Inclusive Excellence Cluster Hiring Data Report

Prepared by
The Office of Equity, Diversity and Inclusion (OEDI)
and
The Office of Institutional Analysis

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Why EDI Data?

“The success of an employment equity program is measured by results: expansion of the employment opportunities of qualified individuals in designated groups. Measurement of results require data.”


An employer’s duty under the Federal Contractor’s Program (FCP) is to:

1. Collect workforce data on the representation of equity groups
2. Conduct an analysis of the data to identify equity gaps
3. Remove barriers that impede equitable representation and inclusion
4. Identify and implement short- to long-term goals to close the gaps
5. Demonstrate reasonable efforts to achieve a representative workforce
Achieving Equity in the Workplace: The Need for EDI Data

“...If you can’t measure it, you can’t improve it...”
Data Sources

Employment Equity Census Survey

National Benchmark Data
Employment Equity Survey

- A voluntary self-identification survey made available to all UCalgary staff through PeopleSoft

- Survey collects self-identification data on four federally designated equity-deserving groups (women, Indigenous peoples, Racialized/VM Persons, persons with disabilities)
  - Administered between 2016 – 2020
  - An expanded Employment Equity Census was launched in November 2021
2021 Employment Equity Census

- An expanded Employment Equity Census was launched in November 2021
- Collects disaggregated self-identification for each of the previous four federally-designated equity-deserving group
- Includes new or expanded options for sexual orientations, gender-diverse, religious, and language self-identification
UCalgary Expanded Employment Equity Census (2021) and UCalgary Employment Equity Survey (2016-2020)
National Benchmark Data

- Canadian Workforce Availability
  - Statistics Canada 2016 Census of Population
    - Overall labour force distribution and distribution of university professors and lecturers (National Occupational Code 4011) in the labour force during the census period, self-identified as
      - Women
      - Indigenous Peoples
      - Racialized/VM Persons

- Statistics Canada 2017 Canadian Survey on Disability
  - Representation of persons with disabilities in Employment Equity Occupational Group EEOG 03 Professionals, which includes the University professors and lecturers NOC code

- Universities Canada (2019)
  - Derived from Equity, diversity and inclusion at Canadian universities: Report on the 2019 national survey
  - Comparator data on full-time faculty from Statistics Canada, University and College Academic Staff System, 2016-2017; Census 2016

- Statistics Canada Survey of Postsecondary Faculty and Researchers (2019)
  - Canada-wide comparators for university faculty, instructors, teachers, and researchers based on 2019 survey with representative sampling frame

- General population comparators from Statistics Canada Census of Population 2016 and Canadian Survey on Disability, 2017

Outline of Results

- Overall and Faculty-specific Analysis
  - Trend & Gap Analysis based on 2016 – 2021 surveys
  - 2021 Disaggregated Data
Table 1: Overall Distribution (%) of Staff by Staff and Equity-Deserving Groups (2016 – 2021)

<table>
<thead>
<tr>
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<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>5.4</td>
</tr>
</tbody>
</table>

NB: “Academic Regular” is inclusive of Research and Teaching Streams as well as Administrative Streams within academic staff (e.g., Librarians, Counsellors, Curators); SPFR = Survey of Postsecondary Faculty and Researchers; StatCan = Statistics Canada; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Table 2: Overall Distribution (%) of Academic Staff by Equity-Deserving Groups (2016 – 2021)

<table>
<thead>
<tr>
<th>Equity Deserving Group</th>
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<th>2019</th>
<th>2020</th>
<th>2021</th>
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<td>23.5</td>
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<tr>
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<td>40.5</td>
<td>40.9</td>
</tr>
<tr>
<td>Racialized/VM Persons</td>
<td>10.4</td>
<td>11.4</td>
<td>11.7</td>
<td>12.1</td>
<td>12.1</td>
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<tr>
<td>Indigenous Peoples</td>
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<td>1.2</td>
<td>1.3</td>
<td>1.3</td>
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<tr>
<td>Persons with disabilities</td>
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<td>1.3</td>
<td>1.4</td>
<td>1.6</td>
<td>1.8</td>
<td>6.4</td>
</tr>
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</table>

NB: Research and Teaching Streams; SPFR = Survey of Postsecondary Faculty and Researchers; StatCan = Statistics Canada.
Table 3: Distribution of Faculty by (%) by Stream and Equity-Deserving Group (2016 – 2021)

<table>
<thead>
<tr>
<th>Stream</th>
<th>Women</th>
<th>Indigenous peoples</th>
<th>Persons with disabilities</th>
<th>Racialized/VM Persons</th>
</tr>
</thead>
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<td></td>
<td>Research</td>
<td>Teaching</td>
<td>Research</td>
<td>Teaching</td>
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<td></td>
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<td>1.1</td>
<td>-</td>
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<td>2.0</td>
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<td>26.9</td>
<td>59.9</td>
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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Research</td>
<td>44.0</td>
<td>40.2</td>
<td>48.0</td>
<td>50.9</td>
</tr>
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<td>Teaching</td>
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<td>1.4</td>
<td>1.3</td>
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<td>1.3</td>
<td>2.0</td>
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<tr>
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<td>1.4</td>
<td>1.3</td>
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<td>23.5</td>
<td>20.9</td>
<td>19.4</td>
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<td>Teaching</td>
<td>23.5</td>
<td>23.5</td>
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<td>19.4</td>
</tr>
<tr>
<td>Racialized/VM Persons</td>
<td>Research</td>
<td>48.0</td>
<td>50.9</td>
<td>44.0</td>
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<tr>
<td></td>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB: SPFR = Survey of Postsecondary Faculty and Researchers; StatCan = Statistics Canada; - red font corresponds to data suppressed due to insufficient data to report.
Overall Distribution (%) of Academic Staff by Equity-Deserving Groups – Research and Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0% Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
19.4% Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
2.0% Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
6.7% University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
Table 4: Distribution (%Women) of Academic Staff by Faculty (2016 – 2021)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumming (Medicine)</td>
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<td>31.2</td>
<td>31.9</td>
<td>32.3</td>
<td>33.7</td>
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<td>45.2</td>
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<td>School of Arch, Plan &amp; Land</td>
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<td>28.6</td>
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NB: Research and Teaching Streams only.

48.0% Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
Table 5: Distribution (%Women) of Academic Staff by Faculty (2016 – 2021)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Stream</th>
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<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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</thead>
<tbody>
<tr>
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<td>30.5</td>
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<td>31.6</td>
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NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Table 6: Self-Identified Racialized/VM Persons by Faculty (2016 – 2021)

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NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.

19.4% Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
Table 7: Self-Identified Racialized/VM Persons by Faculty and Stream (2016 – 2021)

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NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Table 8: % Self-Identified Indigenous Peoples by Faculty (2016 – 2021)

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NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.

2.0% Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
Table 9: % Self-Identified Indigenous Peoples by Faculty and Stream (2016 – 2021)

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NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.

2.0% Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
Table 10: % Self-Identified Persons with Disabilities by Faculty (2016 – 2021)

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NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.

6.7%
University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
# Table 11: Self-Identified Persons with Disabilities by Faculty and Stream (2016 – 2021)

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NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote non-response.

**6.7%**
University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
Distribution by Faculty and Equity Deserving Groups
Cumming School of Medicine
Cumming Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research and Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

- **48.0%**
  - Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **19.4%**
  - Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **2.0%**
  - Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **6.7%**
  - University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
# Cumming Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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<th>2018</th>
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<th>2020</th>
<th>2021</th>
<th>SPFR % University Prof/Teach/In s/Res, Canada, 2019</th>
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NB: Research Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
# Cumming Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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NB: Teaching Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Faculty of Arts
Arts Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research and Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

- **48.0%**  
  Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **19.4%**  
  Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **2.0%**  
  Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **6.7%**  
  University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
# Arts Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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NB: Research Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote non-response.
## Arts Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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<tbody>
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NB: Teaching Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Faculty of Kinesiology
Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research Stream (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0%
Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

19.4%
Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
# Kinesiology Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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NB: Research Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
### Kinesiology Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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Faculty of Law
Law Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research Stream (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0%
Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

19.4%
Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
# Law Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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Law Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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Faculty of Nursing
Nursing Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research & Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0%
Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

19.4%
Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
## Nursing Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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### Nursing Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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UCalgary at Qatar
UCalgary at Qatar Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research & Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0%
Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

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Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)
UCalgary at Qatar Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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UCalgary at Qatar Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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NB: Teaching Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Faculty of Science
Science Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research & Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0%
Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

19.4%
Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

6.7%
University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
## Science Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

<table>
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<tr>
<th>Equity Deserving Group</th>
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<th>SPFR % University Prof/Teach/In/s/Res, Canada, 2019</th>
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## Science Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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<th>2021</th>
<th>SPFR % University Prof/Teach/In/s/Res, Canada, 2019</th>
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Faculty of Social Work
Social Work Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research & Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

- **48.0%**
  Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **19.4%**
  Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **2.0%**
  Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **6.7%**
  University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
# Social Work Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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<th>2017</th>
<th>2018</th>
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<th>2021</th>
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## Science Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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Faculty of Veterinary Medicine

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

- **48.0%**  
  Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **19.4%**  
  Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **2.0%**  
  Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

- **6.7%**  
  University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
### Vet Med Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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NB: Teaching Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Haskayne School of Business
Haskayne Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research & Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0%  
Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

19.4%  
Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

6.7%  
University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
Haskayne Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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# Haskayne Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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<th>Equity Deserving Group</th>
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School of Architecture, Planning and Landscape
SAPL Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research Stream (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0% Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

19.4% Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

6.7% University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
### SAPL Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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Schulich School of Engineering
Schulich Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research & Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0%  
Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

19.4%  
Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

2.0%  
Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

6.7%  
University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
Schulich Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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## Schulich Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

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<td>-</td>
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<td>35.7</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Persons with Disabilities</td>
<td>Assistant</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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<td>6.7</td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

NB: Teaching Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Werklund School of Education
Werklund Distribution (%) of Academic Staff by Equity-Deserving Groups and Rank – Research & Teaching Streams (2016 – 2021)

NB: Percentages not presented for equity-deserving groups and/or years corresponds to data suppressed due to insufficient data to report.

48.0% Women university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

19.4% Racialized/VM university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

2.0% Indigenous university professors, instructors, teachers or researchers (SPFR, 2019, Canada)

6.7% University professors, instructors, teachers or researchers with self-reported disabilities (SPFR, 2019, Canada)
Werklund Distribution (%) of Research Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

<table>
<thead>
<tr>
<th>Equity Deserving Group</th>
<th>Rank</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>SPFR % University Prof/Teach/In's/Res, Canada, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Assistant</td>
<td>75.0</td>
<td>85.2</td>
<td>86.4</td>
<td>86.7</td>
<td>100.0</td>
<td>100.0</td>
<td>48.0</td>
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<tr>
<td></td>
<td>Associate</td>
<td>70.4</td>
<td>56.0</td>
<td>60.0</td>
<td>66.7</td>
<td>66.7</td>
<td>71.4</td>
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<tr>
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<td>Full</td>
<td>54.5</td>
<td>59.3</td>
<td>61.5</td>
<td>56.0</td>
<td>60.0</td>
<td>60.0</td>
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</tr>
<tr>
<td>Indigenous Peoples</td>
<td>Assistant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.0</td>
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<tr>
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<td>Associate</td>
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<td>Full</td>
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<td>-</td>
<td></td>
</tr>
<tr>
<td>Racialized/VM Persons</td>
<td>Assistant</td>
<td>-</td>
<td>18.5</td>
<td>22.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>19.4</td>
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<tr>
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<td>-</td>
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<td>16.7</td>
<td>14.3</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>20.0</td>
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</tr>
<tr>
<td>Persons with Disabilities</td>
<td>Assistant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>6.7</td>
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<td>Associate</td>
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<tr>
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<td>Full</td>
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<td>20.0</td>
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</tbody>
</table>

NB: Research Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Werklund Distribution (%) of Teaching Stream Faculty by Equity-Deserving Groups and Rank (2016 – 2021)

<table>
<thead>
<tr>
<th>Equity Deserving Group</th>
<th>Rank</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>SPFR % University Prof/Teach/In's/Res, Canada, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Assistant</td>
<td>63.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>48.0</td>
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<td>Associate</td>
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<td>-</td>
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<td>Full</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>Assistant</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Associate</td>
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<tr>
<td></td>
<td>Full</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Racialized/VM Persons</td>
<td>Assistant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>19.4</td>
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<tr>
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<td>Associate</td>
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</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Persons with Disabilities</td>
<td>Assistant</td>
<td></td>
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<td></td>
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<td></td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>Associate</td>
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<td></td>
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<td></td>
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<tr>
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<td>Full</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB: Teaching Stream only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
2021 UCalgary Expanded Employment Equity Census Disaggregated Self-Identification Data
Indigenous Peoples
Distribution (%) of EEC Respondents by Disaggregated Indigenous Identity – 3 most frequently reported

<table>
<thead>
<tr>
<th>Self-Identification Status</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations</td>
<td>–</td>
</tr>
<tr>
<td>Métis</td>
<td>46.2</td>
</tr>
<tr>
<td>Another (please specify)</td>
<td>–</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>–</td>
</tr>
</tbody>
</table>

NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report.
# Distribution (%) of EEC Respondents by Disaggregated Indigenous Identity and Academic Stream

<table>
<thead>
<tr>
<th>Stream</th>
<th>Selected Disaggregated Identity</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>First Nations (Status)</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>Méétis</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Others (please specify)</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>Prefer not to answer</td>
<td>–</td>
</tr>
<tr>
<td>Teaching</td>
<td>First Nations (Status)</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>Méétis</td>
<td>–</td>
</tr>
</tbody>
</table>

NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report.
Racialized/VM Persons
Distribution (%) of EEC Respondents by Disaggregated Racialized/VM Persons – 3 Most Frequently Reported

<table>
<thead>
<tr>
<th>Selected Racialized/VM Persons</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>3.5</td>
</tr>
<tr>
<td>Chinese</td>
<td>29.2</td>
</tr>
<tr>
<td>Filipino</td>
<td>-</td>
</tr>
<tr>
<td>South Asian</td>
<td>23.6</td>
</tr>
</tbody>
</table>

NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report.
Distribution (%) of EEC Respondents by Faculty, Rank, and selected Racialized/VM Persons

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Black</th>
<th>Chinese</th>
<th>Filipino</th>
<th>South Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumming (Medicine)</td>
<td>-</td>
<td>31.3</td>
<td>-</td>
<td>31.3</td>
</tr>
<tr>
<td>Arts</td>
<td>-</td>
<td>28.6</td>
<td>-</td>
<td>33.3</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Qatar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>43.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Social Work</td>
<td>-</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Vet Med</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haskayne (Business)</td>
<td>-</td>
<td></td>
<td></td>
<td>38.5</td>
</tr>
<tr>
<td>Schulich (Engineering)</td>
<td>-</td>
<td>35.3</td>
<td></td>
<td>17.6</td>
</tr>
<tr>
<td>Werklund (Education)</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
Gender
Distribution (%) of EEC Respondents by Disaggregated Gender Self-Identification (2021)

<table>
<thead>
<tr>
<th>Gender Self-Identification</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>45.7</td>
</tr>
<tr>
<td>Man</td>
<td>50.7</td>
</tr>
<tr>
<td>Transgender person</td>
<td>–</td>
</tr>
<tr>
<td>Gender-Fluid</td>
<td>–</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>–</td>
</tr>
<tr>
<td>Another gender</td>
<td>–</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>2.9</td>
</tr>
</tbody>
</table>

NB: Research and Teaching Stream only; - red font corresponds to data suppressed due to insufficient data to report.
## Distribution (%) of EEC Respondents by Disaggregated Gender Self-Identification and Academic Stream (2021)

<table>
<thead>
<tr>
<th>Academic Stream</th>
<th>Gender Self-Identification</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Woman</td>
<td>42.5</td>
</tr>
<tr>
<td></td>
<td>Man</td>
<td>54.1</td>
</tr>
<tr>
<td></td>
<td>Transgender person</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Gender-Fluid</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Non-Binary</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Another gender</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Prefer not to answer</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Woman</td>
<td>59.7</td>
</tr>
<tr>
<td></td>
<td>Man</td>
<td>35.8</td>
</tr>
<tr>
<td></td>
<td>Transgender person</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Gender-Fluid</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Non-Binary</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Prefer not to answer</td>
<td>3.7</td>
</tr>
</tbody>
</table>

NB: Research and Teaching Stream only; - red font corresponds to data suppressed due to insufficient data to report.
Persons with Disabilities
Distribution (%) of EEC Respondents by Selected Self-Identified Disability (2021)

<table>
<thead>
<tr>
<th>Disability self-identification</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health</td>
<td>24.8</td>
</tr>
<tr>
<td>Chronic condition</td>
<td>42.5</td>
</tr>
<tr>
<td>Neurodivergence (Developmental, communication, learning, memory)</td>
<td>11.5</td>
</tr>
</tbody>
</table>

NB: Research and Teaching Stream only; Empty cells denote non-response.
Distribution (%) of EEC Respondents by Faculty, Self-Identified Disability (selected categories)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mental health</th>
<th>Chronic condition</th>
<th>Neurodivergence (Developmental, communication, learning, memory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumming (Medicine)</td>
<td>-</td>
<td>35.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Arts</td>
<td>27.3</td>
<td>43.2</td>
<td>11.4</td>
</tr>
<tr>
<td>Law</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>11.1</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Vet Med</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Haskayne (Business)</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Schulich (Engineering)</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Werklund (Education)</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

NB: Research and Teaching Streams only; - red font corresponds to data suppressed due to insufficient data to report; Empty cells denote data not available.
### Distribution (%) of EEC Respondents by Academic Rank, Self-identified Disability (selected categories)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Combined disability self-identification</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>Mental health</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>Chronic condition</td>
<td>61.5</td>
</tr>
<tr>
<td></td>
<td>Neurodivergence (Developmental, communication, learning, memory)</td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>Mental health</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>Chronic condition</td>
<td>42.2</td>
</tr>
<tr>
<td></td>
<td>Neurodivergence (Developmental, communication, learning, memory)</td>
<td>15.6</td>
</tr>
<tr>
<td>Full</td>
<td>Mental health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chronic condition</td>
<td>32.3</td>
</tr>
<tr>
<td></td>
<td>Neurodivergence (Developmental, communication, learning, memory)</td>
<td></td>
</tr>
<tr>
<td>Assistant (Teaching)</td>
<td>Mental health</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Chronic condition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neurodivergence (Developmental, communication, learning, memory)</td>
<td></td>
</tr>
<tr>
<td>Associate (Teaching)</td>
<td>Mental health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chronic condition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neurodivergence (Developmental, communication, learning, memory)</td>
<td></td>
</tr>
<tr>
<td>Full (Teaching)</td>
<td>Chronic condition</td>
<td></td>
</tr>
</tbody>
</table>

NB: Research and Teaching Stream only; red font corresponds to data suppressed due to insufficient data to report.
Discussion

- Equity-deserving groups remain significantly under-represented in research and teaching positions in all the faculties at the University of Calgary between 2016 – 2021.

- All equity-deserving groups are under-represented in the Full Professor rank in most faculties, except Nursing, Social Work, and Education.
  - Under representation has implications for recruitment, retention and the advancement of academic staff and senior leadership ranks.

- Our EDI data trends analysis from 2016-2021 so some increase in presentation for women and racialized groups in a few faculties e.g., Schulich and Haskayne

- There has been an increased proportion of individuals who self-identify as persons with a disability in the 2021 Expanded Employment Equity Census data. This may suggest:
  - Respondents see themselves in the updated definition of disabilities in the 2021 Expanded Employment Equity Census.
  - There is a greater sense of belonging as a result of increased EDI and accessibility and reduction of stereotypes and stigma.

- The 2021 Employment Equity Census allows for disaggregated data collection and an intersectional analysis.

- Our analysis of EDI data trends (2016-2020) and disaggregated data (2021) contextually accounts for:
  - Survey response rate (~ 70%)
  - Lack of administrative data for all equity-deserving groups.
Additional UCalgary EDI Resources

EDI Glossary
https://www.ucalgary.ca/equity-diversity-inclusion/literacy-and-education/edi-glossary

EDI Data Hub

EDI Data Group

Contact Information

For additional information on the Inclusive Excellence Cluster Hiring Initiative

The Office of the Provost
Email: provost@ucalgary.ca

The Office of the Vice Provost and Associate Vice President Research (EDI)
Email: vpedi@ucalgary.ca