian), Métis and/or Inuk (Inuit).

Undergraduate Students

Minors

Including: Extended Minors, Joint Minors

Majors

Including: Post-Baccalaureate Diplomas, Joint Majors, Combined Majors, Interdisciplinary Majors, General BAs, 3-year BAs, 4-Year BAs

Honours

Including: Joint Honours, Specialists

Graduate Students

Masters

Includes: Thesis-based, Essay-based, Course-based

PhD

23. Number of **Students** Enrolled in your department in the 2021-2022 Academic Year, by demographic

	Undergraduate (not including Economics Minors)	Graduate
Total		
Women		
Men		
Other Gender		
Visible Minority		
Black		
Indigenous		

24. How confident are you in the accuracy of the data available to you concerning the number of **Undergraduate Students** in your department that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How confident are you in the accuracy of the data available to you concerning the number of **Graduate Students** in your department that fall under each demographic?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visible Minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Number of **Students** Enrolled in your department in the 2021-2022 Academic Year, by Program

Total Number of Students

Minor	
Major	
Honours	
Masters	
PhD (1st year students in 2021-2022)	
PhD (All students in 2021-2022)	
PhD (Graduated in 2020-2021)	

27. How confident are you in the accuracy of the data available to you concerning the number of **Students** Enrolled in your department in the 2021-2022 Academic Year in each program?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
Minor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Masters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD (1st year students in 2021-2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD (All students in 2021-2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD (Graduated in 2020-2021)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. PhD Student Job Placements in the 2020-2021 Academic Year

29. Number of **PhD Students** who **accepted a job in the following industries and locations** during the 2020-2021 Academic Year

	Working in Canada / US	Working outside of Canada / US
PhD Granting Department		
Non-PhD Granting Department		
Public Sector		
Private Sector		

30. How confident are you in the accuracy of the data available to you concerning the Number of **PhD Students** who **accepted a job in the following industries and locations** in the 2020-2021 academic year?

	No Available Data	Incomplete / Estimated Data	Somewhat Reliable Data	Precise Data
PhD Granting Department (Canada/US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-PhD Granting Department (Canada/US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Sector (Canada/US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private Sector (Canada/US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD Granting Department (NOT Canada/US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-PhD Granting Department (NOT Canada/US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Sector (NOT Canada/US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private Sector (NOT Canada/US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Survey Feedback

32. How long did it take you to fill out this survey once you acquired the data you needed?

- less than 15 minutes
- 15-30 minutes

- 30-45 minutes
 - 45-60 minutes
 - 1-1.5 hours
 - 1.5-2 hours
 - More than 2 hours
-

33. How long did it take you to collect the data required for this survey?

- 1-2 days
 - 3-6 days
 - 1 week
 - 2 weeks
 - 3 weeks
 - 1 month
 - More than 1 month
-

34. How difficult was it for you to collect the data required for this survey?

Difficulty:



35. Do you have any other feedback or comments about the survey?