Canadian Association of Physicists

Association canadienne
des physiciens et physiciennes

Canadian Association of Physicists (CAP) Annual Department Survey Results
Analysis and Report by the Laurier Centre for Women in Science (WinS)
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Survey Purpose and Procedure

Purpose

This report presents the findings from the first Canadian Association of Physicists (CAP) Annual Department Survey. The survey and report was prepared by the Laurier Centre for Women in Science (WinS). The purpose of the survey was to collect data on teaching, research and graduate programs, and demographics of Canadian Physics Departments at educational institutions across Canada. These data will be used to help CAP with strategic planning so that they can better serve the needs of the Canadian physics community.

Procedure

Data collection began during the Summer of 2022, and extended into the Fall of 2022. Respondents were asked to report data from the last calendar year. Physics departments in Canada were contacted by CAP, requesting that they participate in the survey. Interested departments contacted WinS to receive a personalized survey link, which took them to the survey which was hosted on Qualtrics (an online survey software). Respondents first read a consent form with information about the survey, and if they clicked the button indicating that they consented to participate in the survey, they were taken to the survey questions. Respondents answered questions from the following three sections:

1. Undergraduate Teaching
2. Research and Graduate Programs
3. Demographics (racial identity, gender identity, and disability) for Faculty, Students, Research Associates/Post-Doctoral Researchers, and Support Staff.

Response Rate and Data Cleaning

Of the 62 departments who were emailed about the survey by CAP, 52 (83.9%) submitted useable responses (one additional department submitted the survey with no data). All data that was received are included in this report (i.e., even if a department submitted incomplete data, the responses that they did give were analyzed). Missing data could be because it was not available to the department at the time of the survey, the question was not applicable to the department (e.g., asking about research and graduate programs at a 2 year teaching only college), or because the respondent skipped a question for another reason.

How to Read this Report

The results from the three survey sections (Teaching, Research and Graduate Programs, Demographics) are included in their own section with the corresponding header. Each question from each survey section is numbered and written out as the survey respondents saw it, and the results of that question are described beneath it.

Information and examples for interpreting the demographic tables are included in the first demographic section (Faculty).

List of Institutions that Completed the Survey

1. Acadia University
2. Brandon University
3. Brock University
4. Carleton University
5. Collège Ahuntsic
6. Concordia University
7. Dalhousie University
8. Kwantlen Polytechnic University
9. Lakehead University
10. Laurentian University
11. McGill University
12. McMaster University
13. Memorial University - Grenfell campus
14. Memorial University of Newfoundland
15. Mount Allison University
16. Okanagan College
17. Queen's University
18. Royal Military College of Canada
19. St. Mary's University
20. Simon Fraser University
21. St. Francis Xavier University
22. Thompson Rivers University
23. Toronto Metropolitan University
24. Trent University
25. Trinity Western University
26. Université de Moncton
27. Université de Montréal
28. Université de Sherbrooke
29. Université du Québec à Trois-Rivières
30. Université Laval
31. University of Alberta
32. University of British Columbia
33. University of Calgary
34. University of Guelph
35. University of Lethbridge
36. University of Manitoba
37. University of New Brunswick
38. University of Northern British Columbia
39. University of Ottawa
40. University of Prince Edward Island
41. University of Regina
42. University of Saskatchewan
43. University of the Fraser Valley
44. University of Toronto
45. University of Toronto- Mississauga
46. University of Victoria
47. University of Waterloo
48. University of Western Ontario
49. University of Windsor
50. University of Winnipeg
51. Wilfrid Laurier University
52. York University

Highlights

Teaching

- Average of 79% of courses are taught by Full-Time Faculty
  - Small institutions: 67%
  - Medium institutions: 72%
  - Large institutions: 84%
- Average standard course loads:
  - Full-Time Faculty Expected to do Research: 4
  - Full-Time Teaching Faculty: 5
  - Full-Time Contract Faculty: 5
- Large institutions have a higher mean Undergraduate Student to Full-Time Faculty ratio than small and medium institutions, see Figure 1
- Institutions with a graduate program have a higher Undergraduate Student to Full-Time Faculty ratio than institutions without a graduate program, see Figure 2
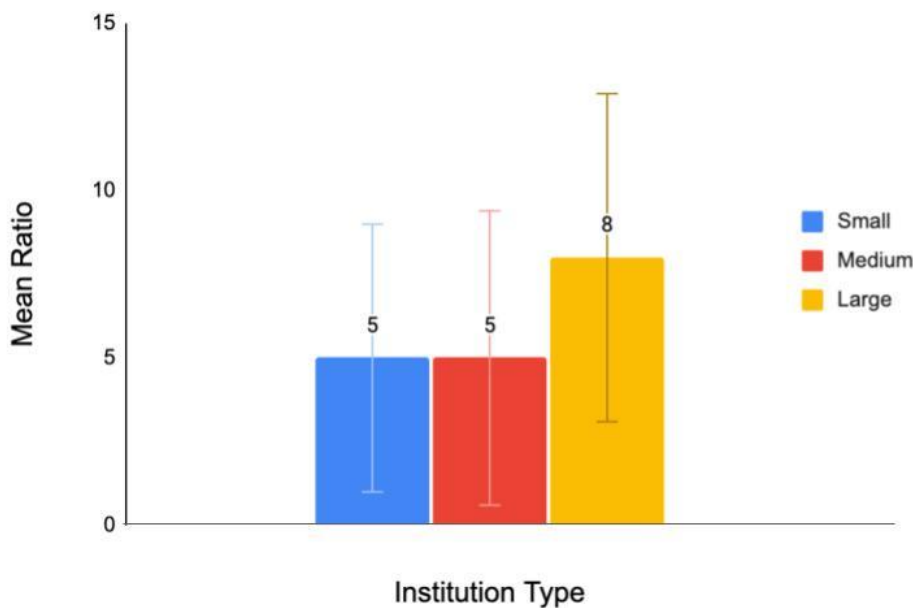

Figure 1. Mean Undergraduate Student to Full-Time Faculty Ratio by Institution Size
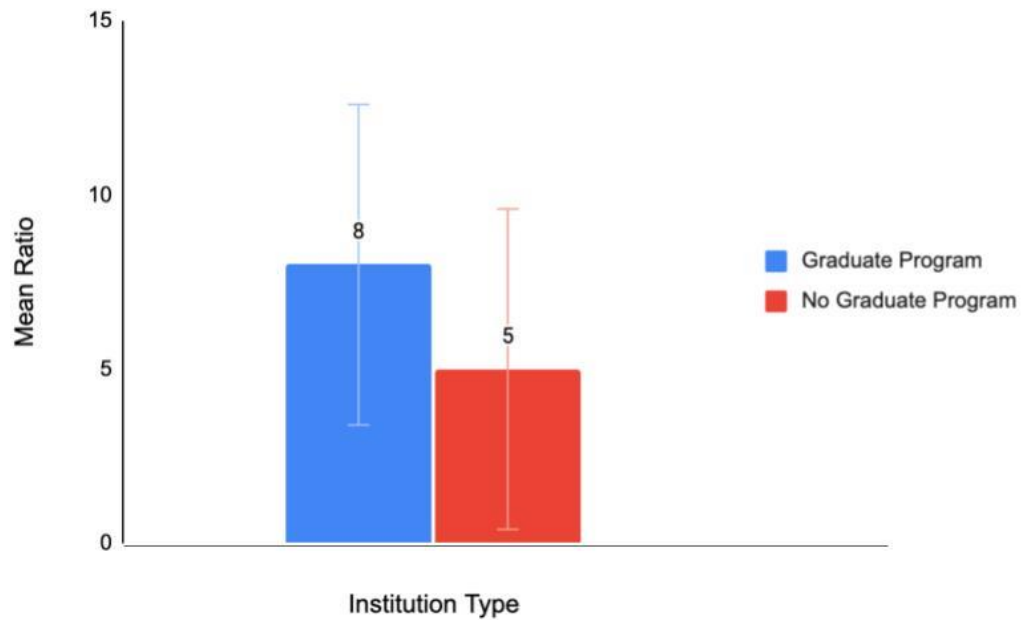
Figure 2. Mean Undergraduate Student to Full-Time Faculty Ratio by Institutions With and Without a Graduate Program

Demographics
Institutions who Collect Demographic Data

Figure 3 summarizes the percentage of institutions who answered the various demographic questions, along with the percentages of those who answered that yes they collect the demographic data, or no they do not collect the data. In cases where the percentages do not add to 100%, it is because not all institutions responded to the question about whether or not they collect the data. The majority of institutions collect data for Faculty and Staff gender, but fewer institutions collect data on race, disability, and Students, Research Associates and Post-Doctoral Researchers.
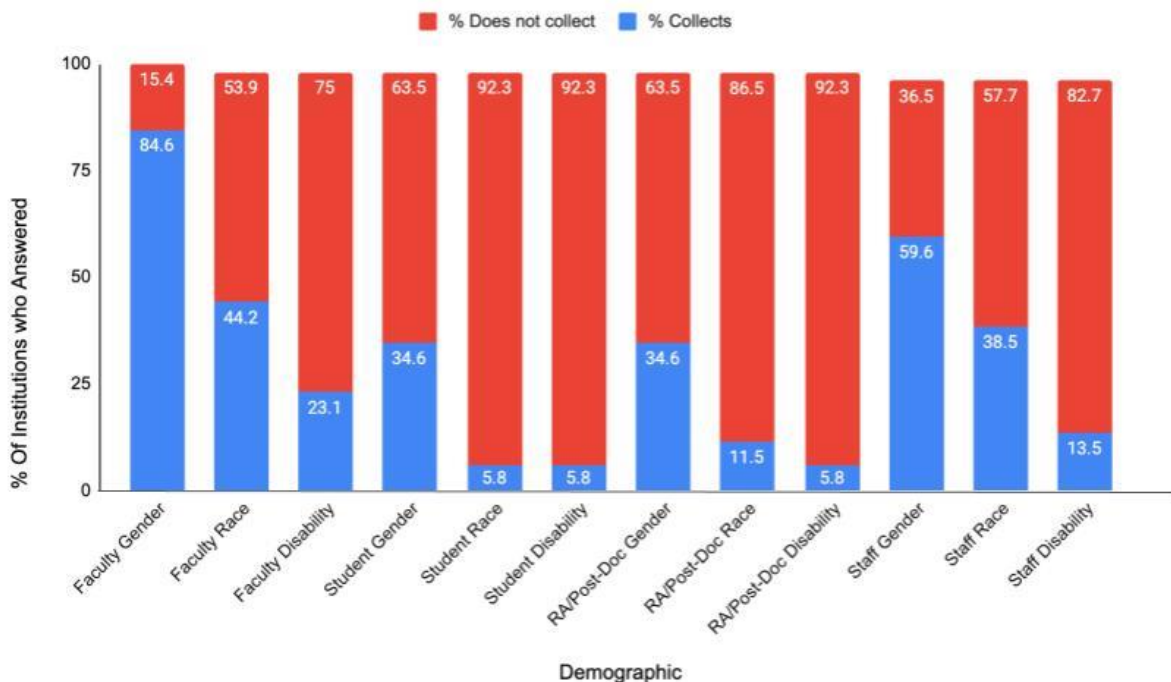
Figure 3. Percentage of Institutions who Collect and do not Collect Demographic Data

Faculty
Gender
- Among the institutions who reported faculty gender:
    - The faculty category with the most women was Full-Time Permanent-Track Faculty hired in the last year with 32.3% women
    - The faculty category with the fewest women was Full Professor with 14.8% women
    - The faculty category with the most gender diverse members was Assistant Professor with 1.6% gender diverse
    - The faculty categories with the fewest gender diverse members were Full-Time Permanent Track Faculty hired in the last year and Contract Faculty, with 0% gender diverse

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Race

- Among the institutions who reported faculty race:
    - 0 Indigenous faculty were reported
    - There were 0 Black Full-Time Faculty, Faculty Expected to do Research, Associate Faculty, and Full Faculty reported
    - The faculty category with the most Black faculty was Full-Time Permanent Track hired in the last year, with 5.7% Black faculty
    - Contract Faculty had the highest percentage of People of Colour, with 28.9%

Disability

- Among the institutions who reported faculty disability, there were 2 Full-Time Faculty members with a disability reported

Students

Gender

- Among the institutions who reported student gender:
    - The student category with the most women was Bachelors, with 35.3% women
    - The student category with the fewest women was Doctoral (graduated in the last year), with 21.7% women
    - The student category with the most gender diverse students was Masters (graduated in the last year) with 1.2% gender diverse students
    - The student categories with the fewest gender diverse students were Bachelor's students graduated in the last year, Master's students, and Doctoral students graduated in the last year, with 0% gender diverse students

Race

- Among the institutions who reported student race:
    - 2.4% of Bachelor's students were Black, 2.2% were Indigenous, and 25.7% were People of Colour
    - 16.5% of Master's students were People of Colour
    - There were 0 reported Black and Indigenous graduate students, and 0 reported Doctoral students were People of Colour

Disability

- Among the institutions who reported student disability, 6.9% of Bachelor's students had a disability
- No institutions reported disability data for graduate students

Research Associates/Post-Doctoral Researchers

Gender

- Among the institutions who reported Research Associate/Post Doc gender:
    - There were 0 gender diverse Research Associates/Post-Docs reported
    - 27.6% of Research Associates/Post-Docs were women

Race

- Among the institutions who reported Research Associate/Post-Doc race:
    - There were 0 reported Black and Indigenous Research Associates/Post-Doctoral Researchers

       o   27.8% of Research Associates/Post-Docs were People of Colour

Disability

- Among institutions with Research Associate/Post-Doctoral Researcher disability data, there were 0 Research Associates/Post-Docs with a disability reported

Support Staff

Gender

- Among the institutions who reported Support Staff gender:
  - There were 0 reported gender diverse support staff
  - 18.1% of Research Support Staff were women
  - 76.8% of Administrative Support Staff were women

Race

- Among the institutions who reported Support Staff race:
  - There were low numbers of BIPOC Support Staff; the highest percentage was among Teaching Support Staff; 15.2% of Teaching Support Staff were People of Colour

Disability

- Among the institutions who reported Support Staff disability:
  - There were 0 Research Support Staff and 0 Teaching Support staff with a disability reported
  - 12% of Administrative Support Staff had a disability

Demographic Highlights Figures
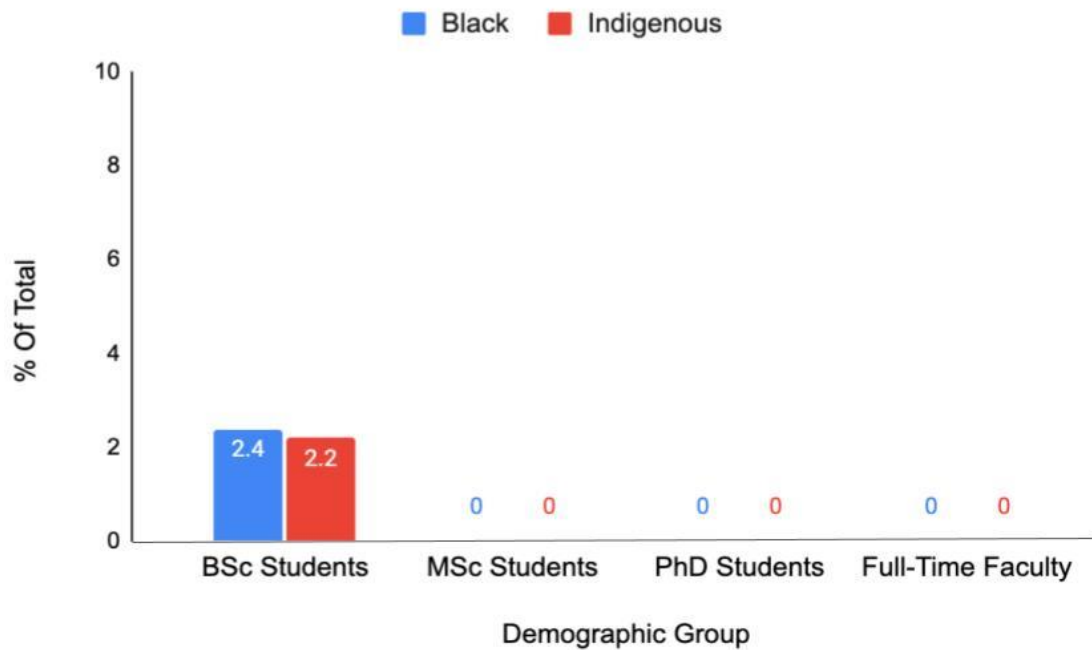
Figure 4. % of Current Students and Full-Time Faculty Identifying as Black or Indigenous

Note. The student numbers in Figure 4 represent the percentage of individuals identifying as Black or Indigenous in each student group, out of all students in each group at institutions that reported racial data for students. The Full-Time Faculty numbers represent the percentage of Full-Time Faculty identifying as Black or Indigenous, out of all Full-Time Faculty at institutions that reported racial data for Faculty.
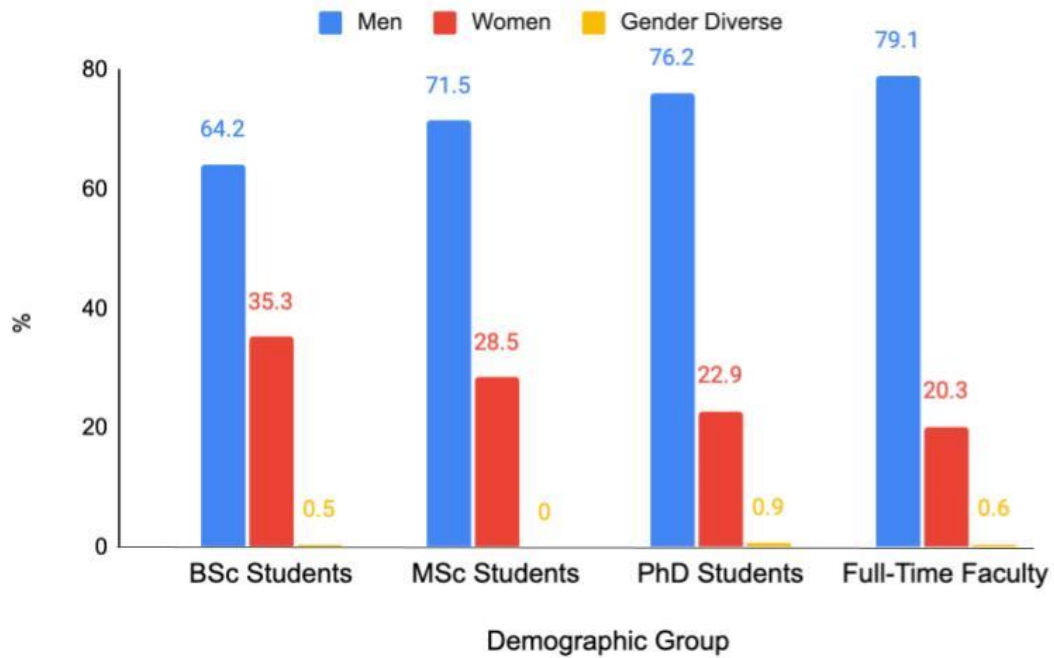
Figure 5. % Of Current Students and Full-Time Faculty Identifying as Men, Women, or Gender Diverse

Note. These numbers represent the percentage of individuals identifying as men, women, or gender diverse in each demographic group, out of all individuals for whom a gender identity was reported. As such, each cluster (e.g., BSc Students) adds up to 100%.

Survey Results

Teaching (in 2021-2022)

1. **Do you teach first year students (at the level of CEGEP)?**

   All institutions answered this question.

   Forty-six (88.5%) of the 52 institutions taught first year students at the level of CEGEP, and 6 (11.5%) did not.

2. **Number of semester course sections taught to undergraduate physics majors each year (do not included thesis courses that do not count towards a teaching assignment, service courses unless physics majors take them; do include courses that are taught 'for free').**

   All institutions answered this question.

   The total number of semester course sections taught was 1690. The average number taught per department was 33 (*SD*=19.5)[1], ranging from 0-112. The median was 27.5 courses, and the mode[2] was 18 courses.

3. **Please enter the percentage of courses taught by full-time faculty.**

   All institutions answered this question, but one was excluded (see note below). The numbers reported below represent analysis on the 51 institutions that remained.

   The average percentage of courses taught by full-time faculty was 79% (*SD*=24.0%), ranging from 4% to 100%. The median percentage was 89%, and the mode percentage was 90%.

   Note. University of Windsor reported .91. This outlier was removed and not included in the analysis.

4. **Please enter the number of undergraduate students taught (head count or FTE: Full time equivalent).**

   Note that based on the comments left by respondents, some interpreted this question as asking how many students take physics courses, and some as how many physics majors.

   Forty-nine (94.2%) institutions answered this question. The numbers reported below represent analysis on the 49 institutions that responded.

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[1] SD stands for standard deviation.
[2] Where multiple modes exist, the lowest value is reported.

For the 49 institutions that reported, the total number of undergraduate students taught was 59,100.9[3]. The average number of undergraduate students reported per department was 1206 (*SD*=2260.6), ranging from 0 to 12432 students. The median number of students reported per department was 400, and the mode was 200.

5. **Did you answer question four using head count or FTE?**
Forty-eight of the 49 institutions who reported a number of students also reported whether they used head count or FTE. The numbers reported below reflect analysis with the 48 institutions who answered this question.

Forty-two (87.5%) institutions reported that they used head count. Six (12.5%) reported that they used FTE.

Among those who reported using head count, the total number of undergraduate students was 54400. The average number of students reported per department was 1295 (*SD*=2400.7), ranging from 27 to 12432 students. The median number of students reported per department was 433, and the mode was 200.

Among those who reported using FTE, the total number of undergraduate students was 4700.9. The average number of undergraduate students reported per department was 784 (*SD*=1107.2), ranging from 22 to 2860 students. The median number of students reported per department was 248.2, and the mode was 22.

6. **Please enter the standard course load in your unit for each type of faculty member listed (number of course sections assigned per year).**

Faculty Expected to do Research
Fifty-one (98.1%) institutions answered this question for Faculty Expected to do Research. Three institutions were removed from this analysis (see notes below). The numbers reported below represent analysis on the 48 remaining institutions.

The average standard course load for faculty expected to do research was 4 (*SD*=1.2), ranging from 1-6.5. The median standard course load was 3, and the mode was 3.

Notes:
Collège Ahuntsic reported number of hours per year (25 hours).

University of Moncton reported 28 course sections, and the University of Sherbrooke reported 25. These outliers were removed from the analysis.

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[3] Some institutions reported decimals, perhaps representing students that are not full-time.

Full-Time Teaching Faculty
Forty-two (80.8%) institutions answered this question for Full-Time Teaching Faculty. One institution was excluded from analyses (see note below). The numbers reported below represent an analysis of the 41 institutions that remained.

The average standard annual course load for Full-Time Teaching Faculty was 5 (*SD*=1.9), ranging from 0-8. The median standard course load was 6 courses, and the mode was 6.

Notes:
Collège Ahuntsic reported number of hours per year (32 hours).

Full-Time Contract Staff
Thirty-six (69.2%) institutions answered this question for Full-Time Contract Staff. Three institutions were removed from the analysis (see notes below). The numbers reported below represent analysis of the 33 institutions that remained.

The average standard course load for full-time contract staff was 5 (*SD*=1.5), ranging from 2-8. The median standard course load was 6 courses, and the mode was 6.

Notes:
Collège Ahuntsic reported number of hours per year (32).
Brandon University reported 18, and the University of Sherbrooke reported 14. These outliers were removed from the analysis.

Analyses on Teaching Variables

Institution Size

Institutions were classified as small (less than 5000 students), medium (5001 to 15000 students) and large (15001+ students) so that comparisons can be made on certain teaching variables. These groupings are based on conventions reported here: https://tinyurl.com/t8vuh32a.

For this sample:
- 7 small institutions
- 13 medium institutions
- 32 large institutions

Number of Undergraduate Students Taught

Table 1. Mean Number of Undergraduate Students Taught, Separated by Institution Size

Institution Size	Number of Institutions (N)	Mean	Standard Deviation
Small	7	338	258.2
Medium	12	277	318.7
Large	30	1780	2743.3

Percentage of Courses Taught by Full-Time Faculty

Table 2. Mean Percentage of Courses Taught by Full-Time Faculty, Separated by Institution Size

Institution Size	Number of Institutions (N)	Mean	Standard Deviation
Small	7	67	33.6
Medium	13	72	28.9
Large	31	84	17.9

Standard Course Load for Full-Time Faculty Doing Research

Table 3. Mean Standard Course Load for Full-Time Faculty Expected to do Research, Separated by Institution Size

Institution Size	Number of Institutions (N)	Mean	Standard Deviation
Small	7	5	0.5
Medium	11	4	1.1
Large	30	3	0.9

Standard Course Load for Full-Time Teaching Faculty

Table 4. Mean Standard Course Load for Full-Time Teaching Faculty, Separated by Institution Size

Institution Size	Number of Institutions (N)	Mean	Standard Deviation
Small	4	4	3.1
Medium	11	5	2.0
Large	26	5	1.7

Standard Course Load for Full-Time Contract Staff

Table 5. Mean Standard Course Load for Full-Time Contract Staff, Separated by Institution Size

Institution Size	Number of Institutions (N)	Mean	Standard Deviation
Small	4	6	1.0
Medium	9	5	1.5
Large	20	6	1.5

Ratio of Undergraduate Students to Full-Time Faculty

A ratio of Full-Time Undergraduate Students to Full-Time Faculty was calculated by dividing the total number students by the number of full-time faculty. Since some institutions may have interpreted question 4 in the Undergraduate Teaching section (about number of undergraduate students taught) differently (i.e., number of students who take physics courses vs. number of physics majors), the total number of students was instead taken from the total number of Bachelor's Students reported in Demographics section. The total number of Full-Time Faculty was also taken from the Demographics section.

Large universities have more students per faculty member than small and medium universities. See Table 6 for means.

Table 6. Mean Undergraduate Student to Full-Time Faculty Ratio, Separated by Institution Size

Institution Size	Number of Institutions (N)	Mean Ratio	Standard Deviation
Small	5	5	4.0
Medium	8	5	4.4
Large	25	8	4.9

Institutions with a Graduate Program and Without

Institutions were divided into those with graduate programs and those without, and compared on the same teaching variables as in the analyses by institution size.

For this sample:
- 37 institutions with a graduate program
- 15 institutions without a graduate program

Number of Undergraduate Students Taught

Table 7. Mean Number of Undergraduate Students Taught, Separated by Those With and Without a Graduate Program

Graduate Program	Number of Institutions (N)	Mean	Standard Deviation
Yes	34	1546	2642.2
No	15	435	385.0

Percentage of Courses Taught by Full-Time Faculty

Table 8. Mean Percentage of Courses Taught by Full-Time Faculty, Separated by Those With and Without a Graduate Program

Graduate Program	Number of Institutions (N)	Mean	Standard Deviation
Yes	36	80	24.0
No	15	76	24.7

Standard Course Load for Full-Time Faculty Doing Research

Table 9. Standard Course Load for Full-Time Faculty Doing Research, Separated by Those With and Without a Graduate Program

Graduate Program	Number of Institutions (N)	Mean	Standard Deviation
Yes	35	3	0.9
No	13	5	1.3

Standard Course Load for Full-Time Teaching Faculty

Table 10. Standard Course Load for Full-Time Teaching Faculty, Separated by Those With and Without a Graduate Program

Graduate Program	Number of Institutions (N)	Mean	Standard Deviation
Yes	28	5	1.8
No	13	5	2.3

Standard Course Load for Full-Time Contract Staff

Table 11. Standard Course Load for Full-Time Contract Staff, Separated by Those With and Without a Graduate Program

Graduate Program	Number of Institutions (N)	Mean	Standard Deviation
Yes	24	6	1.3
No	9	4	1.6

Ratio of Undergraduate Students to Full-Time Faculty

Table 12. Mean Ratio of Undergraduate Students to Full-Time Faculty Ratio, Separated by Those With and Without a Graduate Program

Graduate Program	Number of Institutions (N)	Mean Ratio	Standard Deviation
Yes	28	8	4.6
No	10	5	4.6

Research and Graduate Programs

1. **Does your unit offer a graduate program in physics or a related area?**

   All institutions answered this question.

   37 (71.2%) said yes, and 15 (28.8%) said no. The analyses of the following questions include only the 37 institutions who said yes to this question.

2. **Please select all areas of specialization and/or research activity in your unit. If your unit does not offer a graduate program, skip this question and move on to the next page.**

   Respondents reported which areas of specialization or research activity were offered in their unit. For each specialization, they reported the whether they offered an MSc and/or PhD program, and whether they offered the specialization as experimental, theoretical/computational, and/or clinical. See Table 13 for the counts for each. These have been aggregated across all institutions.

   Example
   The first line of the table is interpreted as the following: 18 institutions said that they offer applied physics, 12 of these offer an MSc in applied physics, 12 offer a PhD in applied physics, 10 offer experimental applied physics, 5 offer theoretical/computational applied physics, and 0 offer clinical applied physics.

   N refer to sample size; the number of institutions who reported research-active faculty

Table 13. Specializations and Degrees

Specialization	N	MSc	PhD	Experimental	Theoretical/ Computational	Clinical
Applied Physics	18	12	12	10	5	0
Astronomy/Astrophysics	31	22	22	16	17	0
Atmospheric/Near-Earth/Space	15	11	11	9	8	0
Atomic, Molecular, Optical	14	12	11	10	8	0
Biophysics	24	20	19	14	17	1
Condensed Matter/Materials	35	29	26	25	25	0
Geophysics	5	3	3	2	3	0
Medical Physics	18	13	14	12	7	6
Nuclear Physics	11	10	9	10	6	0
Optics/Photonics	21	17	16	14	8	0
Particle	24	15	15	15	12	0
Plasma	5	4	4	3	3	0
Physics education	9	5	5	2	0	0

Quantum Information/Computing	17	13	13	9	11	0
Quantum Science and Technology	14	12	12	9	9	0
Statistical, Soft Condensed Matter, and Mesoscopic Physics	15	13	13	9	11	0
Surface Sciences	9	8	7	6	1	0
Theoretical Physics/ Mathematical Physics	34	26	23	6	24	0

3. **Please enter the number of faculty who are research active in each area (total need not match the total number of faculty).**

Institutions who indicated they offered a certain specialization reported the number of research-active faculty. In Table 14 below, you will find the following information for each specialization

N: the number of institutions who reported a value (all subsequent numbers are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
Sum: the total number of reported research-active faculty, aggregated across all institutions
Mean: the average number of research active faculty in a specialization
Minimum: the lowest reported number of research-active faculty in a specialization
Maximum: the highest reported number of research-active faculty in a specialization

Example:
For example, the first line of Table 14 indicates that 17 institutions reported a value for number of research-active faculty in applied physics (of the 18 who reported that they offer applied physics [See Table 13]). Across these 17 institutions, there are 56 research-active faculty, and an average of 3 research-active faculty in each department. Among the 17 institutions who reported a value for this question, the lowest number of research-active faculty in applied physics reported by a department was 1, and the highest number reported was 9.

Table 14. Research Active Faculty by Specialization

Specialization	N	Sum	Mean (SD)	Minimum	Maximum
Applied Physics	17	56	3 (2.5)	1	9
Astronomy/Cosmology	31	145	5 (4.2)	1	15
Atmospheric Physics/Near-Earth Physics/Space Physics	15	53	4 (3.0)	1	9

Atomic, Molecular, and Optical Physics	14	67	5 (3.3)	1	12
Biophysics/Biological Physics	24	82	3 (2.0)	1	8
Condensed Matter Physics/Materials Physics	35	208	6 (4.2)	1	16
Geophysics	5	21	4 (3.8)	1	10
Medical Physics	17	54	3 (2.9)	1	12
Nuclear Physics	10	26	3 (1.3)	1	5
Optics/Photonics	20	83	4 (3.5)	1	12
Particle Physics	24	124	5 (4.2)	1	15
Plasma Physics	5	14	3 (1.8)	1	5
Physics Education Research	9	17	2 (0.9)	1	3
Quantum Information /Quantum Computing	17	45	3(1.5)	1	6
Quantum Science and Technology	12	62	5 (4.3)	1	13
Statistical, Soft Condensed Matter, and Mesoscopic Physics	14	39	3 (1.3)	1	6
Surface Sciences	8	16	2 (2.1)	0	7
Theoretical Physics/Mathematical Physics	34	138	4 (2.7)	1	11

4 & 5. Do you have offer other specializations that are not listed above?

Ten institutions answered yes to this question. The additional specializations they listed along with the programs offered and the number of faculty who are research active are listed in Table 15.

Table 15. Additional Specializations and Degrees Offered

Specialization	N	MsC	PhD	Experimental	Theoretical/Computational	Clinical	Number of Faculty who are Research Active
Medical Biophysics	1	1					1

Engineering open to physics topics	1	1		1			2
Physical Oceanography	1	1	1	1	1		4
Oceanography	2	1	1	1	1		2
Physics of Complex Systems	1	1	1				4
Materials and Energy Science	3	1	1				3
Nano Science	1	1	1	1	1		6
General Relativity	1	1	1		1		2

Demographics

Respondents were asked to report the demographics for the following four groups:

1. **Faculty:**
- Full-Time Faculty in the unit associated with a physics program (excluding adjunct, affiliate, sessional, emeriti faculty)
- Full-Time Faculty Expected to do Research
- Full-Time Permanent-Track Faculty hired in the last year
- Assistant Professor or equivalent rank
- Associate Professor or equivalent rank
- Full Professor or equivalent rank
- Contract Faculty

2. **Students:**
- Bachelor's students enrolled in the last calendar year
- Bachelor's students graduated in the last calendar year
- Master's students enrolled in the last calendar year
- Master's students graduated in the last calendar year
- Doctoral students enrolled in the last calendar year
- Doctoral students graduated in the last calendar year

3. **Research Associates and Post-Doctoral Researchers**

4. **Support Staff:**
- Research Support Staff
- Teaching Support Staff
- Administrative Support Staff

For each of the above, respondents were asked to report on the following:

1. **Gender**
Respondents indicated if they collect gender data, and if this data is binary (i.e., includes only the identities men and women), or non-binary (i.e., includes identities beyond the gender binary; e.g., two-spirit, pangender, agender, etc.). We refer to non-binary identities as *gender diverse.*
2. **Race**
Respondents indicated if they have data on race, specifically BIPOC identities, which stands for Black, Indigenous, and Person of Colour (POC).
3. **Disability** Respondents indicated if they have data on the number of people who identify as having a disability[4].

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[4] For more information on why these demographics were selected and how these questions were asked, see appendix A and B.

Faculty Demographics

Faculty Gender

1. **Do you have data on faculty member's gender?**

   All institutions responded to this question. Forty-four (84.6%) responded that they had data. Eight (15.4%) said they did not.

2. **Does this include identities beyond the binary categories of men and women? Examples include agender, two-spirit, non-binary, pangender, etc.**

   Respondents who indicated that they had data on faculty gender were brought to question 2.

   Of the 44 institutions who have gender data, 6 (13.6%) said they had data that includes identities beyond men and women (i.e., non-binary), and 38 (86.4%) said their data only includes the identities men and women (i.e., binary).

3. **For each faculty group, please enter the total number of faculty members, and the number of men, women, and gender diverse people** (Note that respondents were directed to the questions that were applicable based on answers to questions 1 and 2; i.e., if they said they had no gender data, they were asked only to fill out the total).

   If there are no men, women, or gender diverse people in a certain faculty group, please enter a 0. If data is not available for a certain faculty group, enter N/A for not available[5].

   Note that faculty categories are not independent. For example, 'Full-Time Faculty' includes those who are 'Full-Time Faculty doing research.' A Full-Time Faculty member who does research would be included in both group counts. [6]

   See Table 16 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of faculty in each category, aggregated across all institutions
   Mean: the average number of faculty in each category per institution
   Minimum/Maximum: the highest and lowest number of faculty in a category reported by an institution
   Percentage: the percentage of men, women, and gender diverse individuals. These values represent the % of men, women, and gender diverse faculty out of the number of faculty

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[5] Note that for all demographics, 0s were included in analyses, and N/A or blank responses were treated as missing data.
[6] Note that some faculty counts may be underestimated because some respondents did not follow this convention.

members for whom a gender identity was reported. Since these values include institutions that collect only binary data, some of the individuals classified as men and women may not identify this way.

Example:

For example, the first row of Table 16 means that 48 institutions reported a total number of Full-Time Faculty. Across these 48 institutions, there are 885 Full-Time Faculty, and an average of 18 Full-Time Faculty per department. The lowest number of Full-Time Faculty reported by the 48 institutions was 0, and the highest was 58.

The second line means that 41 institutions reported a number of Full-Time Faculty who are men. Of these 41 institutions, there were 556.5 men reported, an average of 14 men per department. The lowest number of men reported by the 41 institutions was 0, and the highest was 44. Of the Full-Time Faculty for whom gender was reported, 79.1% were men.

Table 16. Faculty Gender

	N	Sum	Mean(SD)	Median(Mode)	Min.	Max.	Percentage
Full-Time Faculty Total	48	885	18(14.7)	15(5)	0	58	
Men	41	556.5	14(10.9)	10(4)	0	44	79.1%
Women	40	143	4(3.3)	2.5(1)	0	14	20.3%
Gender Diverse	6	4	0.7(0.5)	1(1)	0	1	0.6%
Full-Time Faculty Expected to do Research Total	48	796.5	17(14.1)	13(4)	0	54	
Men	41	504.5	12(10.5)	10(4)	0	40	80%
Women	40	123	3(3.1)	2(1)	0	14	19.5%
Gender Diverse	6	3	0.5(0.6)	0.5(0)	0	1	0.5%
Full-Time Permanent-Track Faculty Hired in the Last Year Total	48	37.5	1(1.2)	0(0)	0	6	
Men	41	22	1(1.1)	0(0)	0	6	67.7%
Women	40	10.5	0.3(0.4)	0(0)	0	1	32.3%
Gender Diverse	6	0	0(0)	0(0)	0	0	0%
Assistant Professors Total	47	148.5	3.2(3.0)	2(1)	0	12	
Men	41	84	2(2.1)	1(1)	0	8	66.9%
Women	39	39.5	1(1.2)	1(0)	0	4	31.5%
Gender Diverse	6	2	0.3(0.5)	0(0)	0	1	1.6%
Associate Professors Total	48	203.5	4(4.3)	2.5(1)	0	19	
Men	41	130.5	3(3.6)	2(0)	0	14.5	79.8%
Women	40	32	0.8(1.2)	0.5(0)	0	5	19.6%
Gender Diverse	6	1	0.2(0.4)	0(0)	0	1	0.6%

Full Professor Total	47	507.5	11(9.3)	7(4)	0	38	
Men	41	333.5	8(7.5)	4.5(4)	0	34	84.4%
Women	39	58.5	2(1.7)	1(0)	0	8	14.8%
Gender Diverse	6	3	0.5(0.8)	0(0)	0	2	0.8%
Contract Faculty Total	45	77	2(1.9)	1(1)	0	9	
Men	39	55	1(1.6)	1(0)	0	6	74.3%
Women	39	19	0.5(0.8)	0(0)	0	3	25.7%
Gender Diverse	5	0	0(0)	0(0)	0	0	0%

Faculty Race

1. **Do you have data on faculty member's race, specifically whether faculty members identify as Black, Indigenous, or as a Person of Colour?**

   Fifty-one (98.1%) institutions responded to this question. Of these, 23 (45.1%) responded that they had data on faculty member's race, and 28 (54.9%) responded that they did not have data on faculty member's race.

2. **For each faculty group, please enter the number of faculty members who identify as BIPOC (Black, Indigenous, or Person of Colour).**

   If there are no Black, Indigenous, or People of Colour in a certain faculty group, please enter a 0. If data is not available for a certain faculty group, enter N/A for not available.

   Note: Faculty categories are not independent. For example, 'Full-Time Faculty' includes those who are 'Full-Time Faculty doing research.' A Full-Time Faculty member who does research would be included in both group counts.

   Respondents who indicated that they had data on faculty race were brought to question 2.

   See Table 17 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of faculty in each category, aggregated across all institutions
   Mean: the average number of faculty in each category per institution
   Minimum/Maximum: the highest and lowest number of faculty in each category reported by an institution
   Percentage: reported BIPOC faculty as a percentage of all Faculty members reported by institutions who collect racial data

   Example
   As an example, the information for the first faculty group in Table 17 (Full-Time Faculty) is interpreted as follows:

   Of the 23 institutions who collect faculty race data, all 23 institutions reported values for Full-Time Faculty. Among these institutions, there was a total of 330 Full-Time Faculty members reported, and an average of 14 per department. The lowest number of Full-Time Faculty reported in these departments was 0, and the maximum was 45. Twenty-two of the 23 institutions reported a number of Black Full-Time faculty, but all of these 22 institutions reported 0 Black Full-Time Faculty. The same interpretation applies to the Indigenous Full-Time Faculty. All 23 institutions reported a number of POC Full-Time Faculty, and across these institutions, there were 49 POC Full-Time Faculty, an average of

2 per department. The lowest number of POC faculty in a department was 0 and the highest was 8. Of the 330 Full-Time Faculty members reported by the institutions with faculty race data, 14.8% identified as POC, 0% identified as Black, and 0% identified as Indigenous.

Note: Because only BIPOC identities were collected, the racial identities of faculty members not identified as BIPOC are unknown.

Table 17. Faculty Race

	N	Sum	Mean(SD)	Minimum	Maximum	Percentage
Full-Time Faculty						
Total	23	330	14(11.0)	0	45	
Black	22	0	0 (0)	0	0	0%
Indigenous	22	0	0 (0)	0	0	0%
POC	23	49	2(2.5)	0	8	14.8%
Full-Time Faculty Expected to do Research						
Total	23	290.5	13(11.0)	0	45	
Black	22	0	0 (0)	0	0	0%
Indigenous	22	0	0 (0)	0	0	0%
POC	23	42	2(2.3)	0	8	14.5%
Full-time Permanent-Track Faculty Hired in the Last Year						
Total	23	17.5	0.76(1.4)	0	6	
Black	21	1	0.05 (0.2)	0	1	5.7%
Indigenous	21	0	0 (0)	0	0	0%
POC	20	4	0.2 (0.4)	0	1	22.9%
Assistant Professors						
Total	23	64.5	3(2.5)	0	9	
Black	22	1	0.05 (0.2)	0	1	1.6%
Indigenous	22	0	0 (0)	0	0	0%
POC	22	13	1 (1.0)	0	4	20.2%
Associate Professors						
Total	23	72	3(4.2)	0	19	
Black	22	0	0 (0)	0	0	0%
Indigenous	22	0	0 (0)	0	0	0%
POC	22	7	0.3 (0.6)	0	2	9.7%
Full Professors						
Total	23	189	8(6.2)	0	21	
Black	22	0	0 (0)	0	0	0%
Indigenous	22	0	0 (0)	0	0	0%
POC	23	26	1 (1.7)	0	7	13.8%

Contract Faculty						
Total	21	45	2(2.3)	0	9	
Black	20	2	0.1 (0.3)	0	1	4.4%
Indigenous	20	0	0 (0)	0	0	0%
POC	20	13	0.7 (0.9)	0	3	28.9%

Percentages of Institutions with 0 Members of Each BIPOC Group

Full-Time Faculty
100% of institutions who reported race data had 0 Black Full-Time Faculty
100% of institutions who reported race data had 0 Indigenous Full-Time Faculty
30.4% of institutions who reported race data had 0 POC Full-Time Faculty

Faculty Expected to do Research
100% of institutions who reported race data had 0 Black Full-Time Faculty Expected to do Research
100% of institutions who reported race data had 0 Indigenous Full-Time Faculty Expected to do Research
39.1% of institutions who reported race data had 0 POC Full-Time Faculty Expected to do Research

Full-Time Permanent-Track Faculty Hired in the Last Year
95.2% of institutions who reported race data had 0 Black Full-Time Permanent-Track Faculty hired in the last year
100% of institutions who reported race data had 0 Indigenous Full-Time Permanent-Track Faculty hired in the last year
80% of institutions who reported race data had 0 POC Full-Time Permanent-Track Faculty hired in the last year

Assistant Professors
95.5% of institutions who reported race data had 0 Black Assistant Professors
100% of institutions who reported race data had 0 Indigenous Assistant Professors
59.1% of institutions who reported race data had 0 POC full-time Assistant Professors

Associate Professors
100% of institutions who reported race data had 0 Black Associate Professors
100% of institutions who reported race data had 0 Indigenous Associate Professors
72.7% of institutions who reported race data had 0 POC full-time Associate Professors

Full Professors
100% of institutions who reported race data had 0 Black Full Professors
100% of institutions who reported race data had 0 Indigenous Full Professors
43.5% of institutions who reported race data had 0 POC full-time Full Professors

Contract Faculty

90% of institutions who reported race data had 0 Black Contract Faculty

100% of institutions who reported race data had 0 Indigenous Contract Faculty

60% of institutions who reported race data had 0 POC full-time Contract Faculty

Faculty Disability

1. **Do you have data on faculty members' disability status?**

   Disability, as defined by the *Canadian Survey on Disability*, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

   Fifty-one (98.1%) institutions responded to this question. Of these, 12 (23.5%) responded that they had data on faculty member's disability status. Thirty-nine (76.5%) responded that they did not have data on faculty member's disability status.

2. **For each faculty group, please enter the number of faculty members who identify as having a disability.**

   If there are no faculty members who identify as having a disability in a certain faculty group, please enter a 0. If data is not available for a certain faculty group, enter N/A for not available.

   Disability, as defined by the *Canadian Survey on Disability*, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

   Note: Faculty categories are not independent. For example, 'Full-Time Faculty' includes those who are 'Full-Time Faculty doing research.' A Full-Time Faculty member who does research would be included in both group counts.

   Respondents who indicated that they had data on faculty disability were brought to question 2.

   See Table 18 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of faculty with a disability, aggregated across all institutions
   Mean: the average number of faculty with a disability per institution
   Minimum/Maximum: the highest and lowest number of faculty with a disability in each category reported by an institution
   Percentage: reported faculty with a disability as a percentage of all faculty members reported by institutions who collect disability data

Example

As an example, the information for the first faculty group in Table 18 (Full-Time Faculty) is interpreted as follows:

Of the 12 institutions who collect faculty disability data, all 12 of these institutions reported a total number of Full-Time Faculty. Among these 12 institutions, there are 199 Full-Time Faculty, a mean of 17 per department. The lowest number of Full-Time faculty reported in a department was 0, and the highest was 45.

The subsequent row means that all 12 of the institutions reported a number for the Full-Time Faculty with a disability question. Across these, there were a total of 2 Full-Time Faculty members reported as having a disability, an average of 0.2 per department. The lowest number of Full-Time Faculty with a disability in a department was 0, and the highest was 1. Among the 199 Full-Time Faculty at the 12 institutions, 1.0% have a disability.

Table 18. Faculty Disability

Category	N	Sum	Mean (SD)	Minimum	Maximum	Percentage
Full-Time Faculty						
Total	12	199	17 (13.8)	0	45	
Faculty with a disability	12	2	0.2 (0.4)	0	1	1.0%
Full-Time Faculty Expected to do Research						
Total	12	188	16(13.4)	0	45	
Faculty with a disability	11	1	0.1 (0.3)	0	1	.5%
Full-Time Permanent-Track Faculty						
Total	12	4	.33(.7)	0	2	
Faculty with a disability	11	0	0 (0)	0	0	0%
Assistant Professors						
Total	12	41	3(2.9)	0	9	
Faculty with a disability	11	0	0 (0)	0	0	0%
Associate Professors						
Total	12	50	4(5.4)	0	19	

Faculty with a disability	11	1	0.1(0.3)	0	1	2%
Full Professors						
Total	12	117	10(6.8)	0	20	
Faculty with a disability	11	0	0 (0)	0	0	0%
Contract Faculty						
Total	11	30	3(2.9)	0	9	
Faculty with a disability	11	0	0 (0)	0	0	0%

Student Demographics

Student Gender

1. **Do you have data on students' gender?**

    Fifty-one (98.1%) institutions answered this question. Of these, 18 (35.3%) responded that they had data on student gender, and 33 (64.7%) responded that they did not have data on student gender.

2. **Does this include identities beyond the binary categories of men and women? Examples include agender, two-spirit, non-binary, pangender, etc.**

    Respondents who indicated that they had data on student gender were brought to question 2.

    Of the 18 institutions who have gender data, 6 (33.3%) said they had data that includes identities beyond men and women (i.e., non-binary), and 12 (66.7%) said their data only includes the identities men and women (i.e., binary).

3. **For each student, please enter the total number of students, and the number of men, women, and gender diverse people** (Note that respondents were directed to the questions that were applicable based on answers to questions 1 and 2; i.e., if they said they had no gender data, they were asked only to fill out the total).

    If there are no men, women, or gender diverse people in a certain student group, please enter a 0. If data is not available for a certain student group, enter N/A for not available.

    See Table 19 for the following information:

    N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
    Sum: the total number of students in each category, aggregated across all institutions
    Mean: the average number of students in each category per institution
    Minimum/Maximum: the highest and lowest number of students in each category reported by an institution
    Percentage: the percentage of men, women, and gender diverse individuals. These values represent the % of men, women, and gender diverse students out of the total number of students for whom a gender identity was reported. Since these values include institutions that collect only binary data, some of the individuals classified as men and women may not identify this way.

    See the Faculty Demographics section for an example of interpreting the table

Table 19. Student Gender

	N	Sum	Mean(SD)	Median(Mode)	Min.	Max.	Percentage
Bachelor's-Total	42	6064	144(193.6)	59.5(6)	0	977	
Men	15	1991	133(171.9)	116.0(3)	3	681	64.2%
Women	15	1095	73(104.9)	45.0(8)	2	350	35.3%
Gender Diverse	3	15	5(4.6)	6.0(0)	0	9	0.5%
Bachelor's-Graduated Total	38	798	21(26.2)	11.0(6)	0	110	
Men	14	269	19(19.8)	15.0(15)	1	69	74.7%
Women	13	91	7(9.3)	3.0(30	0	31	25.3%
Gender Diverse	2	0	0(0)	0	0	0	0%
Master's - Total	40	902	23(32.9)	11.5(0)	0	166	
Men	13	233	18(7.9)	14	0	61	71.5%
Women	12	93	8 (8.4)	5(5)	0	29	28.5%
Gender Diverse	1	0	0 (0)	0	0	0	0%
Master's - Graduated Total	39	288	7(11.6)	3.0(0)	0	52	
Men	12	60	5.0(5.0)	5.0(0)	0	15	73.2%
Women	11	21	2.0(3.5)	1.0(0)	0	12	25.6%
Gender Diverse	1	1	1.0(0)	1.0(1)	1	1	1.2%
Doctoral - Total	38	1128	30(45.5)	9(0)	0	185	
Men	13	323	25(27.3)	14(0)	0	94	76.2%
Women	12	97	8(9.8)	5.5(0)	0	33	22.9%
Gender Diverse	1	4	4(0)	4(4)	4	4	0.9%
Doctoral - Graduated Total	38	165	4(6.9)	1.5(0)	0	32	
Men	13	47	4(4.2)	1.0(0)	0	12	78.3%
Women	11	13	1(1.4)	1.0(0)	0	4	21.7%
Gender Diverse	1	0	0 (0)	0(0)	0	0	0%

Notes for Student Totals
Concordia
Wrote approximate values, these were entered as-is.

Notes Student Gender
Queens
Reported that they have more than 0 and less than 5 Masters and Doctoral students graduated in the last year who are women. For all student categories, they reported more than 0 but less than 5 who are gender diverse. These were considered missing data since we cannot know the exact number.

Carleton
Number of men Master's students graduated in the last year, and all student categories for women (except for current Bachelor's students which was included in the counts) were considered missing data. The following symbols were reported in these categories <6.

Toronto Metropolitan University
All student data is from 2018-2019. These numbers were included in all analyses on the assumption that numbers did not change drastically in 2020-21.

Student Race

1. **Do you have data on students' race, specifically whether students identify as Black, Indigenous, or as a Person of Colour?**

   Fifty-one (98.1%) institutions responded to this question. Of these, 3 (5.9%) responded that they had data on students' race, and 48 (94.1%) responded that they did not have data on students' race.

2. **For each student group, please enter the number of students who identify as BIPOC (Black, Indigenous, or Person of Colour).**

   If there are no Black, Indigenous, or People of Colour in a certain student group, please enter a 0. If data is not available for a certain student group, enter N/A for not available.

   Respondents who indicated that they had data on student race were brought to question 2.

   See Table 20 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of students in each category, aggregated across all institutions
   Mean: the average number of students in each category per institution
   Minimum/Maximum: the highest and lowest number of students in each category reported by an institution
   Percentage: reported BIPOC students as a percentage of all students reported by institutions who collect racial data

Table 20. Student Race

	N	Sum	Mean(SD)	Minimum	Maximum	Percentage
Bachelor's						
Total	2	739	370(200.1)	228	511	
Black	1	18	18 (0)	18	18	2.4%
Indigenous	2	16	8 (1.4)	7	9	2.2%
POC	2	190	95 (62.2)	51	139	25.7%
Bachelor's Graduated						
Total	1	79	79(0)	79	79	
Black	0	0	0 (0)	0	0	0%
Indigenous	0	0	0 (0)	0	0	0%
POC	1	9	9 (0)	9	9	11.4%
Master's						
Total	1	79	79(0)	79	79	
Black	0	0	0 (0)	0	0	0%
Indigenous	0	0	0 (0)	0	0	0%
POC	1	13	13 (0)	13	13	16.5%
Master's Graduated						
Total	0	0	0(0)	0	0	
Black	0	0	0 (0)	0	0	
Indigenous	0	0	0 (0)	0	0	
POC	0	0	0 (0)	0	0	
Doctoral						
Total[7]	0	0	0(0)	0	0	
Black	0	0	0 (0)	0	0	
Indigenous	0	0	0 (0)	0	0	
POC	1	16	16 (0)	16	16	
Doctoral Graduated						
Total	0	0	0(0)	0	0	
Black	0	0	0 (0)	0	0	
Indigenous	0	0	0 (0)	0	0	
POC	0	0	0 (0)	0	0	

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[7] Although one institution reported the number of POC PhD students, they did not report a total number of PhD students, so percentages could not be calculated.

Notes Student Race
Queens
Reported that they have more than 0 and less than 5 Black students in all student categories. Reported more than 0 and less than 5 Indigenous students for all student categories (except Bachelor's which they reported 7 and these were included in the counts). Reported more than 0 and less than 5 POC Masters and Doctoral students graduated in the last year. These were considered missing data since we cannot know the exact number.

Toronto Metropolitan University
All student data is from 2018-2019. These numbers were included in all analyses on the assumption that numbers did not change drastically in 2020-21.

Student Disability

1. **Do you have data on student's disability status?**

   Disability, as defined by the *Canadian Survey on Disability*, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

   Fifty-one (98.1%) institutions responded to this question. Of these, 3 (5.9%) responded that they had data on students' disability status. Forty-eight (94.1%) responded that they did not have data on students' disability status.

2. **For each student group, please enter the number of students who identify as having a disability.**

   If there are no students who identify as having a disability in a certain faculty group, please enter a 0. If data is not available for a certain student group, enter N/A for not available.

   Disability, as defined by the *Canadian Survey on Disability*, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

   Respondents who indicated that they had data on student disability were brought to question 2.

   See Table 21 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of students with a disability, aggregated across all institutions
   Mean: the average number of students with a disability per institution
   Minimum/Maximum: the highest and lowest number of students with a disability in a category reported by an institution
   Percentage: reported students with a disability as a percentage of all students reported by institutions who collect disability data

Table 21. Student Disability

Category	N	Sum	Mean (SD)	Minimum	Maximum	Percentage
Bachelor's						
Total	2	739	370(200.1)	228	511	
Students with a disability	2	51	26(10.6)	18	33	6.9%
Bachelor's Graduated						
Total	1	79	79(0)	79	79	
Students with a Disability	1	7	7(0)	7	7	8.9%
Master's						
Total	1	79	79(0)	79	79	
Students with a Disability	0					
Master's Graduated						
Total	0					
Students with a Disability						
Doctoral						
Total	0					
Students with a Disability						
Doctoral Graduated						
Total	0					
Students with a Disability						

Notes Student Disability
Queens
Reported more than 0 and less than 5 students with a disability in all student categories (except for current and graduated in the last year Bachelor's students, which were included in the counts). These were considered missing data since we cannot know the exact number.

Toronto Metropolitan University
All student data is from 2018-2019. These numbers were included in all analyses on the assumption that numbers did not change drastically in 2020-21.

Research Associates and Post-Doctoral Researchers Demographics

Research Associates and Post-Doctoral Researchers Gender

1. **Do you have data on Research Associates/Post-Docs gender?**

   Fifty-one (98.1%) institutions answered this question. Of these, 18 (35.3%) responded that they had data on Research Associates/Post Docs' gender, and 33 (64.7%) responded that they did not have data on Research Associates/Post Docs' gender.

2. **Does this include identities beyond the binary categories of men and women? Examples include agender, two-spirit, non-binary, pangender, etc.**

   Respondents who indicated that they had data on Research Associates/Post-Docs' gender were brought to question 2.

   Of the 18 institutions who have gender data, 1 (5.6%) said they had data that includes identities beyond men and women (i.e., non-binary), and 17 (94.4%) said their data only includes the identities men and women (i.e., binary).

3. **Please enter the total number of Research Associates/Post-Docs, and the number of men, women, and gender diverse people** (Note that respondents were directed to the questions that were applicable based on answers to questions 1 and 2; i.e., if they said they had no gender data, they were asked only to fill out the total).

   If there are no men, women, or gender diverse people please enter a 0. If data is not available, enter N/A for not available.

   See Table 22 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of Research Associates /Post Docs in each category, aggregated across all institutions
   Mean: the average number of Research Associates/Post Docs in each category per institution
   Minimum/Maximum: the highest and lowest number of Research Associates /Post Docs in each category reported by an institution
   Percentage: the percentage of men, women, and gender diverse individuals. These values represent the % of men, women, and gender diverse Research Associates /Post Docs among Research Associates /Post Docs for whom a gender identity was reported. Since these values include institutions that collect only binary data, some of the individuals classified as men and women may not identify this way.

Table 22. Research Associate/Post-Doctoral Researchers Gender

	N	Sum	Mean(SD)	Median	Min.	Max.	Percentage
Total	49	617	13(16.7)	4(0)	0	64	
Men	17	152	9(11.2)	3(3)	0	34	72.4%
Women	17	58	3(4.7)	1(0)	0	16	27.6%
Gender Diverse	0	0	0(0)	0	0	0	0%

Research Associates/Post-Doctoral Researchers Race

1. **Do you have data on Research Associates/Post-Docs' race, specifically whether Research Associates/Post-Docs identify as Black, Indigenous, or as a Person of Colour?**

   Fifty-one (98.1%) institutions responded to this question. Of these, 6 (11.8%) responded that they had data on Research Associates/Post-Docs' race, and 45 (88.2%) responded that they did not have data on Research Associates/Post-Docs' race.

2. **Please enter the number of Research Associates/Post-Docs who identify as BIPOC (Black, Indigenous, or Person of Colour).**

   If there are no Black, Indigenous, or People of Colour, please enter a 0. If data is not available, enter N/A for not available.

   Respondents who indicated that they had data on Research Associates/Post-Docs' race were brought to question 2.

   See Table 23 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of Research Associates/Post-Docs in each category, aggregated across all institutions
   Mean: the average number of Research Associates/Post-Docs in each category per institution
   Minimum/Maximum: the highest and lowest number of Research Associates/Post-Docs in each category reported by an institution
   Percentage: reported BIPOC Research Associates/Post-Docs as a % of all Research Associates/Post-Docs reported by institutions who collect racial data

Table 23. Research Associates and Post-Doctoral Researchers' Race

	N	Sum	Mean(SD)	Minimum	Maximum	Percentage
Total	5	18	4(2.6)	1	8	
Black	5	0	0(0)	0	0	0%
Indigenous	5	0	0(0)	0	0	0%
POC	5	5	1(1.2)	0	3	27.8%

Research Associates and Post-Doctoral Researchers Disability Status

1. **Do you have data on Research Associates/Post-Docs' disability status?**

   Disability, as defined by the *Canadian Survey on Disability*, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

   Fifty-one (98.1%) institutions responded to this question. Of these, 3 (5.9%) responded that they had data on Research Associates/Post-Docs' disability status. Forty-eight (94.1%) responded that they did not have data on Research Associates/Post-Docs' disability status.

2. **Please enter the number of Research Associates/Post-Docs who identify as having a disability.**

   If there are no Research Associates/Post-Docs who identify as having a disability, please enter a 0. If data is not available, enter N/A for not available.

   Disability, as defined by the *Canadian Survey on Disability*, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

   Respondents who indicated that they had data on Research Associate/Post-Doc disability were brought to question 2.

   See Table 24 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of Research Associates/Post Docs with a disability, aggregated across all institutions
   Mean: the average number of Research Associates/Post Docs with a disability per institution
   Minimum/Maximum: the highest and lowest number of Research Associates/Post Docs with a disability reported by an institution
   Percentage: reported Research Associates/Post Docs with a disability as a percentage of all Research Associates/Post Docs reported by institutions who collect disability data

Table 24. Research Associates/Post-Doctoral Researchers Disability Status

	N	Sum	Mean (SD)	Minimum	Maximum	Percentage
Total	2	15	7(6.4)	3	12	
Researchers with a disability	2	0	0(0)	0	0	0%

Support Staff Demographics

Research Support Staff Pay Structure

1. **This question asks about the breakdown of sources of pay for Research Support Staff (i.e., paid through university, research contracts, or through both sources).**

   Please enter the number of Research Support Staff who fall into each category in the table below.

   See Table 25 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of staff in that pay category aggregated across institutions
   Mean: the average number of staff in a pay category in an institution
   Minimum/Maximum: the lowest and highest number of staff members in a pay category reported by an institution

Table 25. Research Support Staff Pay Distributions

Pay Distribution	N	Sum	Mean(SD)	Minimum	Maximum
50% University/50% Research Contract	27	9	0.33(.92)	0	4
25% University/75% Research Contract	23	0	0(0)	0	0
75%University/25% Research Contract	24	11	1(2.0)	0	10
100% University	35	69	2.0(3.8)	0	20
100% Research Contract	37	208.5	6(9.5)	0	42

Open Text: 1 institution reported 1 research support staff member who is paid 80% through the university, and 20% through a research contract

Support Staff Gender

1. **Do you have data on Support Staff gender?**

   Fifty (96.2%) institutions answered this question. Of these, 31 (62.0%) responded that they had data on Support Staff gender, and 19 (38.0%) responded that they did not have data on Support Staff gender.

2. **Does this include identities beyond the binary categories of men and women? Examples include agender, two-spirit, non-binary, pangender, etc.**

   Respondents who indicated that they had data on Support Staff gender were brought to question 2.

   Of the 31 institutions who have gender data, 2 (6.5%) said they had data that include identities beyond men and women (i.e., non-binary), and 29 (93.5%) said their data only included the identities men and women (i.e., binary).

3. **Please enter the total number of Support Staff in each category, and the number of men, women, and gender diverse people** (Note that respondents were directed to the questions that were applicable based on answers to questions 1 and 2; i.e., if they said they had no gender data, they were asked only to fill out the total).

   If there are no men, women, or gender diverse people in a certain category, please enter a 0. If data is not available for a certain category, enter N/A for not available.

   See Table 26 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of Support Staff in each category, aggregated across all institutions
   Mean: the average number of Support Staff in each category per institution
   Minimum/Maximum: the highest and lowest number of Support Staff in each category reported by an institution
   Percentage: the percentage of men, women, and gender diverse individuals. These values represent the % of men, women, and gender diverse Support Staff out of all Support Staff for whom a gender identity was reported. Since these values include institutions that collect only binary data, some of the individuals classified as men and women may not identify this way.

Table 26. Support Staff Gender

	N	Sum	Mean(SD)	Median	Min.	Max.	Percentage
Research Support Staff Total	45	208.2	5(8.4)	1(0)	0	46	
Men	28	56.7	2(3.0)	0.8(0)	0	11	81.9%
Women	28	12.5	0.4(1.1)	0(0)	0	5	18.1%
Gender Diverse	1	0	0(0)	0(0)	0	0	0%
Teaching Support Staff Total	46	252.5	6(15.3)	2(2)	0	105	
Men	29	68.3	2(2.2)	2(4)	0	10	80.8%
Women	29	16.2	0.6(0.9)	0(0)	0	3	19.2
Gender Diverse	1	0	0(0)	0	0	0	0%
Administrative Support Staff Total	46	139.7	3(3.8)	2(1)	0	23	
Men	29	22	1(2.1)	0(0)	0	11	23.2%
Women	30	72.7	2(2.5)	1.5(1)	0	12	76.8%
Gender Diverse	1	0	0(0)	0	0	0	0%

1. **Do you have data on Support Staff race, specifically whether Support Staff identify as Black, Indigenous, or as a Person of Colour?**

   Fifty (96.2%) institutions responded to this question. Of these, 20 (40%) responded that they had data on Support Staff race, and 30 (60%) responded that they did not have data on Support Staff race.

2. **Please enter the number of Support Staff who identify as BIPOC (Black, Indigenous, or Person of Colour).**

   If there are no Black, Indigenous, or People of Colour, please enter a 0. If data is not available, enter N/A for not available.

   Respondents who indicated that they had data on Support staff race were brought to question 2.

   See Table 27 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of Support Staff in each category, aggregated across all institutions
   Mean: the average number of Support Staff in each category per institution
   Minimum/Maximum: the highest and lowest number of Support Staff in each category reported by an institution
   Percentage: reported BIPOC staff members as a percentage of all staff members reported by institutions who collect racial data

Table 27. Support Staff Race

	N	Sum	Mean(SD)	Minimum	Maximum	Percentage
Research Support Staff						
Total	17	19.7	1(2.1)	0	7	
Black	16	0	0(0)	0	0	
Indigenous	16	1	0.1(0.3)	0	1	5.1%
POC	16	1	0.1(0.3)	0	1	5.1%
Teaching Support Staff						
Total	18	47.5	3(2.8)	0	11	
Black	16	1	0.1(0.3)	0	1	2.1%
Indigenous	16	1	0.1(0.3)	0	1	2.1%
POC	16	7.2	0.5(0.7)	0	2	15.2%
Administrative Support Staff						
Total	19	57.7	3(5.1)	0	23	
Black	17	1	0.1(0.2)	0	1	1.7%
Indigenous	18	0	0(0)	0	0	0%
POC	17	5	0.3(0.8)	0	3	8.7%

Notes Staff Race
Queens
Reported more than 0 but less than 5 Black and POC Administrative Support Staff. This was considered missing data since we cannot know the exact number.

Support Staff Disability Status

1. **Do you have data on Support Staff disability status?**

   Disability, as defined by the *Canadian Survey on Disability*, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

   Fifty (96.2%) institutions responded to this question. Of these, 7 (14%) responded that they had data on Support Staff disability status. Forty-three (86%) responded that they did not have data on Support Staff disability status.

2. **Please enter the number of Support Staff who identify as having a disability.**

   If there are no Support Staff who identify as having a disability in a certain Support Staff group, please enter a 0. If data is not available, enter N/A for not available.

   Disability, as defined by the *Canadian Survey on Disability*, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

   Respondents who indicated that they had data on Support Staff disability were brought to question 2.

   See Table 28 for the following information:

   N: the number of institutions who reported a value for each category (all subsequent analyses in the row are based on only institutions who reported a value including those who reported 0; N/A or blanks were treated as missing data and not included in analyses)
   Sum: the total number of Support Staff in each category, aggregated across all institutions
   Mean: the average number of Support Staff in each category per institution
   Minimum/Maximum: the highest and lowest number of Support Staff in each category reported by an institution
   Percentage: reported staff members with a disability as a percentage of all staff members reported by institutions who collect disability data

Table 28. Support Staff Disability

	N	Sum	Mean (SD)	Minimum	Maximum	Percentage
Research Support Staff						
Total	6	15.5	3(5.2)	0	13	
Staff with a Disability	5	0	0(0)	0	0	0%
Teaching Support Staff						
Total	6	11.5	2(2.7)	0	7	
Staff with a Disability	4	0	0(0)	0	0	0%
Administrative Support Staff						
Total	6	12.5	2(2.4)	0	6	
Staff with a Disability	6	1.5	0.3(0.4)	0	1	12%

Recommendations

- Create a standard form for collecting demographic data that the departments can follow.
  - Ensure demographics of interest are included (e.g., few institutions collect non-binary gender data, so it might be useful to include this if this data is needed)
- Distribute survey at a different time of year for better response rate (late Summer/Early Fall had low response rate)
- Clarify certain questions to remove ambiguity and facilitate easier interpretation of the data (e.g., question 4 in undergraduate teaching was interpreted by some as meaning physics majors only, and by some as the number of students who take physics classes)
- Most respondents did not report struggling with the survey format, but some did. To mitigate this, the survey could be distributed as an excel spreadsheet instead of Qualtrics
- Provide clear instructions on how to handle students, faculty, staff, etc. that are part time or cross-appointed. There were instances where decimals were included but not explained by the respondents (e.g., 59,100.9 undergraduate students taught)
- Many respondents did not follow the instructions to include a 0 where data is collected, but there are no individuals in a certain category (e.g., Black PhD students) and write N/A if data is not available or not collected (in other words, they left questions blank). This likely increased the amount of missing data.

Appendix A Survey Instructions

Survey Instructions

Thank you for your interest in completing the Canadian Association of Physicists (CAP) Annual Departmental Survey. The data collected from this survey will be used by WinS,CAP and physics departments for strategic planning, and to provide statistics for the Canadian physics community about students and researchers in physics departments inCanada.

Please complete the survey by September 9th, 2022.

The following is an outline of the type of information that the survey will ask for. It may be helpful to gather the information before continuing with the survey, but if you need tomake changes during the survey, there is a 'back' button to return to previous pages. If your institution does not collect certain information that we ask for, there will be options to indicate that as well.

Using the personalized link that is specific to your department, you (or anyone else youshare the personalized link with) can exit the survey and return to it at a later date with your progress saved.

Teaching:

We will ask the following information about teaching in your department:

- Number of undergraduate courses taught
- Percentage of courses taught by full-time faculty
- Course load for full-time faculty conducting research, full-time teaching faculty,and full-time contract staff

Research and Graduate Programs:

You will be asked to list the areas of specialization and/or research activity for the faculty in your department, and the number of faculty in each specialization/researcharea. If your department offers a graduate program, you will also be asked:
- The types of degrees offered in each specialization/research area (e.g., MSc,PhD)
- The research methodology (e.g., experimental, theoretical, clinical)

Demographics of department members:

We are interested in the gender identities, racial identities, and disability status of members of your department. We will ask you to report only aggregate numbers (e.g.,total number of women who are full-time faculty).

Please report officially collected data. If you have additional data, you may report it with consent of the individual. For example, if your department only officially collects data on

binary gender identities (men and women; see next section for more information), but a member of your department openly identifies as non-binary, you may report this with the consent of the individual.

Gender Identity
Gender is often thought of as binary, with the two categories being men and women. In this survey, we are also interested in gender identities outside of this binary (e.g., pangender, agender, non-binary). We refer to this in the survey as "gender diverse." Notall institutions collect data on gender identities different from man and woman, but if yours does, please report this information as well.

Racial Identity
We will ask how many individuals identify as BIPOC. BIPOC is an acronym that refers to Black, Indigenous, and People of Colour, groups that are numerical minorities in Canada. Please count individuals who identify as Black and Indigenous (refers to people who identify as First Nations People, Métis, or Inuit) in the respective categories,and anyone who identifies as a visible racial minority different than Black or Indigenous in the 'People of Colour' category. As defined by the Employment Equity Act, visible minority refers to 'persons, other than Aboriginal peoples, who are non-Caucasian or non-white in colour.' While we recognize that these groupings do not capture important variation within them, and that not all people agree on terminology, we believe that theystill provide important demographic information. In particular, preliminary results of a Canada-wide survey suggests that Black and Indigenous individuals are underrepresented in physics. https://www.canphyscounts.ca/survey-data

Disability Status
Disability, as defined by the *Canadian Survey on Disability,* includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem. Examples include (but are not limited to) activity limitations due to hearing, vision, mobility, flexibility, dexterity, pain, learning, mental health, memory, anddevelopmental disabilities.

You will be asked to report on the above demographics for the following groups of people in the unit associated with a physics program (the groups are not independent; for instance, if a full-time faculty member is also expected to do research, they should be counted in both the "full-time faculty" group and the "faculty expected to do research"group):

Faculty:
- Full-time faculty
- Faculty expected to do research
- Full-time faculty hired in the last year
- Assistant Professors (or equivalent rank)
- Associate Professors (or equivalent rank)
- Full Professors (or equivalent rank)
- Contract faculty

Students

- Students enrolled in the last calendar year (including Bachelor's, Master's and Doctoral)
- Students graduated in the last calendar year (including Bachelor's, Master's and Doctoral

Research Associates/Postdocs
- Research Associates
- Postdocs

Support staff
- Research support staff paid by university
- Research support staff paid by research grants
- Teaching support staff
- Administrative support staff

Appendix B Survey Questions

Please answer the following questions by entering your response in the text boxes.

Name of Institution Name of Institution:

_____

Name of Department Name of Department/Unit offering physics programs:

_____

URL URL of Unit:

_____

1. **Teaching**

1. Do you teach 'first-year' students (at the level of CEGEP)?

- o Yes (1)
- o No (2)

2. **Teaching**

2. In the text box below, please enter the number of semester course sections taught to undergraduate physics majors each year.

Do NOT include: Thesis courses or courses that do not count towards a teaching assignment Service courses unless physics majors take them
Do include: Courses that are taught "for free"

_____

3. **Teaching**

3. In the text box below, please enter the percentage of courses taught by full-time faculty.

_____

4.**Teaching**

4. In the text box below, please enter the number of undergraduate students taught (head count OR FTE: full-time equivalent).

_____

5. 5. Please indicate which measure you used for the question above.
  o   Head Count (1)
  o   Full-time equivalent (FTE) (2)

6. **Teaching**
  In the text boxes below, please enter the standard course load in your unit for each type of faculty member listed (number of semester course sections assigned per year).
  o   Standard course load for full-time faculty doing research (4)
_____
  o   Standard course load for full-time teaching faculty (5)
_____
  o   Standard course load for full-time contract staff (6)
_____

Research and Graduate Programs

1. Does your unit offer a graduate program in physics or a related area?
  o   Yes (1)
  o   No (2)
Q61 **Research and Graduate Programs**
  Please select all areas of specialization and/or research activity in your unit.

  • Applied Physics (1)
  • Astronomy/Astrophysics/Cosmology (2)
  • Atmospheric Physics/Near-Earth Physics/Space Physics (3)
  • Atomic, Molecular and Optical Physics (4)
  • Biophysics/Biological Physics (5)
  • Condensed Matter Physics/Materials Physics (6)
  • Geophysics (7)
  • Medical Physics (8)
  • Nuclear Physics (9)
  • Optics/Photonics (10)
  • Particle Physics (11)
  • Plasma Physics (12)
  • Physics Education Research (13)
  • Quantum Information/Quantum Computing (14)

- Quantum Science and Technology (15)
- Statistical, Soft Condensed Matter, and Mesoscopic Physics (16)
- Surface Sciences (17)
- Theoretical Physics/Mathematical Physics (18)

Research and Graduate Programs If your unit offers a graduate program, check all that apply for each area of specialization/research.	MSc	PhD	Experimental	Theoretical/Computational	Clinical
Applied Physics				•	
Astronomy/Astrophysics/Cosmology				•	
Atmospheric Physics/Near-Earth Physics/Space Physics				•	
Atomic, Molecular and Optical Physics				•	
Biophysics/Biological Physics				•	
Condensed Matter Physics/Materials Physics				•	
Geophysics				•	
Medical Physics				•	
Nuclear Physics				•	
Optics/Photonics				•	
Particle Physics				•	
Plasma Physics				•	
Physics Education Research				•	
Quantum Information/Quantum Computing				•	
Quantum Science and Technology				•	
Statistical, Soft Condensed Matter, and Mesoscopic Physics				•	
Surface Sciences				•	

Theoretical Physics/Mathematical Physics		•

Page Break

X→

4. Please enter the number of faculty who are research active in each area (total need not match the total number of faculty).

- ○ Applied Physics (1)
  _____
- ○ Astronomy/Astrophysics/Cosmology (2)
  _____
- ○ Atmospheric Physics/Near-Earth Physics/Space Physics (3)
  _____
- ○ Atomic, Molecular and Optical Physics (4)
  _____
- ○ Biophysics/Biological Physics (5)
  _____
- ○ Condensed Matter Physics/Materials Physics (6)
  _____
- ○ Geophysics (7) _____
- ○ Medical Physics (8)
  _____
- ○ Nuclear Physics (9)
  _____
- ○ Optics/Photonics (10)
  _____
- ○ Particle Physics (11)
  _____
- ○ Plasma Physics (12)
  _____
- ○ Physics Education Research (13)
  _____
- ○ Quantum Information/Quantum Computing (14)
  _____
- ○ Quantum Science and Technology (15)
  _____
- ○ Statistical, Soft Condensed Matter, and Mesoscopic Physics (16)
  _____
- ○ Surface Sciences (17)
  _____
- ○ Theoretical Physics/Mathematical Physics (18)
  _____

Q74 **Research and Graduate Programs**

5. Does your unit offer areas of specialization/research not listed on the previous pages?
- o Yes (1)
- o No (2)

Faculty Demographics
Do you have data on faculty members' gender?
- o Yes (1)
- o No (2)

Faculty Demographics

You indicated that you have data on faculty member gender. Does this include identities beyond the binary categories of men and women? Examples include agender, two-spirit, non-binary, pangender, etc.
- o Yes, this includes identities beyond men and women (1)
- o No, this only includes the identities men and women (2)

For each faculty group, please enter the total number of faculty members, and the number of men, women, and gender diverse people. Gender diverse refers to anyone with a gender identity different from man or woman. Examples include agender, two-spirit, non-binary, pangender, etc.
If there are no men, women, or gender diverse people in a certain faculty group, please enter a 0. If data is not available for a certain faculty group, enter N/A for not available.
Note: Faculty categories are not independent. For example, 'Full-time faculty' includes those who are 'Full-time faculty doing research.' A full-time faculty member who does research would be included in both group counts.

	Total (1)	Men (2)	Women (3)	Gender Diverse (4)
Full-time faculty in the unit associated with a physics program (do not include adjunct, affiliate, sessional, or emeriti faculty) (1)				
Number of faculty expected to do research (who have research in their job description) (2)				

Number of full-time permanent-track faculty hired in the last calendar year (3)			
Number of Assistant Professors or Equivalent Rank (4)			
Number of Associate Professors or Equivalent Rank (5)			
Number of Full Professors or Equivalent Rank (6)			
Number of Contract Faculty (7)			

Faculty Demographics

Do you have data on faculty members' race, specifically whether faculty members identify as Black, Indigenous, or as a Person of Colour?
- ○   Yes (1)
- ○   No (2)

Q40 **Faculty Demographics**

For each faculty group, please enter the number of faculty members who identify as BIPOC (Black, Indigenous, or Person of Colour).

If there are no Black, Indigenous, or People of Colour in a certain faculty group, please enter a 0. If data is not available for a certain faculty group, enter N/A for not available.

Note: Faculty categories are not independent. For example, 'Full-time faculty' includes those who are 'Full-time faculty doing research.' A full-time faculty member who does research would be included in both group counts.

	Black (1)	Indigenous (4)	Person of Colour (2)
Full-time faculty in the unit associated with a physics program (do not include adjunct, affiliate, sessional, or emeriti faculty) (1)			

Number of faculty expected to do research (who have research in their job description) (2)			
Number of full-time permanent-track faculty hired in the last calendar year (3)			
Number of Assistant Professors or Equivalent Rank (4)			
Number of Associate Professors or Equivalent Rank (5)			
Number of Full Professors or Equivalent Rank (6)			
Number of Contract Faculty (7)			

Do you have data on faculty members' disability status?

Disability, as defined by the Canadian Survey on Disability, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.
- o Yes (1)
- o No (2)

Q43 **Faculty Demographics**

For each faculty group, please enter the number of faculty members who identify as having a disability.

If there are no faculty members who identify as having a disability in a certain faculty group, please enter a 0. If data is not available for a certain faculty group, enter N/A for not available.

Disability, as defined by the Canadian Survey on Disability, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

Note: Faculty categories are not independent. For example, 'Full-time faculty' includes those who are 'Full-time faculty doing research.' A full-time faculty member who does research would be included in both group counts.

	Number of Individuals with a Disability (1)
Full-time faculty in the unit associated with a physics program (do not include adjunct, affiliate, sessional, or emeriti faculty) (1)	
Number of faculty expected to do research (who have research in their job description) (2)	

Number of full-time permanent-track faculty hired in the last calendar year (3)	
Number of Assistant Professors or Equivalent Rank (4)	
Number of Associate Professors or Equivalent Rank (5)	
Number of Full Professors or Equivalent Rank (6)	
Number of Contract Faculty (7)	

Student Demographics

Student Demographics

Do you have data on students' gender?
- o   Yes (1)
- o   No (2)

You indicated that you have data on student gender. Does this include identities beyond the binary categories of men and women? Examples include agender, two-spirit, non-binary, pangender, etc.
- o   Yes, this includes identities beyond men and women (1)
- o   No, this only includes the identities men and women (2)

For each student group, please enter the total number of students, and the number of men, women, and gender diverse people. Gender diverse refers to anyone with a gender identity different from man or woman. Examples include agender, two-spirit, non-binary, pangender, etc.

If there are no men, women, or gender diverse people in a certain student group, please enter a 0. If data is not available for a certain student group, enter N/A for not available.

	Total (1)	Men (2)	Women (3)	Gender Diverse (4)
Number of Bachelor's degree students enrolled in the last calendar year (1)				
Number of Bachelor's degree students graduated in the last calendar year (2)				
Number of Master's degree students enrolled in the last calendar year (3)				
Number of Master's degree students				

graduated in the last calendar year (4)			
Number of Doctoral degree students enrolled in the last calendar year (5)			
Number of Doctoral degree students graduated in the last calendar year (6)			

Student Demographics

Do you have data on students' race, specifically whether students identify as Black, Indigenous, or as a Person of Colour?

- o   Yes (1)
- o   No (2)

Student Demographics

For each student group, please enter the number of students who identify as BIPOC (Black, Indigenous, or Person of Colour). If there are no Black, Indigenous, or People of Colour in a certain student group, please enter a 0. If data is not available for a certain student group, enter N/A for not available.

	Black (1)	Indigenous (4)	Person of Colour (2)
Number of Bachelor's degree students enrolled in the last calendar year (1)			
Number of Bachelor's degree students graduated in the last calendar year (2)			
Number of Master's degree students enrolled in the last calendar year (3)			
Number of Master's degree students graduated in the last calendar year (4)			
Number of Doctoral degree students enrolled in the last calendar year (5)			
Number of Doctoral degree students			

graduated in the last calendar year (6)			

Student Demographics

Do you have data on students' disability status?

Disability, as defined by the [Canadian Survey on Disability](), includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.
- o   Yes (1)
- o   No (2)

Student Demographics

For each student group, please enter the number of students who identify as having a disability. If there are no individuals who identify as having a disability in a certain student group, please enter a 0. If data is not available for a certain student group, enter N/A for not available.

Disability, as defined by the [Canadian Survey on Disability](), includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

	Number of Individuals with a Disability (1)
Number of Bachelor's degree students enrolled in last calendar year (1)	
Number of Bachelor's degree students graduated in last calendar year (2)	
Number of Master's degree students enrolled in last calendar year (3)	
Number of Master's degree students graduated in last calendar year (4)	
Number of Doctoral degree students enrolled in last calendar year (5)	
Number of Doctoral degree students graduated in last calendar year (6)	

Research Associates/Postdocs Demographics

This section asks for demographic information (gender, race, disability) for Research Associates/Postdocs. Please combine the numbers for Research Associates and Postdocs into one category.

Research Associates/Postdocs Demographics

Do you have data on Research Associates'/Postdocs' gender?
- o   Yes (1)
- o   No (2)

Research Associates/Postdocs Demographics

You indicated that you have data on Research Associates'/Postdocs' gender. Does this include identities beyond the binary categories of men and women? Examples include agender, two-spirit, non-binary, pangender, etc.

  o   Yes, this includes identities beyond men and women (1)
  o   No, this only includes the identities men and women (2)

Research Associates/Postdocs Demographics

Research Associates/Postdocs Demographics

Please enter the total number of Research Associates/Postdocs, and the number of men, women, and gender diverse people. Gender diverse refers to anyone with a gender identity different from man or woman. Examples include agender, two-spirit, non-binary, pangender, etc.

If there are no men, women, or gender diverse people, please enter a 0. If data is not available, enter N/A for not available.

	Total (1)	Men (2)	Women (3)	Gender Diverse (4)
Research Associates/Postdocs (1)				

Research Associates/Postdocs Demographics

Do you have data on Research Associates'/Postdocs' race, specifically whether Research Associates/Postdocs identify as Black, Indigenous, or as a Person of Colour?

  o   Yes (1)
  o   No (2)

Research Associates/Postdocs Demographics

Please enter the number of Research Associates/Postdocs who identify as BIPOC (Black, Indigenous, or Person of Colour).

If there are no Black, Indigenous, or People of colour in this group, please enter a 0. If data is not available, enter N/A for not available.

	Black (1)	Indigenous (4)	Person of Colour (2)
Research Associates/Postdocs (1)			

Research Associates/Postdocs Demographics

Do you have data on Research Associates'/Postdocs' disability status?

Disability, as defined by the [Canadian Survey on Disability](#), includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.
- o   Yes (1)
- o   No (2)

Research Associates/Postdocs Demographics

Please enter the number of Research Associates/Postdocs who identify as having a disability. If there are no individuals who identify as having a disability, please enter a 0. If data is not available, enter N/A for not available.

Disability, as defined by the [Canadian Survey on Disability](#), includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

	Number of Individuals with a Disability (1)
Research Associates/Postdocs (5)	

Research Support Staff Sources of Pay:

This question asks about the breakdown of sources of pay for research support staff (i.e., paid through university, research contracts, or through both sources).

Please enter the number of research support staff who fall into each category in the table below. If there are research support staff with pay that does not fit these categories, there is a text box below where you can make note of this (please indicate the number of support staff, and the breakdown of the sources of their pay).

	Pay Distribution:	Pay Distribution:	Pay Distribution:	Pay Distribution:	Pay Distribution
	50% University/50% Research Contract (1)	25% University/75% Research Contract (1)	75% University/25% Research Contract (1)	100% University (1)	100% Research Contract (1)
Number of Research Support Staff (1)					

Q78 If there are research support staff with source-of-pay breakdown not covered in the above table, please specify the number of support staff and the breakdown of pay sources in the text box below:

_____

Staff Demographics

This section asks for demographic information (gender, race, disability) for support staff (i.e., administrative support staff, teaching support staff, research support staff).

Staff Demographics

Do you have data on support staff gender?
- o   Yes (1)
- o   No (2)

Q64 **Staff Demographics**

You indicated that you have data on support staff gender. Does this include identities beyond the binary categories of men and women? Examples include agender, two-spirit, non-binary, pangender, etc.
- o   Yes, this includes identities beyond men and women (1)
- o   No, this only includes the identities men and women (2)

Staff Demographics

For each support staff group, please enter the total number of support staff, and the number of men and women.

If there are no men or women in a certain support staff group, please enter a 0. If data is not available for a certain support staff group, enter N/A for not available.

Staff Demographics

For each support staff group, please enter the total number of support staff, and the number of men, women, and gender diverse people. Gender diverse refers to anyone with a gender identity different from man or woman. Examples include agender, two-spirit, non-binary, pangender, etc.

If there are no men, women, or gender diverse people in a certain support staff group, please enter a 0. If data is not available for a certain support staff group, enter N/A for not available.

	Total (1)	Men (2)	Women (3)	Gender Diverse (4)
Research Support Staff (1)				
Teaching Support Staff (8)				
Administrative Support Staff (9)				

Page Break

Staff Demographics

Do you have data on support staff's race, specifically whether support staff identify as Black, Indigenous, or as a Person of Colour?

- Yes (1)
- No (2)

Staff Demographics

For each support staff group, please enter the number of support staff who identify as BIPOC (Black, Indigenous, or Person of Colour).

If there are no Black, Indigenous, or People of Colour in a certain support staff group, please enter a 0. If data is not available for a certain support staff group, enter N/A for not available.

	Black (1)	Indigenous (4)	Person of Colour (2)
Research Support Staff (1)			
Teaching Support Staff (8)			
Administrative Support Staff (9)			

Staff Demographics

Do you have data on support staff disability status? Disability, as defined by the Canadian Survey on Disability, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.
- Yes (1)
- No (2)

Staff Demographics

For each support staff group, please enter the number of support staff who identify as having a disability. If there are no individuals who identify as having a disability in a certain support staff group, please enter a 0. If data is not available for a certain support staff group, enter N/A for not available.

Disability, as defined by the Canadian Survey on Disability, includes anyone who is sometimes, often, or always limited in their daily activities due to a long-term condition or health problem.

	Number of Individuals with a Disability (1)
Research Support Staff (5)	
Teaching Support Staff (6)	
Administrative Support Staff (9)	

Q70 **Staff Demographics**

For each support staff group, please enter the total number of support staff.

- o   Research Support Staff (1)
  _____
- o   Teaching Support Staff (3)
  _____
- o   Administrative Support Staff (4)
  _____