DEI and academic hiring in public universities

An index of university discrimination in Canada

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EXECUTIVE SUMMARY

This study conducts a preliminary assessment of academic job postings at public universities across Canada to gauge the extent of discriminatory hiring and threats to academic freedom from diversity, equity, and inclusion (DEI).

Typically, DEI strategies rely on equity-based moral justifications or productivity-based rationalizations for diversity and inclusion. Both approaches are increasingly coming under scrutiny as they often heighten discord among groups while privileging those already doing well (in their finances and/or career) within marginalized communities to the detriment of lower- and working-class individuals throughout society.

To measure the prevalence and severity of DEI in academic hiring, we reviewed approximately 50 active, academic job postings from the largest public university in each Canadian province. The review was based on eight research questions that each gauge a different DEI strategy—from acknowledging DEI ideologies, to compelling intellectual conformity, to reverse racism (e.g., excluding white males from applying).

All 10 universities sampled—and 477 of the 489 job advertisements reviewed—employed some form of DEI requirement or strategy in filling academic vacancies. In other words, 98 percent of the academic postings directly or indirectly discriminated against candidates and/or threatened academic freedom.

Some noteworthy instances include the following:

- All University of Toronto job postings and 96 percent of Dalhousie's mentioned or implied a candidate's "contribution to DEI" was an asset.

- McGill and the University of Saskatchewan required all applicants to complete a DEI survey.

- Nearly two-thirds of the University of British Columbia's (UBC) and 55 percent of the University of Manitoba's job postings required candidates to submit a DEI statement or essay.

Interestingly, the institution most likely to exclude candidates outright was also the least likely to employ any DEI strategies. At UBC, nearly one out of every five academic job postings explicitly restricted the job to a particular race, ethnicity, group identity, or other inherent trait. However, it was also the university least likely to call for specific DEI strategies; they were absent from 12 percent of UBC's postings.

To rank and compare the universities in the aggregate, we created an index. To do this, we equally weighted each of the eight questions (i.e., DEI strategies), coded and tallied the results, normalized the data, divided the score of each university's DEI measures by the maximum extent of each variable (to create relative values between zero and 100), and then ranked the universities by total score. For example, an institution without any evidence of DEI in its hiring process would score zero, while a score of 100 would signify having the greatest DEI prevalence in all eight measures.

The University of Toronto, with the highest score of 73.1, ranked at the top of the list; its academic job postings had the most discriminatory practices and/or were most threatening to academic freedom. Ranking at the bottom of the list with a score of 24.3, with postings conveying the least exclusionary practices and/or that were least threatening to intellectual autonomy, was the University of New Brunswick. However, it is critical to note that even the lowest scoring—i.e., "least bad"—university prohibited white males from applying to an academic job posting in the hard sciences.

These preliminary findings serve as a reality check on the state of higher education, in general, and Canada's public universities, in particular, as it relates to individual merit, academic freedom, and equality of opportunity. A sober reassessment of DEI policies is strongly recommended, and further study is warranted. There are fairer and more reliable ways to increase the likelihood of innovative perspectives and to more adequately advance social and academic equality of opportunity. Preferable alternatives to identity-based policies are viewpoint diversity and merit-based recruitment and advancement—i.e., hiring and promoting based on skill and qualifications, regardless of unchangeable characteristics.

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INTRODUCTION

Diversity, equity, and inclusion programs (hereafter, "DEI," but also known by the acronym EDI or a commitment to DIE) have grown immensely over the last decade throughout the West and especially Canada. There are many other descriptions used, from "affirmative action" and "employment equity" to less flattering—and arguably more accurate—terms such as race-, ethnic-, gender-based discrimination and race or gender quotas (albeit without hard targets). The latest acronym is ACB for "access, community, and belonging." For the purposes of this paper, we will use the now common moniker DEI.

In the name of reversing the historical oppression of marginalized groups and improving outcomes, universities have enacted several policies around academic hiring that implement specific DEI strategies, such as selectively hiring academic faculty based on diversity quotas. This study seeks to conduct a preliminary investigation into the prevalence of DEI in the hiring practices of Canadian public universities by surveying academic job postings to collect a sample, begin indexing, and preliminarily rank universities by DEI pervasiveness in academic hiring.

DEI: What it is and why it matters

To its advocates, DEI attempts to address the underrepresentation of myriad minorities and assumes racism, historic or at present, as mostly causal or all-causal to economic outcomes. On the one hand there is a moral argument claiming that DEI strategies are necessary to overcome systemic discrimination against specific groups, usually referred to as "equity-seeking" groups. These equity-seeking groups typically consist of individuals identified as oppressed in an oppressor/oppressed binary. On the other hand, a second justification centres on economic factors that promote innovation within institutions. Proponents of the latter argument contend that expanding the diversity of a workforce allows for the incorporation of new ideas and improved market access among groups often ignored in corporate decision-making.[1]

However, the evidence suggests these programs promote reverse discrimination, fail to address inequality, and exacerbate divisions—all while relying on faulty or unverifiable evidence about their alleged efficacy.[2] Commenting on the faculty of arts' "equity-centred plan" at the University of British Columbia (UBC), a former president of several Canadian universities, Peter MacKinnon, stated:

> [The equity-centred plan] is a political agenda, not an academic one. If implemented it would entrench a vision from which departure would not be tolerated; indeed assessment, merit, promotion and tenure would depend upon adherence to it. The agenda is incompatible with academic freedom.[3]

At least as early as 2017 the government of Canada began advancing quotas in academic hiring[4] by implementing measures that link federal funding for universities with DEI initiatives.[5] But outside its post-secondary initiatives, this is not a recent phenomenon. The federal government first introduced Gender-Based Analysis (GBA) three decades ago, in 1995, and has entrenched identity-focused policies in its employment policies ever since. Of note, the GBA program has evolved to include intersectional identities under the name GBA Plus.[6]

By 2019, taxpayer-funded Canada Research Chairs Program (CRCP) professorships[a][7] were starting to be restricted based on inherent and group identities. For example, in May 2019 and as archived by the Society for Academic Freedom and Scholarship (SAFS),[8] Western University's CRCP postings were limited to female, indigenous, and scholars with disabilities. By about 2021, the government-driven DEI-tied funding of CRCP evolved further to include population-based institutional equity targets—to be implemented from 2021 to 2029.[9]

Of note, no DEI-based federal funding focuses on the inclusion of diverse perspectives. DEI does not include viewpoint diversity.[b][10] This, naturally, puts it at odds with education, especially at the post-secondary level. Since the founding of the first university in Bologna in 1088, the *universitas* has long been a community of teachers and scholars where—in the pursuit of truth, cultivating and advancing the heights of knowledge—rigorous debate is welcome.[11] This rigorous pursuit of knowledge is why institutions of higher learning developed several tools to protect scholarly interactions, such as academic freedom, tenure of position, peer review, and the replication of studies. Accordingly, whether intentionally or not, DEI may arguably even undermine the historic purpose of a university's mission.

[a.] In 2000, Canada's federal government launched the Canada Research Chairs Program (CRCP)—also known by any of its three agencies: the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR)—to permanently fund 2,285 research professorships, with the aim of "[achieving] research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences... to make Canada one of the world's top countries in research and development." As of March 2022, Canadian taxpayers contributed $311 million per year to the CRCP.

[b.] An example is the federal government's Mosaic Leadership Development program for the public service that focuses on increasing representation from equity-seeking groups rather than promoting diverse opinions (Treasury Board of Canada Secretariat, 2024). By contrast, Irshad Manji, writing for Heterodox Academy, argues in favour of "honest diversity" with an emphasis on varied viewpoints rather than identity-based diversity, as the latter promotes tribalism and "perpetual grievance" (Manji, 2020).

Measuring the prevalence of DEI in academic hiring

Today, the evidence suggests that universities are prioritizing activism over the search for truth, with DEI becoming an essential part of the strategic planning, policies, and practices at Canadian universities. By dethroning merit and rigour in favour of "relevance," universities are rapidly abandoning the very tools that ensure the objectivity of research and openness of discussion.[12] According to Universities Canada, a member-based organization of Canadian universities, 89 percent of universities in Canada refer to DEI in their strategic plans, 83 percent have implemented DEI in some form, and 51 percent of Canadian universities are developing, reviewing, and implementing DEI policies in faculty recruitment (Figure 0).[13]

Figure 0

Share of Canadian universities, by prevalence of DEI policies

Source: Universities Canada (2024)
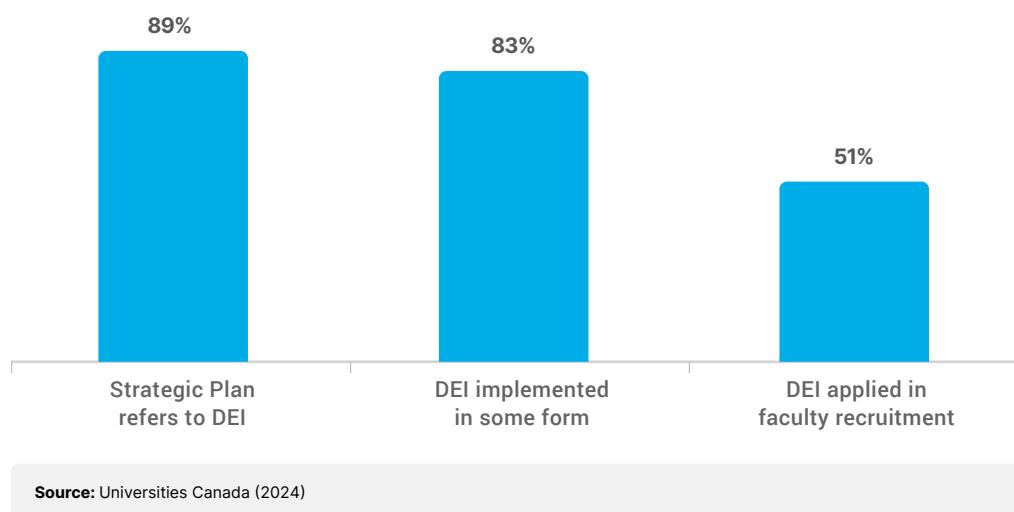
A few Canadian scholars have begun exploring this shift to DEI-based academic hiring. Matthew Burgess searched CRCP positions across Canada and found that about 55 percent of them engaged in preferential or restricted hiring in 2023.[14] Daniel Page refined Burgess's data set and found similar results in the "hard" STEM fields (science, technology, engineering, and mathematics) across the same period Burgess reviewed. As early as 2019, Page began chronicling academic culling—"the active (intentional or unintentional) removing of plurality from universities through requiring compelled speech, or placing (new) barriers to academic appointments to serve ideological/political/religious purposes"—in computer science academic job postings at public universities in Canada. Page was the first to do this publicly in a STEM field, and his data sets remain public, active, and updated regularly.[15]

Page's work sets an essential framework for data collection and classifying the prevalence and severity of DEI in job postings. His framework is as follows:

- **Restricted hiring:** Hiring where all applicants must belong to a preferred group, specified by a non-academic qualification.

- **Preferential hiring:** Hiring where all qualified applicants can apply, but preference is given to applicants belonging to a preferred group, specified by a non-academic qualification.

- **"DIE" pledge:** The requirement or expectation of an applicant to give/present a commitment to diversity, inclusion, and equity, taking at least one of the following three forms:

  1. Job requirement is to be committed to DEI.

  2. Requiring a statement about DEI, often called a *diversity statement*.

  3. The position itself is for DEI activism to some extent, including promotion or advocacy supporting DEI.

Using these terms and definitions, Page finds that the first restricted hiring in computer science academic job postings at a Canadian university occurred in 2019. Preferential hiring and DIE pledges emerged in 2021. Today, "At least 80 percent of *Maclean's Canada's Best Computer Science Programs 2024* list has engaged in some of these exclusionary practices," as have at least 80 percent of Canada's top 15 research (U15) universities.[16] Looking at only CRCP positions in STEM fields (excluding social sciences, health sciences, and medical sciences) from July 1 to December 31, 2023, 42 percent of postings were restricted hiring, 12.5 percent were preferential hiring, and 76 percent included DIE pledges.[17]

Does this culling of academics in Canadian public universities—"inclusion through exclusion," to quote Page—extend beyond computer science and CRCP postings?

RESULTS & ANALYSIS

Building on Burgess's and especially Page's work, this study further explores academic hiring procedures at public universities across Canada to measure discriminatory hiring and threats to academic freedom driven by adherence to DEI. Our procedure was to review, code, and assess vacancy notices from the largest public university in each province. Please see Appendix A for a full description of our methodology, including limitations, sampling, data coding and collecting, weighting, and indexing.

General promotion of DEI policies

Among the tools that universities use to promote DEI strategies, the most general—and the one with the least discriminatory potential—is a generic statement mentioning or promoting DEI policies or ideologies, which was evident in 477 of 489 postings, as shown in Figure 1. Seven of the 10 universities surveyed included a generic DEI statement in all job postings reviewed between May 2023 and April 2024. Note that our sample pre-dates the University of Alberta's official shift from DEI to "access, community, and belonging" (ACB). But as Jamie Sarkonak and others have noted, verbiage and acronyms have changed, but not actual policies.[18]

Figure 1

Does the job posting mention or promote DEI?

University	Yes	No
McGill University	100%	
University of Alberta	100%	
University of Manitoba	100%	
University of New Brunswick	100%	
University of Saskatchewan	100%	
University of Toronto	100%	
Dalhousie University	98%	2%
University of Prince Edward Island	98%	2%
Memorial University of Newfoundland	89%	11%
University of British Columbia	88%	12%
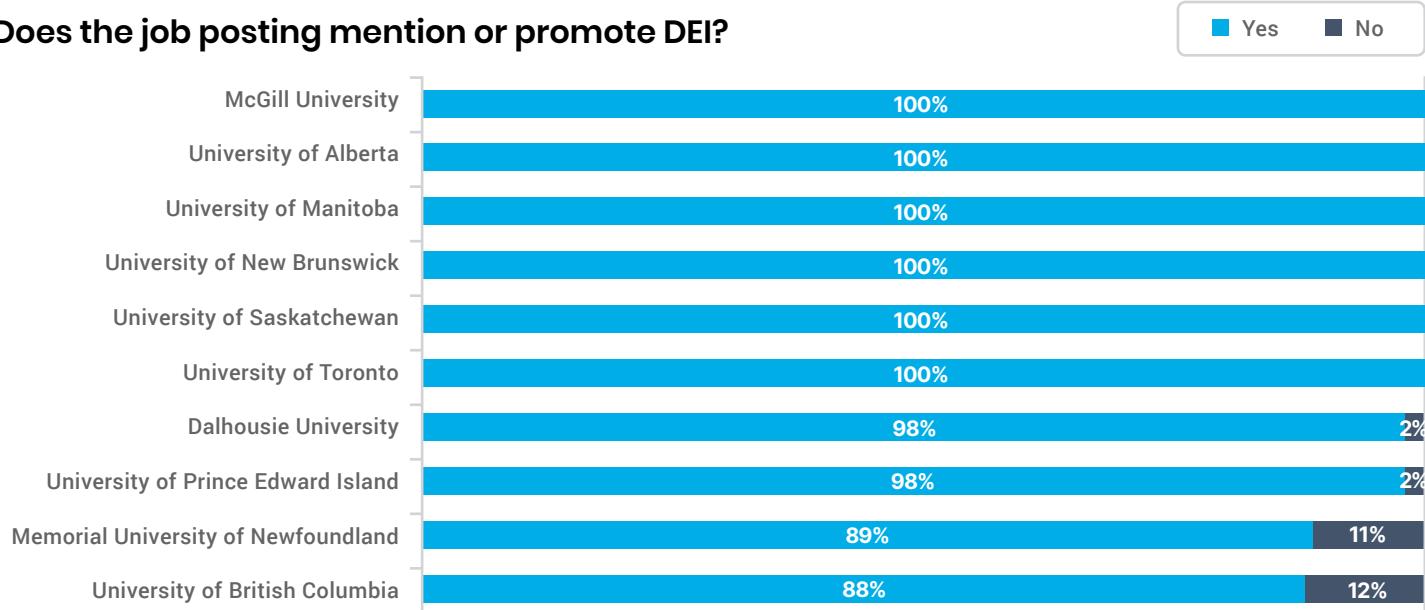
The content of these statements ranges from a simple acknowledgement of support for DEI, to encouraging certain groups to apply, to claims of systemic racism in society targeting specific demographics.

Whether these statements are largely performative or actually lead to preferential hiring would require further analysis of those hired in response to these postings, which is beyond the scope of this study.

However, while these general statements are seemingly benign—as they do not specifically limit applications to selected demographics nor require applicants to demonstrate their support for DEI—they create the potential for discriminatory hiring and restrictions on academic freedom.

Likewise, another relatively generalized approach in academic job postings is to state that a job applicant's contribution to DEI is "an asset." As with generic DEI statements, contribution statements do not prevent specific demographics from applying. However, tilting the scales in favour of DEI contributors opens the door to discriminatory practices and, at a minimum, stifles open inquiry. Whether such statements result in operational discrimination depends on the weight given when comparing candidate qualifications.

Compared to the generic DEI statement, the contribution statements range significantly across institutions, with most universities rarely requesting these sorts of declarations. Figure 2 shows that the University of Toronto included contribution statements on 100 percent of its postings while six of the universities used them in 10 percent or less of their postings. McGill and the University of PEI required them in just two percent of their postings. Overall, contribution statements were included in 22 percent of all postings surveyed.

Figure 2

Does the job posting mention or imply that a candidate's "contribution to DEI" is an asset?

Yes ■ No

University	Yes	No
University of Toronto	100%	
Dalhousie University	96.1%	3.9%
University of British Columbia	50.0%	50.0%
University of Manitoba	29.4%	70.6%
University of Alberta	10.0%	90.0%
Memorial University of Newfoundland	6.7%	93.3%
University of Saskatchewan	5.9%	94.1%
University of New Brunswick	2.5%	97.5%
University of Prince Edward Island	2%	98.0%
McGill University	2%	98.0%
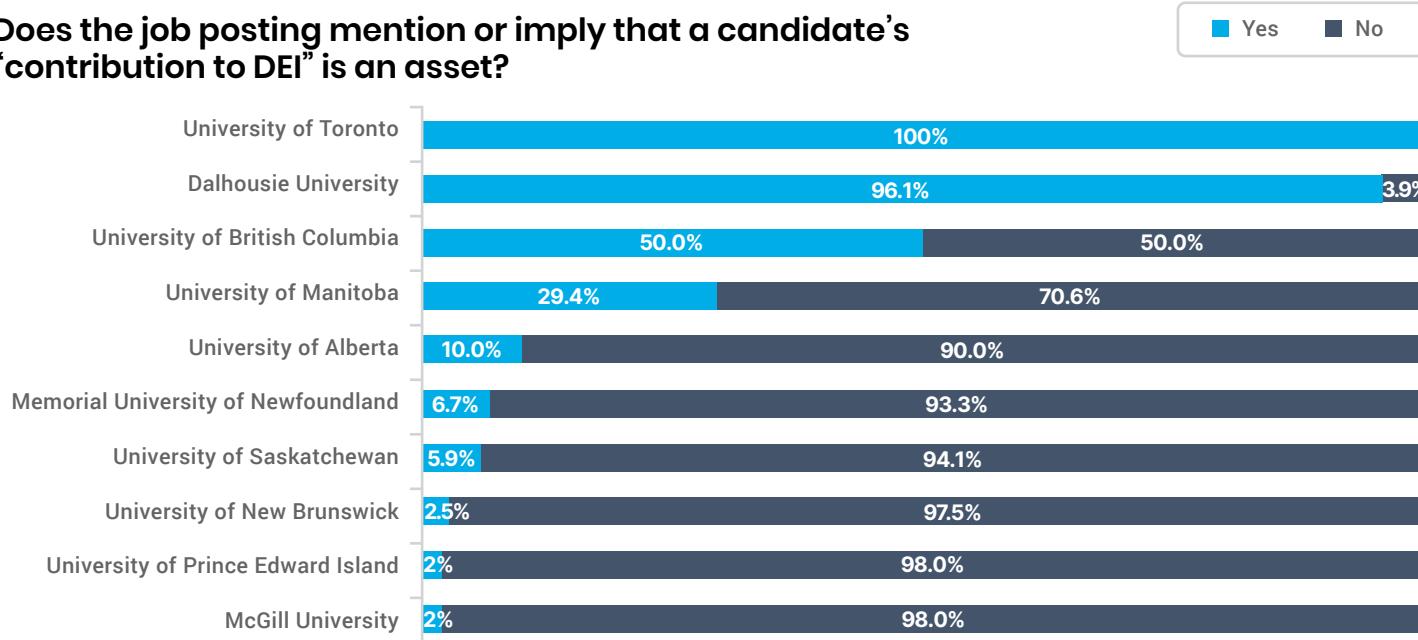
Pledges

A more specific and potentially intrusive application of DEI hiring policies involves direct questions, surveys, or statements in which the candidate must demonstrate or commit to supporting DEI. From an operational standpoint, these do not limit the demographic that can apply for the job, but they do have a potential discriminatory impact to the extent that they may be determinative in choosing a candidate. From an academic perspective, candidates can see these requirements as intrusive or even coercive, especially those who oppose such statements on scholarly grounds. For example, a scholar studying the efficacy of DEI policies whose work has found them to be illiberal, ineffectual, or even harmful to equity-seeking groups would be compromising their academic integrity to support or commit to DEI strategies. In addition, they may well be limiting their career advancement if DEI policies are assumed and defined to be an unqualified net positive for universities or the country as a whole.

Questionnaires

Universities typically use DEI surveys to gauge a candidate's views on DEI policies or demonstrate how their research might advance DEI goals. Overall, we found a wide variation amongst the institutions in their use of such surveys. Figure 3 shows that two universities, McGill and the University of Saskatchewan, required all applicants to complete a DEI survey. Memorial and the University of Manitoba required questionnaires for half their postings. Conversely, the three universities sampled from the Maritimes only required DEI surveys on two percent to four percent of postings. The University of Alberta did not require DEI questionnaires for any applications. Across the entire sample, 38 percent of postings required the completion of DEI surveys.

Figure 3

Does the job posting require the applicant to complete a DEI survey?

Legend: ■ Yes ■ No

University	Yes	No
McGill University	100%	
University of Saskatchewan	100%	
Memorial University of Newfoundland	51.1%	48.9%
University of Manitoba	51.0%	49.0%
University of Toronto	30.0%	70.0%
University of British Columbia	28.0%	72.0%
Dalhousie University	3.9%	96.1%
University of New Brunswick	2.5%	97.5%
University of Prince Edward Island	2%	98.0%
University of Alberta		100%
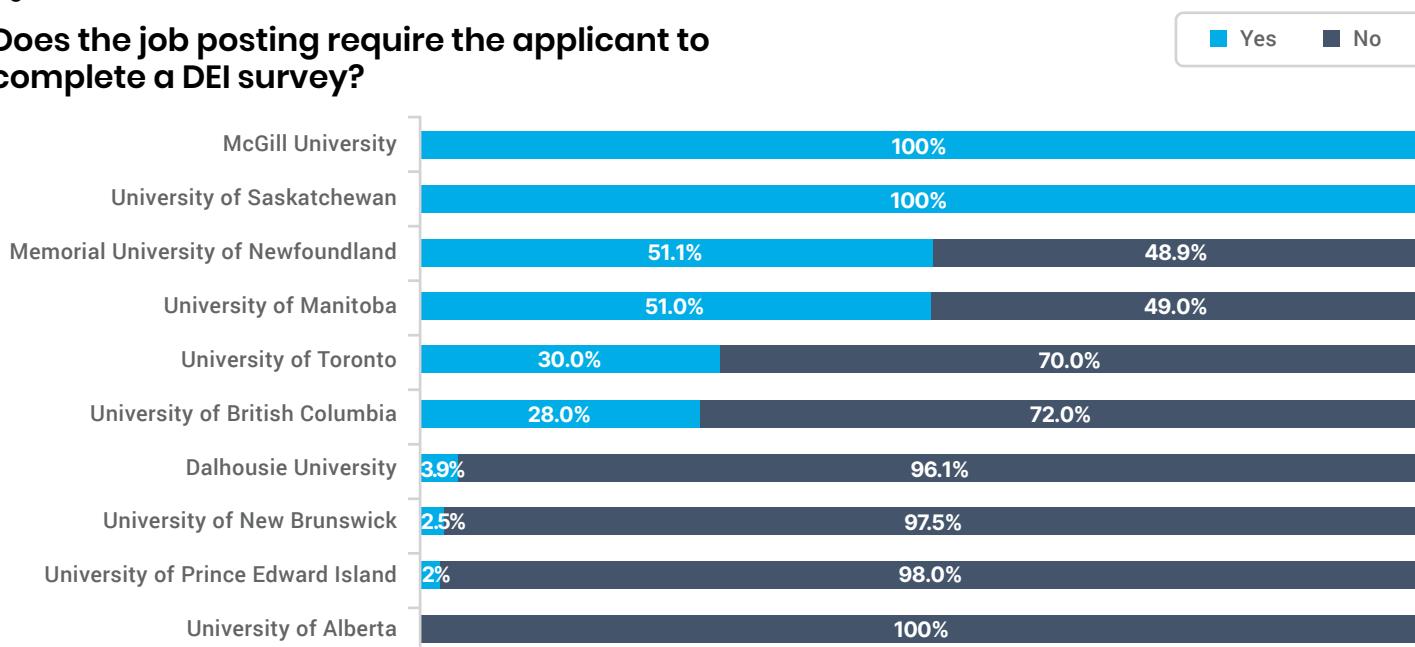
Essays

Fully 26 percent of job postings required candidates to submit their own written DEI statement or essay. While this requires a more active contribution from the candidate than a survey, it also provides a greater degree of flexibility—a statement or essay enables candidates to present nuanced views—such as whether a DEI lens is appropriate to their specific area of study.

Figure 4 shows, again, considerable variation across institutions. Leading the pack, nearly two in three UBC job vacancy notices required a candidate to complete a DEI statement or essay. On the other end of the spectrum, the University of New Brunswick is the least likely to require a DEI statement or essay, with this prerequisite appearing in just 2.5 percent of its job postings.

Figure 4

Does the job posting require candidates to submit a DEI statement or essay?

Yes ■ No ■

Institution	Yes	No
University of British Columbia	64.0%	36.0%
University of Manitoba	54.9%	45.1%
Memorial University of Newfoundland	33.3%	66.7%
University of Toronto	32.0%	68.0%
University of Prince Edward Island	24.0%	76.0%
University of Alberta	14.0%	86.0%
Dalhousie University	13.7%	86.3%
University of Saskatchewan	9.8%	90.2%
McGill University	5.9%	94.1%
University of New Brunswick	2.5%	97.5%
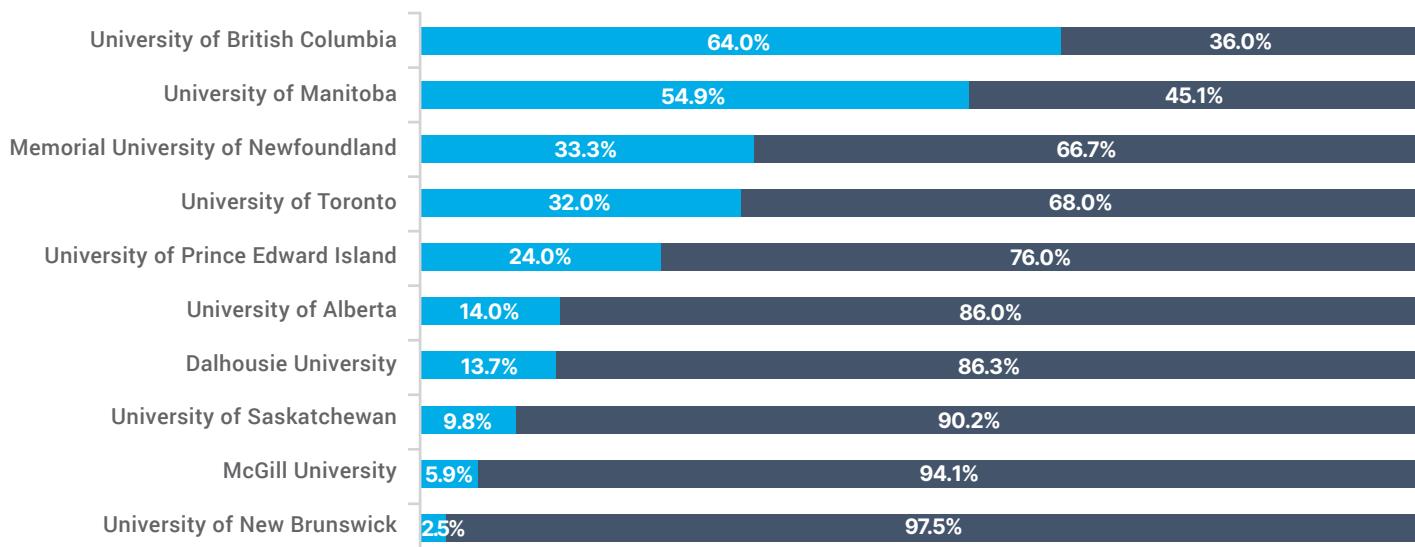
Explicit commitment and contribution

A more aggressive approach than requiring candidates to submit DEI statements is to call for the scholar to commit outright to DEI as a doctrine—essentially, undertake a loyalty oath or purity statement—or to demonstrate how the scholar will contribute to DEI strategies. An example is a University of Toronto advertisement for an Assistant Professor in Economics, posted on September 20, 2023, which states:

> Candidates are also expected to show evidence of a commitment to equity, diversity, inclusion (EDI), and the promotion of a respectful and collegial learning and working environment demonstrated through the application materials.

Such commitments are controversial both for their invasiveness to the principles of academic freedom and for their seeming irrelevance in certain fields. Consequently, they are less common than other measures.

As Figure 5 illustrates, UBC (26%) was the most likely to require an explicit commitment to DEI as a policy doctrine; the University of Toronto came in narrowly behind it at 24 percent of postings. Six institutions required commitments from 10 percent or less of vacancies. The University of Alberta did not require DEI commitments on any of the postings in our sample.[c] On average, 11 percent of job postings required a candidate to commit to DEI. This number is comparatively lower than the averages for postings requiring DEI surveys (38%) or DEI statements/essays (26%).

Figure 5

Does the job require a commitment to DEI?

Yes ■   No ■

University	Yes	No
University of British Columbia	26%	74%
University of Toronto	24%	76%
Memorial University of Newfoundland	20%	80%
University of Prince Edward Island	12%	88%
University of Manitoba	10%	90%
McGill University	6%	94%
Dalhousie University	6%	94%
University of New Brunswick	5%	95%
University of Saskatchewan	4%	96%
University of Alberta		100%
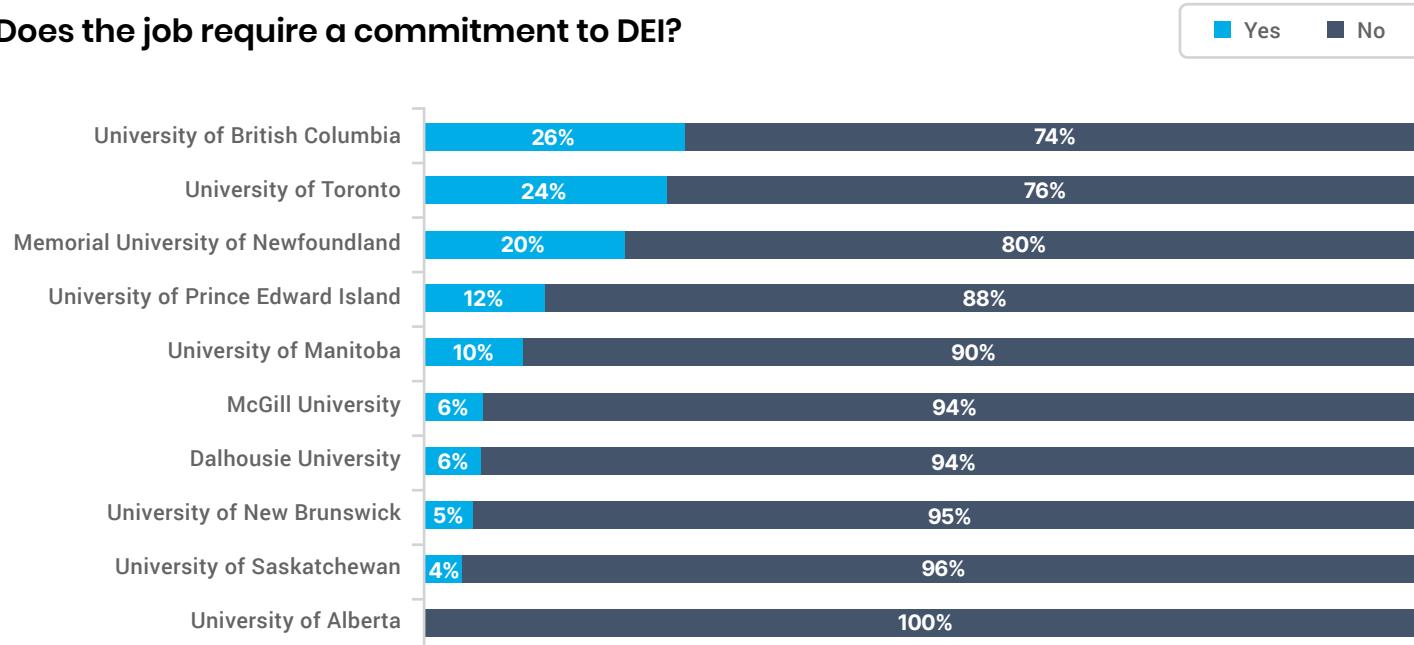
As Figure 6 shows, a similar proportion of postings required candidates to contribute to DEI (in some form) as demanded that candidates commit to DEI (Figure 5). Again, this was most prevalent at the University of Toronto (36%) and UBC (32%)—and by a considerable margin. On the opposite end of the scale, the University of Saskatchewan and the University of New Brunswick were the only institutions that did not require proof of DEI contributions on any postings. The average was 12 percent—nearly identical to the 11 percent asking for

[c] While the data collected in our study found that the University of Alberta had no postings that required candidates to commit to DEI, this institution has implemented DEI statement requirements and commitments in postings dated since our period of data collection. An example includes a posting for an Assistant Professor from November 2023 that requires candidates to demonstrate, "teaching that incorporates a focus on underrepresented communities, the development of inclusive pedagogies, or the mentoring of students from underrepresented groups." It is notable that the posting refers to mentoring of underrepresented students because mentoring is one DEI strategy that may have more positive and longer-term benefits.

a commitment to DEI. Again, scholars are likely to express their opposition to the intrusive nature of an insistence that DEI contributions are a *requirement* for academic postings: hence, the relative paucity of the use of these measures.

Figure 6

Does the job posting require contributions to DEI, such as its promotion or advocacy?

■ Yes   ■ No

University	Yes	No
University of Toronto	36%	64%
University of British Columbia	32%	68%
Dalhousie University	14%	86%
Memorial University of Newfoundland	11%	89%
University of Alberta	10%	90%
University of Prince Edward Island	8%	92%
University of Manitoba	2%	98%
McGill University	2%	98%
University of Saskatchewan		100%
University of New Brunswick		100%
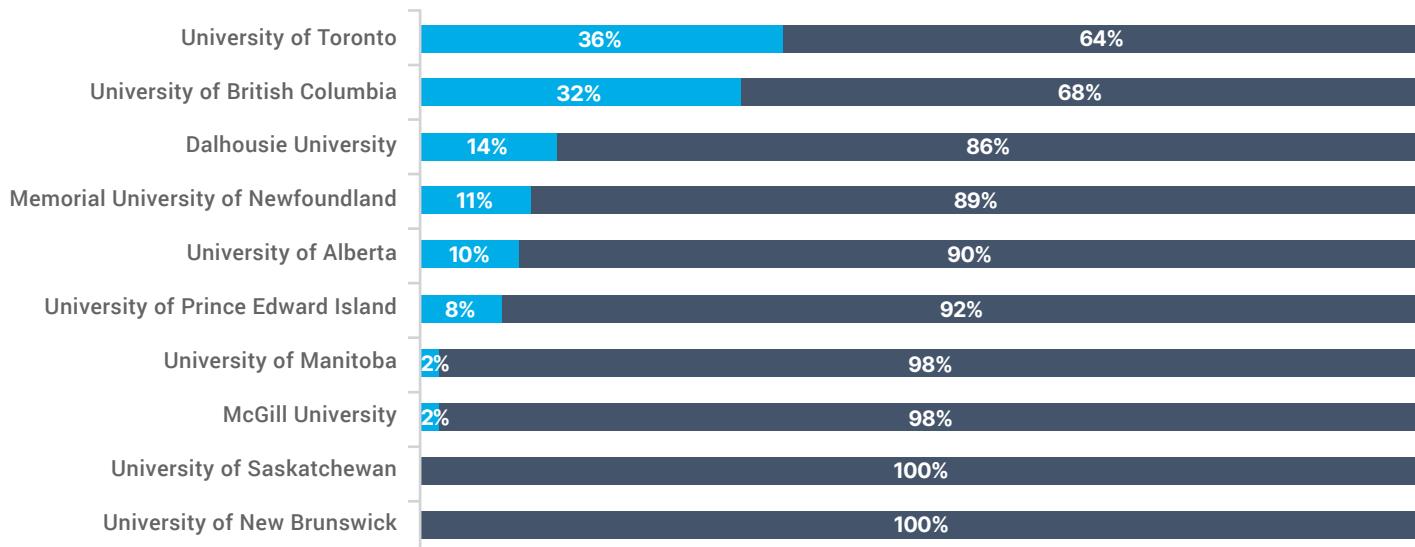
Excluding candidates

Public universities have two final strategies in DEI-based hiring that either prioritize or restrict candidates based on inherent traits or group identity. These postings go beyond simply encouraging scholars from equity-seeking groups to apply. Instead, these postings state outright that either specific groups will be prioritized or others will be completely excluded.

Preferential hiring

Figure 7 shows that one-tenth of postings at both the University of Toronto and the University of Saskatchewan engaged in preferential hiring by stating they were prioritizing applicants based on race, ethnicity, or other inherent or group identities. Three universities did not have any preferential hiring in our sample: the University of New Brunswick, UBC, and McGill. Of all postings across all universities, 3.9 percent demonstrated preferential hiring.

Figure 7

Preferential hiring—Does the job posting prioritize applicants based on race, ethnicity, or other inherent or group identities?

■ Yes ■ No

University	Yes	No
University of Toronto	10%	90%
University of Saskatchewan	10%	90%
Memorial University of Newfoundland	7%	93%
Dalhousie University	6%	94%
University of Prince Edward Island	2%	98%
University of Alberta	2%	98%
University of Manitoba	2%	98%
University of New Brunswick		100%
University of British Columbia		100%
McGill University		100%
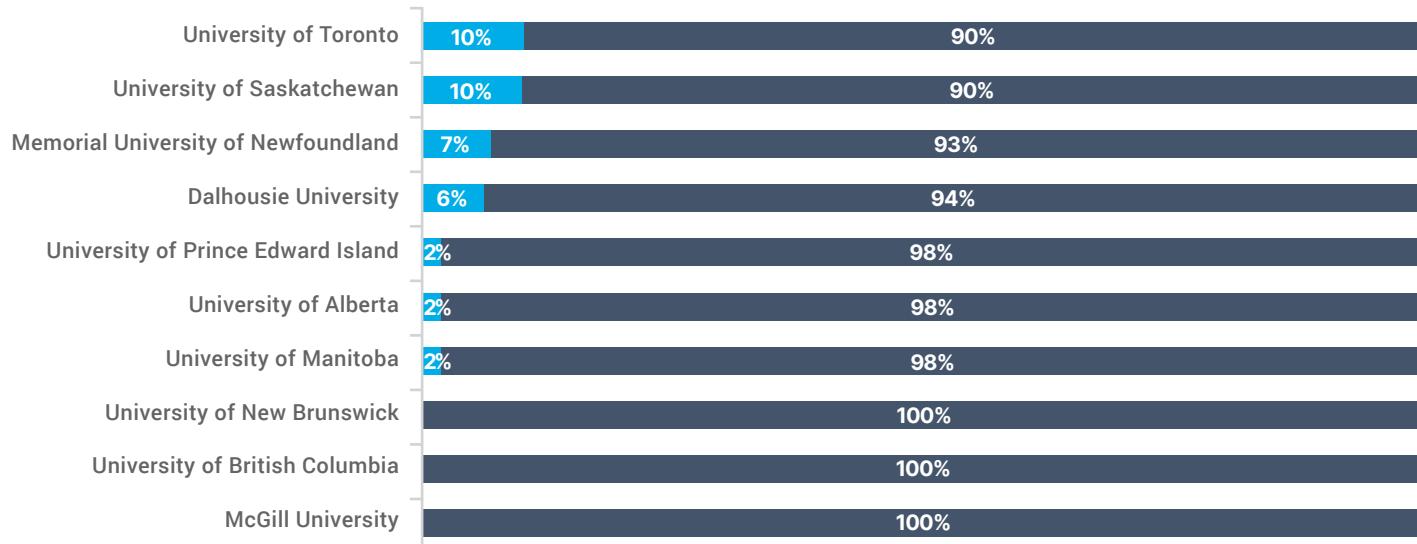
Restrictive hiring

Restrictive hiring tends to fall into two categories. The first expressly connects demographics to the role. For example, a posting for a candidate to research and teach in the field of black literature or indigenous knowledge might restrict applications to candidates from the black or indigenous community, respectively. These postings demonstrate a clear discriminatory impact; however, they are rationalized by the nature of the role itself—expressing an immediate connection between the subject matter and the candidate. The rationale behind these postings tends to rely on "standpoint epistemology," which presumes that only a member of a certain demographic can understand and convey the experiences of that group.

An example of this is a "Creative Writing: Black Speculative Writing (tenure-stream)" posting at the UBC faculty of arts on November 1, 2023, which stated:

> Creative Writing is seeking an established or promising Black speculative writer with a focus on the Black diaspora and an interest in cross-disciplinary collaboration. Expertise in media or games would be an asset, as would expertise in issues of disability, gender, carcerality, and/or climate change.

> Pursuant to Section 42 of the BC Human Rights Code, this search will be restricted to qualified Black scholars. We welcome applications from Black scholars who may also identify as Indigenous (First Nation, Métis, Inuit) Peoples, multi-racial persons, persons with disabilities, women, and/or members of 2SLGBTQIA+ communities.

Other postings restrict applicants for the purpose of increasing representation from perceived under-represented groups. This can be seen in a University of Saskatchewan "Canada Research Chair (Tier 2) in Digital Mental Health" job opening, posted on October 2, 2023:

> [To] address the under-representation of members of the Four Designated Groups (women and gender minorities, members of a racialized minority, Indigenous persons, and persons with disabilities). This position is restricted to individuals who self-identify as a member of any of the four designated groups.

Figure 8 presents the total share of exclusionary postings across the universities sampled. Six of the ten institutions had postings that restricted candidate selection to certain races, identities, or groups. At UBC, such exclusions—i.e., explicit discrimination—were present in nearly one out of every five academic job postings. Across Canada, on average, 3.3 percent of postings discriminated against candidates based on natural, uncontrollable factors or group identity, such as race. Notably, four institutions of higher education did not have any outright exclusionary postings: McGill, University of Alberta, University of PEI, and University of Toronto.[d][19]

Figure 8

Restricted hiring—Does the posting restrict the job to certain races, ethnicities, or other inherent or group identities?

Yes ■ No

	Yes	No
University of British Columbia	18%	82%
University of Saskatchewan	4%	96%
University of Manitoba	4%	96%
University of New Brunswick	2%	98%
Memorial University of Newfoundland	2%	98%
Dalhousie University	2%	98%
University of Toronto		100%
University of Prince Edward Island		100%
University of Alberta		100%
McGill University		100%
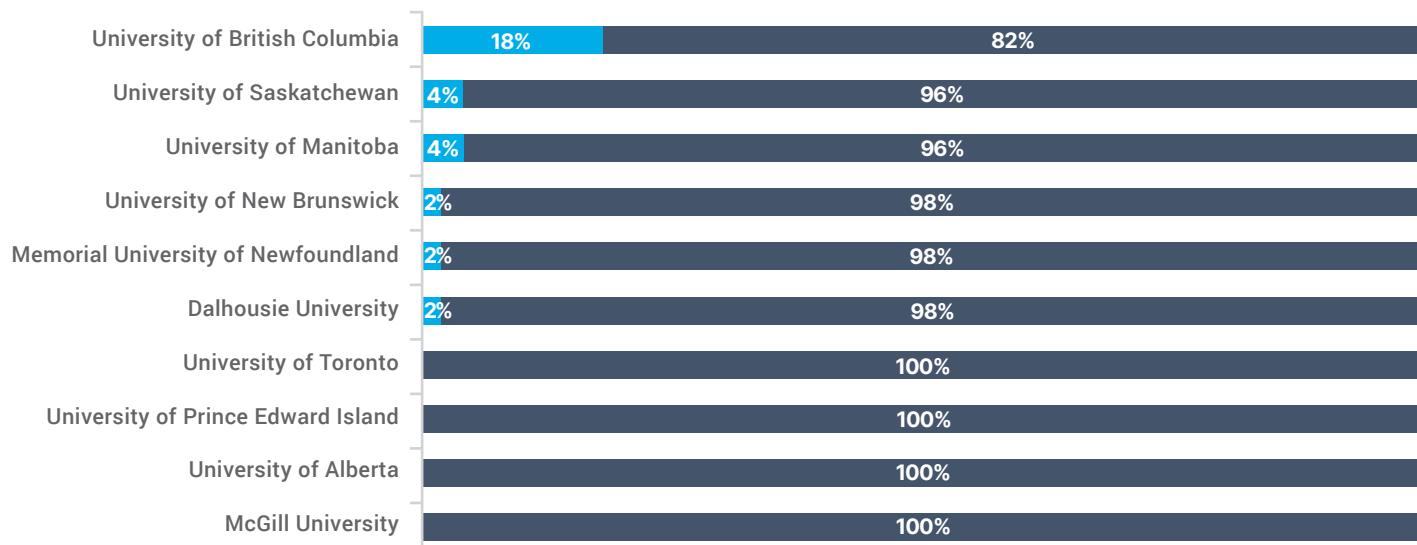
d. While our data did not include any exclusionary postings for McGill University, this institution has used restricted hiring in the past. See SAFS (February 3, 2021).

DISCUSSION

The findings are concerning. New discrimination in the name of reversing past prejudices will not right past wrongs. Moreover, restrictive hiring goes well beyond the aforementioned rationalizations. Perhaps the most egregious example in our sample is the exclusion of white males from applying to the department of physics at the University of New Brunswick's "Tier 1 NSERC Canada Research Chair in Quantum Sensors for Space" job opening. Posted on May 2, 2023—and still up on UNB.ca as of January 15, 2025—it stated:

> [O]nly applicants who self-identify as members of gender equity deserving groups (including cisgender women, transgender women, transgender men, two-spirit, and non-binary) and/or as racialized individuals will be considered for this opportunity. We encourage those with intersecting identities to apply (for example, women who identify as racialized individuals, Indigenous, and/or persons with disabilities).[20]

It is difficult to reconcile such clear discrimination with good intentions. But even if well-meaning, such discriminatory practices have great potential to dilute research and teaching quality, as applicants are chosen for surface-level traits divorced from merit. In other words, there is a high risk that the applicant pool will be narrowed to the point where some of the most capable and qualified are ineligible.

The issue at stake is not that any cohort—which can be defined in a multitude of ways from colour to ethnicity to gender and beyond—lacks people with necessary skills or talents. The issue is that barring and banning a large swath of people from a position is not only *de facto* discriminatory but narrows the competitive pool of applicants and thus the potential for excellent outcomes. To phrase it another way: The assumption by DEI proponents is that past or present discrimination is what led and leads to unequal outcomes (when cohorts are compared with each other in various fields), but there is no necessary cause-and-effect relationship (as is assumed). A recent immigrant cohort from country "X" will necessarily find itself under-represented in certain fields that require years of service, language skills, certification, networks, and other attributes vis-a-vis deeply rooted cohorts. Myriad other reasons for outcomes also matter. Consider education: One cohort may have higher incomes, as in the case of Canadians of East Asian ancestry, because on average they have higher education levels. The same holds true when comparing the income differences between indigenous and non-indigenous Canadians; after controlling for education, the disparities fade almost entirely.[21]

SUMMARY & CONCLUSION

In summary, when they were seeking to fill academic vacancies, all 10 Canadian public universities sampled—and all but 12 of the 489 job advertisements—employed DEI strategies. In other words, 98 percent of academic postings from these universities directly or indirectly discriminated against non-minorities and/or threatened academic freedom.

Interestingly, the institution most likely to exclude candidates was also the least likely to employ any DEI strategies in its postings. At the University of British Columbia, nearly one out of every five academic job postings explicitly restricted the job to a particular race, ethnicity, group identity, or another inherent trait. However, 12 percent of their postings showed no evidence of DEI strategies. Likewise, the University of New Brunswick had arguably the most egregious example of discrimination—the department of physics' CRCP position—but ranked near or at the bottom for most of the DEI variables.

Hence, in order to rank and compare the universities in the aggregate, it was necessary for us to create an index. To do this (see Appendix A for a detailed methodology), we equally weighted each of the eight questions (i.e., DEI strategies), tallied the results (Appendix B), and then normalized the data (Appendix C) to arrive at a total relative score from zero (i.e., no DEI) to 100 (i.e., greatest DEI prevalence on all eight measures). (See Appendix D for a complete list of all 489 job postings.)

Table 1 presents the aggregate results. Ranked first, the institution with the academic job postings showing the most discriminatory practices and/or that were most threatening to academic freedom is the University of Toronto, which scored 73.1. Ranked last, with postings conveying the least discriminatory practices and/or that were least threatening to academic freedom, is the University of New Brunswick, with the lowest score of 24.3.

Table 1

Select Canadian universities ranked from most to least discrimination in academic hiring

Rank	Institution	Final Score
1	University of Toronto	73.1
2	University of British Columbia	67.4
3	University of Manitoba	55.7
4	Dalhousie University	52.7
5	University of Saskatchewan	51.4
6	McGill University	48.5
7	Memorial University of Newfoundland	48.0
8	University of Prince Edward Island	32.6
9	University of Alberta	30.0
10	University of New Brunswick	24.3

In conclusion, this study finds that all the Canadian public universities we surveyed explicitly support and promote DEI strategies in academic hiring. The tools they use to promote DEI policies in academic hiring range from acknowledging DEI ideologies to compelling intellectual conformity to outright reverse racism—such as excluding non-visible-minority applicants based on race and ethnicity. Only two percent of vacancy postings did not contain any form of DEI ideology.

These preliminary findings serve as a reality check on the state of Canada's public universities in relation to individual merit, academic freedom, and equality of opportunity. We strongly recommend a sober reassessment of DEI policies. Further study is also warranted. For instance, it should be investigated whether this reverse discrimination is most prevalent in the largest public universities or equally severe in other post-secondary institutions, such as private universities, community colleges, etc.

Should Canadian taxpayers fund public institutions that claim to serve the public interest but favour one race over another? Moreover, if the goal is to encourage and increase diverse perspectives—including giving voice to historically excluded groups—while advancing social and academic opportunity, it is likely impossible to achieve this with discriminatory policies. At a minimum, viewpoint diversity and merit-based policies (regardless of one's surface characteristics) are preferable alternatives to identity-based diversity.

APPENDIX A:
RESEARCH APPROACH

The research objective was to assess the prevalence of discriminatory practices in academic hiring at public universities in Canada, within the context of DEI.

Data collection

To achieve this, we attempted to gather 50 sequential academic job postings at each province's major public university. We limited the scope to one university per province—we chose the largest by full-time undergraduate enrolment—for a total of 10 public universities.[22] Data collection began in November 2023, with postings dated as early as May 2, 2023, and closing as late as April 15, 2024. Two universities had fewer than 50 postings through the data collection period. Because some had multiple postings per day, we included a 51st posting for four universities for a total sample size of 489 job postings (Appendix D) across Canada, as shown in Table A1, with universities listed from west to east.

Table A1

Distribution and size of sample

Institution	Sample Size
University of British Columbia	50
University of Alberta	50
University of Saskatchewan	51
University of Manitoba	51
University of Toronto	50
McGill University	51
University of New Brunswick	40
University of Prince Edward Island	50
Dalhousie University	51
Memorial University of Newfoundland	45
Total	**489**

Table A2 presents the eight questions we used to code our data collection. The first question establishes whether or not DEI/EDI/DIE is practiced on the most basic level. To know whether or not it is benign requires assessing whether there is potential for—or outright—discrimination or threats to intellectual autonomy. (In this study, the term "discriminatory" refers to any hiring process that self-selects from candidate pools limited to membership in one or more equity-seeking group.) As presented in Table A3, the second and third questions open the door to potential discrimination. Questions 4 to 6 do, too, but these three also threaten academic freedom and fall under Page's "DIE Pledge" classification. Question 7 and 8 code for preferential hiring and restrictive hiring, respectively. Appendix B presents all coded data.

Table A2

Questions for coding the data

No.	Question
Q1	Does the job posting mention or promote diversity, equity, and inclusion in the posting?
Q2	Does the job posting mention or imply contribution to diversity, equity, and inclusion is an asset?
Q3	Does the job posting require the applicant to complete a diversity, equity, and inclusion survey?
Q4	Does the job posting require candidates to submit a statement or essay about diversity, equity, and inclusion?
Q5	Does the job require a commitment to diversity, equity, and inclusion?
Q6	Does the job posting require contributions to diversity, equity, and inclusion, such as its promotion or advocacy?
Q7	Does the job posting prefer applicants based on race, ethnicity, or other inherent or group identities?
Q8	Does the job posting restrict candidate selection to certain races, ethnicities, or groups?

Table A3

Coding the research questions to measure the prevalence of academic culling

The job posting…	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
practices DEI/EDI/DIE at a basic level	✖							
potentially discriminates		✖	✖					
requires a DIE Pledge				✖	✖	✖		
is a preferential hire							✖	
is a restricted hire								✖

Developing an index

For a complete perspective on the state of discrimination and threats to intellectual autonomy in academic hiring, all eight indicators should be considered. Each indicator gives a different perspective on the degree of exclusionary hiring practices, so, individually, the results of each question are presented in this report (by university). But an index adds richer insights.

For each question, we coded a score of one for the presence of each indicator in each job posting or zero in their absence. To create a rank for discriminatory practices in university hiring, each university was scored on the eight questions, and data was normalized to account for the difference in sample size across universities. An equal-weighted total score was created for each university based on an equivalent weight assigned to each of the eight questions. The score of each university's DEI measures was then divided by the maximum extent of each variable, to create relative values between zero (good) and 100 (bad). For example, an institution without any evidence of DEI in its hiring process would score zero, while a score of 100 would signify having the greatest DEI prevalence in all eight measures. Universities were then ranked according to their score.

Limitations

This is a preliminary study. As the first of its kind, it is critical to not overstate the results and note its limits and a few caveats.

Sampling bias. The first limitation is the limited count and narrow timeframe. For instance, a university that hires more often than another may create a sampling bias toward more recent postings, while another may have jobs posted over an extended period. This may lead to the conclusion that an institution is not engaging in a practice when it is. Our approach does not capture all job postings and, thus, some or possibly many exclusionary posts may have been missed.

Vacancy fulfilment. A second limitation is that we do not know the outcome of the job postings. The university may not have filled the job vacancy based on the stated criteria, or they may not have filled the vacancy at all. Our index measures the prevalence of exclusionary *potential*, but it does not prove for certain if discrimination has technically occurred; the latter would require confirming who was and was not hired, which is beyond the scope of our data.

Valid exceptions. There may be academic positions where non-academic qualifications or background may add considerable value or be a job requirement. For example, it would make sense for a course on a particular culture to be taught by a scholar from that culture, in the same way that a course on launching a business in a foreign country would benefit from teaching-faculty with entrepreneurial experience in that country. In other words, there may be exceptional cases where exclusion based on non-academic qualifications is justified. The exception, however, should not be the rule.

Scope. This study does not differentiate between the types of academic postings. Future studies can add value by differentiating between Canada Research Chairs Program and non-CRCP postings, faculty versus administration, limited-term (i.e., contract) versus permanent appointments, entrance-level versus senior positions, comparisons by academic fields (e.g., is preferential/restrictive hiring more common in some disciplines?), non-tenure versus tenure-track, etc. The latter are especially valuable to monitor, as they have the highest likelihood of long-term impact in shaping the future character of their institution.

APPENDIX B: DATA CODING

U. of Alberta	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UA-1	X					X		
UA-2	X					X		
UA-3	X							
UA-4	X							
UA-5	X							
UA-6	X					X		
UA-7	X							
UA-8	X							
UA-9	X							
UA-10	X							
UA-11	X							
UA-12	X							
UA-13	X	X		X				
UA-14	X			X				
UA-15	X			X				
UA-16	X	X		X				
UA-17	X							
UA-18	X							
UA-19	X	X				X	X	
UA-20	X			X				
UA-21	X							
UA-22	X							
UA-23	X							
UA-24	X	X				X		
UA-25	X							
UA-26	X							
UA-27	X							
UA-28	X							
UA-29	X							
UA-30	X							
UA-31	X							
UA-32	X							
UA-33	X							
UA-34	X							
UA-35	X							
UA-36	X							
UA-37	X							
UA-38	X							
UA-39	X							
UA-40	X							
UA-41	X							
UA-42	X							
UA-43	X							
UA-44	X							
UA-45	X							
UA-46	X							
UA-47	X							
UA-48	X							
UA-49	X	X		X				
UA-50	X			X				
Total	50	5	0	7	0	5	1	0

U. of BC	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UBC-1	X							
UBC-2	X							
UBC-3	X					X		
UBC-4	X		X					X
UBC-5	X	X						
UBC-6	X							X
UBC-7	X			X				
UBC-8	X	X		X		X		
UBC-9	X	X		X				
UBC-10	X	X	X	X				
UBC-11	X	X		X				
UBC-12	X			X				
UBC-13	X	X						X
UBC-14	X							
UBC-15	X			X				
UBC-16	X			X				
UBC-17	X			X				
UBC-18	X			X				
UBC-19	X	X		X				
UBC-20	X	X		X				
UBC-21	X							
UBC-22	X	X		X		X		
UBC-23	X	X		X				
UBC-24	X	X		X		X		
UBC-25	X							
UBC-26	X	X		X				
UBC-27	X		X	X				
UBC-28	X							
UBC-29	X	X		X				
UBC-30	/							
UBC-31	/							
UBC-32	/							
UBC-33	X			X				
UBC-34	X	X		X				
UBC-35	X			X	X	X		
UBC-36		X						
UBC-37	/							
UBC-38	/							
UBC-39	X	X	X	X	X	X		X
UBC-40	X	X	X	X	X	X		X
UBC-41	X	X	X	X	X	X		X
UBC-42	X	X	X	X	X	X		X
UBC-43	X	X	X	X	X	X		X
UBC-44	X	X	X	X	X	X		X
UBC-45	X	X	X	X	X	X		
UBC-46	X	X	X	X	X	X		
UBC-47	/							
UBC-48	X	X	X	X	X	X		
UBC-49	X	X	X	X	X	X		
UBC-50	X	X	X	X	X	X		
Total	43	25	14	32	13	16	0	9

Dalhousie	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
DAL-1	X							
DAL-2	X	X						
DAL-3	X	X						
DAL-4	X	X						
DAL-5	X	X						
DAL-6	X	X						
DAL-7	X	X						
DAL-8	X	X						
DAL-9	X	X					X	
DAL-10	X	X						
DAL-11	X	X						
DAL-12	X	X						
DAL-13	X	X						
DAL-14	X	X						
DAL-15	X	X						
DAL-16	X	X						
DAL-17	X	X						
DAL-18	X	X						
DAL-19	X	X		X	X	X		
DAL-20	X	X	X	X	X	X	X	
DAL-21	X	X						
DAL-22	X	X						
DAL-23	X	X						
DAL-24	X	X						
DAL-25			X					X
DAL-26	X	X						
DAL-27	X	X		X		X		
DAL-28	X	X		X				
DAL-29	X	X		X				
DAL-30	X	X		X				
DAL-31	X	X						
DAL-32	X	X		X				
DAL-33	X	X					X	
DAL-34	X	X				X		
DAL-35	X	X						
DAL-36	X	X						
DAL-37	X	X						
DAL-38	X	X						
DAL-39	X	X						
DAL-40	X	X						
DAL-41	X	X						
DAL-42	X	X						
DAL-43	X	X			X	X		
DAL-44	X	X				X		
DAL-45	X	X						
DAL-46	X	X						
DAL-47	X	X						
DAL-48	X	X						
DAL-49	X	X						
DAL-50	X	X				X		
DAL-51	X	X						
Total	50	49	2	7	3	7	3	1

U. of Manitoba	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UM-1	X	X	X	X				
UM-2	X			X	X			
UM-3	X	X		X				
UM-4	X							
UM-5	X			X	X			
UM-6	X		X	X				
UM-7	X		X					
UM-8	X		X					
UM-9	X			X				
UM-10	X		X	X				
UM-11	X							
UM-12	X			X				
UM-13	X	X		X				
UM-14	X	X		X				
UM-15	X		X					
UM-16	X		X					
UM-17	X		X					
UM-18	X		X					
UM-19	X		X					X
UM-20	X		X					
UM-21	X	X	X	X				
UM-22	X	X	X	X				
UM-23	X		X					
UM-24	X	X	X	X				
UM-25	X	X	X	X				
UM-26	X							
UM-27	X	X		X				
UM-28	X			X				
UM-29	X							
UM-30	X			X				
UM-31	X							
UM-32	X							
UM-33	X							
UM-34	X	X		X				
UM-35	X							
UM-36	X	X		X				
UM-37	X	X	X	X				
UM-38	X	X	X	X				
UM-39	X		X	X	X			
UM-40	X			X			X	
UM-41	X			X				
UM-42	X	X	X	X				
UM-43	X		X					
UM-44	X							
UM-45	X		X	X				
UM-46	X	X		X		X		X
UM-47	X							
UM-48	X		X	X				
UM-49	X		X					
UM-50	X		X	X	X			
UM-51	X		X					
Total	51	15	26	28	5	1	1	2

McGill	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
McG-1	X		X					
McG-2	X		X					
McG-3	X		X					
McG-4	X		X					
McG-5	X		X					
McG-6	X		X					
McG-7	X		X					
McG-8	X		X					
McG-9	X		X					
McG-10	X		X					
McG-11	X		X					
McG-12	X		X					
McG-13	X		X					
McG-14	X		X					
McG-15	X		X					
McG-16	X		X					
McG-17	X		X					
McG-18	X		X					
McG-19	X		X					
McG-20	X		X					
McG-21	X		X					
McG-22	X		X					
McG-23	X		X					
McG-24	X		X					
McG-25	X		X					
McG-26	X		X					
McG-27	X		X	X				
McG-28	X		X					
McG-29	X		X					
McG-30	X		X					
McG-31	X		X					
McG-32	X		X					
McG-33	X		X					
McG-34	X		X					
McG-35	X		X					
McG-36	X		X			X		
McG-37	X		X					
McG-38	X		X					
McG-39	X		X					
McG-40	X		X					
McG-41	X		X					
McG-42	X		X					
McG-43	X		X					
McG-44	X		X	X	X			
McG-45	X		X					
McG-46	X		X					
McG-47	X		X		X			
McG-48	X		X					
McG-49	X		X					
McG-50	X	X	X		X			
McG-51	X		X	X				
Total	51	1	51	3	3	1	0	0

Memorial U. of Nfld	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
NFLD-1	X	X	X	X	X			
NFLD-2	X		X					
NFLD-3	X		X	X	X			
NFLD-4	X		X	X				
NFLD-5	X							
NFLD-6	X		X					
NFLD-7	X							
NFLD-8	X		X				X	
NFLD-9	X		X		X			
NFLD-10	X	X	X		X			
NFLD-11	X		X		X	X		
NFLD-12	X		X		X	X		
NFLD-13	X		X		X	X		
NFLD-14	X	X	X	X			X	
NFLD-15	X		X	X			X	
NFLD-16	X		X					
NFLD-17	X		X	X				X
NFLD-18	X		X					
NFLD-19	X		X					
NFLD-20	X		X	X				
NFLD-21	X		X	X	X			
NFLD-22	X		X	X				
NFLD-23	X		X	X				
NFLD-24	/							
NFLD-25	X							
NFLD-26	/							
NFLD-27	/							
NFLD-28	X					X		
NFLD-29	X					X		
NFLD-30	/							
NFLD-31	/							
NFLD-32	X							
NFLD-33	X							
NFLD-34	X							
NFLD-35	X							
NFLD-36	X							
NFLD-37	X			X				
NFLD-38	X			X				
NFLD-39	X							
NFLD-40	X			X				
NFLD-41	X			X				
NFLD-42	X							
NFLD-43	X		X					
NFLD-44	X		X					
NFLD-45	X			X	X			
Total	40	3	23	15	9	5	3	1

U. of New Brunswick	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UNB-1	X				X			
UNB-2	X							X
UNB-3	X							
UNB-4	X							
UNB-5	X							
UNB-6	X							
UNB-7	X							
UNB-8	X							
UNB-9	X							
UNB-10	X							
UNB-11	X							
UNB-12	X	X		X				
UNB-13	X							
UNB-14	X							
UNB-15	X							
UNB-16	X							
UNB-17	X							
UNB-18	X							
UNB-19	X							
UNB-20	X							
UNB-21	X				X			
UNB-22	X							
UNB-23	X							
UNB-24	X							
UNB-25	X							
UNB-26	X							
UNB-27	X							
UNB-28	X							
UNB-29	X							
UNB-30	X							
UNB-31	X							
UNB-32	X							
UNB-33	X							
UNB-34	X							
UNB-35	X		X					
UNB-36	X							
UNB-37	X							
UNB-38	X							
UNB-39	X							
UNB-40	X							
Total	40	1	1	1	2	0	0	1

U. of PEI	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
PEI-1	X							
PEI-2	X							
PEI-3	X							
PEI-4	X					X		
PEI-5	X							
PEI-6	X			X				
PEI-7	X			X	X			
PEI-8	X							
PEI-9	X							
PEI-10	X				X			
PEI-11	X					X		
PEI-12	X							
PEI-13	X	X			X	X		
PEI-14	X				X	X		
PEI-15	X							
PEI-16	X			X				
PEI-17	X							
PEI-18	X							
PEI-19	X							
PEI-20	X							
PEI-21	X							
PEI-22	/							
PEI-23	X			X				
PEI-24	X							
PEI-25	X			X				
PEI-26	X							
PEI-27	X			X				
PEI-28	X							
PEI-29	X							
PEI-30	X			X				
PEI-31	X		X				X	
PEI-32	X			X				
PEI-33	X			X				
PEI-34	X			X				
PEI-35	X							
PEI-36	X							
PEI-37	X							
PEI-38	X							
PEI-39	X							
PEI-40	X							
PEI-41	X							
PEI-42	X							
PEI-43	X			X	X			
PEI-44	X							
PEI-45	X							
PEI-46	X							
PEI-47	X			X	X			
PEI-48	X							
PEI-49	X							
PEI-50	X							
Total	49	1	1	12	6	4	1	0

U. of Saskatchewan	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
USask-1	X		X					
USask-2	X		X					
USask-3	X		X					
USask-4	X		X					
USask-5	X		X					
USask-6	X	X	X		X			
USask-7	X		X					
USask-8	X		X					
USask-9	X		X					
USask-10	X		X					X
USask-11	X		X	X				
USask-12	X		X				X	
USask-13	X		X					
USask-14	X		X					
USask-15	X		X					
USask-16	X		X					
USask-17	X		X					
USask-18	X		X					
USask-19	X		X	X			X	
USask-20	X		X					
USask-21	X		X					
USask-22	X		X					
USask-23	X		X				X	
USask-24	X		X				X	
USask-25	X		X		X			
USask-26	X		X					
USask-27	X		X					
USask-28	X		X					
USask-29	X		X					
USask-30	X		X					
USask-31	X		X				X	
USask-32	X		X					
USask-33	X		X					
USask-34	X		X					
USask-35	X		X	X				
USask-36	X		X	X				X
USask-37	X		X					
USask-38	X		X					
USask-39	X		X					
USask-40	X		X					
USask-41	X		X					
USask-42	X		X					
USask-43	X		X					
USask-44	X		X					
USask-45	X		X					
USask-46	X		X					
USask-47	X	X	X					
USask-48	X		X					
USask-49	X		X					
USask-50	X		X					
USask-51	X	X	X	X				
Total	51	3	51	5	2	0	5	2

U. of Toronto	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UT-1	X	X						
UT-2	X	X						
UT-3	X	X		X		X		
UT-4	X	X						
UT-5	X	X						
UT-6	X	X						
UT-7	X	X						
UT-8	X	X	X	X		X		
UT-9	X	X	X			X		
UT-10	X	X	X			X		
UT-11	X	X	X	X		X		
UT-12	X	X				X		
UT-13	X	X	X	X	X	X		
UT-14	X	X						
UT-15	X	X			X	X		
UT-16	X	X					X	
UT-17	X	X						
UT-18	X	X						
UT-19	X	X						
UT-20	X	X						
UT-21	X	X	X					
UT-22	X	X	X	X	X	X		
UT-23	X	X						
UT-24	X	X	X					
UT-25	X	X						
UT-26	X	X		X	X	X	X	
UT-27	X	X	X	X	X	X		
UT-28	X	X	X					
UT-29	X	X						
UT-30	X	X	X	X	X	X		
UT-31	X	X	X	X			X	
UT-32	X	X						
UT-33	X	X	X	X	X	X	X	
UT-34	X	X	X	X	X	X	X	
UT-35	X	X						
UT-36	X	X						
UT-37	X	X						
UT-38	X	X						
UT-39	X	X		X		X		
UT-40	X	X	X		X	X		
UT-41	X	X						
UT-42	X	X						
UT-43	X	X						
UT-44	X	X						
UT-45	X	X						
UT-46	X	X		X	X			
UT-47	X	X	X	X	X	X		
UT-48	X	X						
UT-49	X	X						
UT-50	X	X		X	X	X		
Total	50	50	15	16	12	18	5	0

APPENDIX C:
SUMMARY TABLE

The following table summarizes the data contained in the body of the report and in the individual charts, synthesizing the various DEI strategies for a synoptic view. Table C presents the share of postings containing each of the eight DEI strategies covered in this report (see Table A2), showing the prevalence of their implementation by each institution. The two percent of postings devoid of DEI are marked as not applicable, or "N/A." All 10 universities sampled employ DEI strategies, with 98 percent of postings containing at least one positive reference to diversity, equity, and inclusion.

Table C

Summary of results

	N/A		Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
University of British Columbia	12%	88%	88%	12%	50%	50%	28%	72%	64%	36%	26%	74%	32%	68%	0%	100%	18%	82%
University of Alberta	0%	100%	100%	0%	10%	90%	0%	100%	14%	86%	0%	100%	10%	90%	2%	98%	0%	100%
University of Saskatchewan	0%	100%	100%	0%	6%	94%	100%	0%	10%	90%	4%	96%	0%	100%	10%	90%	4%	96%
University of Manitoba	0%	100%	100%	0%	29%	71%	51%	49%	55%	45%	10%	90%	2%	98%	2%	98%	4%	96%
University of Toronto	0%	100%	100%	0%	100%	0%	30%	70%	32%	68%	24%	76%	36%	64%	10%	90%	0%	100%
McGill University	0%	100%	100%	0%	2%	98%	100%	0%	6%	94%	6%	94%	2%	98%	0%	100%	0%	100%
University of New Brunswick	0%	100%	100%	0%	3%	98%	3%	98%	3%	98%	5%	95%	0%	100%	0%	100%	3%	98%
University of Prince Edward Isl.	2%	98%	98%	2%	2%	98%	2%	98%	24%	76%	12%	88%	8%	92%	2%	98%	0%	100%
Dalhousie University	0%	100%	98%	2%	96%	4%	4%	96%	14%	86%	6%	94%	14%	86%	6%	94%	2%	98%
Memorial University of Nfld.	11%	89%	89%	11%	7%	93%	51%	49%	33%	67%	20%	80%	11%	89%	7%	93%	2%	98%
Share of total /489	*2%*	*98%*	*97%*	*3%*	*31%*	*69%*	*38%*	*62%*	*26%*	*74%*	*11%*	*89%*	*12%*	*88%*	*4%*	*96%*	*3%*	*97%*

APPENDIX D: LIST OF JOB POSTINGS

	University of British Columbia
1	Early Christianity Assistant Professor
2	Latin Literature (Assistant Professor)
3	Critical Social Work Practice (Associate Professor, tenure-stream)
4	Sociocultural Anthropology – Black Diasporas (Assistant Professor, tenure-track)
5	Coordinated Arts Program (Assistant Professor of Teaching, tenure-track)
6	Creative Writing: Black Speculative Writing (tenure-stream)
7	Computational Linguistics (Assistant Professor, tenure-track)
8	Performance practice (Assistant Professor, tenure-track)
9	Anthropological Archaeology (2-yr Assistant Professor Without Review)
10	Economics (tenure-track Assistant Professors)
11	Japanese Language and Culture (Assistant Professor of Teaching)
12	History Department: Call for Sessional Lecturers 2024-2025
13	Race, Ethnicity, and Politics (Professor)
14	Visiting Professor in Archival Studies
15	History Department: Call for Sessional Lecturers 2024-2025
16	Korean Language and Director of the Korean Language Program (Assistant or Associate Professor of Teaching)
17	Viola (Assistant Professor, tenure-track)
18	Visual Art (Assistant Professor, tenure-track)
19	Psychology: Quantitative Methods (Assistant Professor)
20	China Policy and Governance (Assistant Professor)
21	Southeastern European Studies / Croatian Language and Culture (Lecturer)
22	African Literatures and Cultures (Assistant Professor, tenure-track)
23	Associate Professor and Republic of China Chair, Modern Chinese History and International Relations
24	Study of Religion 2023W1 Sessional Lecturer
25	Geographical Sciences / Atmospheric Sciences (tenure-track Assistant Professor)
26	Writing for New Media (50% part-time Lecturer)
27	Hydrology (Assistant or Associate Professor)
28	School of Public Policy & Global Affairs Term Instructors (Adjuncts and Sessionals)
29	Contemporary World Literatures (Assistant Professor Without Review)
30	Contemporary World Literatures (Assistant Professor Without Review)
31	Assistant Professor in Integration and Control of Energy Systems and Fred Kaiser Professorship in Integration and Control of Energy Systems
32	Assistant Professor in Control and Learning Systems Department of Electrical and Computer Engineering
33	Assistant Professor (Sustainable Materials Engineering)
34	Assistant Professor in Biomanufacturing
35	NURSING - Associate Professor or Full Professor
36	Clinical Associate
37	Sessional Lecturer
38	Sessional Lecturer
39	Black Scholar in Visual Art (tenure-track Assistant Professor)
40	Tier 2 Canada Research Chair (CRC) in Black Experiences in and through Education
41	Assistant Professor (tenure-track) or Associate Professor (tenured) in the area of Teacher Education
42	Assistant Professor (tenure-track)
43	Two Professoriate stream faculty positions in Indigenous Education
44	Two Professoriate stream faculty positions in Indigenous Education
45	Assistant Professor (tenure-track) or Associate Professor (tenured) in Special Education
46	Assistant Professor (tenure-track) in Advanced Quantitative Methods in Measurement, Evaluation, and Research Methodology
47	Assistant Professor (tenure-track) or Associate Professor (tenured) in Counselling Psychology
48	Associate Professor or Professor (with tenure) in Art Education
49	Assistant Professor (tenure-track) in Economics of Educational Equity
50	Director of the Robert Quartermain Centre for SOGI-inclusive Excellence
	University of British Columbia totals - 50

University of Alberta	
1	Dean, Faculty of Law
2	Dean, Faculty of Nursing
3	Associate Dean, Faculty of Education
4	Dean, Faculty of Engineering
5	Dean, Faculty of Agricultural, Life and Environment Sciences
6	Dean, Faculty of Augustana
7	Tenured or Tenure-Track Faculty Position - Business Economics
8	Tenured or Tenure-Track Faculty Position – Finance
9	Chair, Department of Accounting and Business Analytics
10	Chair, Department of Strategy, Entrepreneurship and Management
11	Tenured or Tenure-Track Faculty Position in Accounting
12	Tenure-Track Faculty Position - Department of Strategy, Entrepreneurship, and Management
13	Assistant Professor in Sustainable Innovation in the Global Fashion Industry
14	Assistant/Associate Professor, Dietetics and Nutritional Science
15	Faculty of Agricultural, Life & Environmental Sciences, Department of Renewable Resources
16	Assistant/Associate Professor, Cellular Agriculture
17	Assistant Professor (tenure-track), Early Modern/Renaissance Literature
18	Assistant Professor of Philosophy (Tenure track)
19	Assistant Professor (Tenure-Track), (Non-European) Francophone Literary and Cultural Studies
20	Assistant Professor — History of Art, Design, and Visual Culture of Indigenous North America (Tenure Track)
21	Assistant or Associate Professor (Tenure Track) — Theatre Design (Lighting)
22	Assistant Professor (tenure-track), Jewish Studies
23	Assistant Professor (tenure-track), Modern/Contemporary Korean Studies (Open Field)
24	Assistant Professor (Tenure-Track), Experimental Game Design
25	Assistant, Associate or Full Professor, Artificial Intelligence & Indigeneity
26	ATS - Professeur(e) enseignant(e) en PSYCHOLOGIE / ATS - Teaching Professor in PSYCHOLOGY
27	ATS - Professeur(e) enseignant(e) en ÉCONOMIE / ATS - Teaching Professor in Economics
28	ATS - Professeur(e) enseignant(e) en Sciences (Mathématiques et Physique) et Génie / ATS - Teaching Professor in Sciences (Mathematics and Physics) and Engineering
29	Professeur(e)-enseignant(e) à temps partiel / Part-time Professor
30	Chargé(e)s de cours à temps partiels - Hiver 2024/Part Time Lecturer - Winter 2024
31	Professeur(e) enseignant(e) à temps partiel en sociologie / Part-time Lecturer in Sociology
32	Professeur(e) enseignant(e) assistant(e) à temps partiel en education / Part time Assistant Lecturer in Education
33	Academic Division Director and Clinical Section Chief, Division of Physical Medicine and Rehabilitation, University of Alberta
34	Academic Division Director and Clinical Section Chief, Neurology
35	Academic Infectious Disease Physician
36	Academic Physician in Epilepsy, Division of Neurology
37	Academic Physician in Sleep Medicine and/or COPD, Division of Pulmonary Medicine
38	Academic Position for Advanced Heart Failure/Transplantation Clinician Investigator, Cardiology
39	Academic Position, General Internal Medicine
40	AMHSP Academic Position for Multiple Sclerosis Neurologist, Division of Neurology
41	AMHSP Academic Position, Division of Rheumatology
42	AMHSP Position Clinical Academic Physician in Interventional, Pulmonary Medicine
43	Assistant or Associate Professor, Department of Family Medicine
44	Assistant or Associate Professors - LAW
45	Assistant Professor - MED Medical Microbiology & Immunology
46	Assistant Professor (tenure-track) in cancer biology, with a focus on breast cancer
47	Assistant Professor (Tenure-Track) in Stem Cell Biology, With a Focus on Rare Diseases Affecting Children
48	Assistant Professor in Indigenous Epidemiology, Tuberculosis, and Artificial Intelligence
49	Assistant Professor in Sustainable Innovation in the Global Fashion Industry
50	Assistant Professor in Plant/Tree Physiology/Ecophysiology
University of Alberta totals - 50	

	University of Saskatchewan
1	Endowed Chair (Assistant Professor) in Applied Microbiology
2	Limited Term Lecturer in Human Resources and Organizational Behaviour
3	Instructor, Dental Therapy
4	Faculty Member, Clinical Psychology
5	Faculty member, Child Psychology
6	Lecturer without Term, Department of Sociology
7	Assistant Professor in Human Resources and Organizational Behaviour
8	Houston Professor of Ornithology; Dept. of Biology
9	Three-Year Term, Lecturer Department of Biology
10	Canada Research Chair (Tier 2) in Digital Mental Health
11	Canada Research Chair (CRC) Tier 2 in Protein Science for Pathogen Defense
12	Instructor College of Dentistry
13	Tenure-Track Faculty Position, Rural and Remote Health Care and Services
14	Industry Chair in Integrated Forage Management and Utilization
15	Health Sciences Librarian
16	3 Full-Time Physical Therapy Faculty Positions
17	3 Full-Time Physical Therapy Faculty Positions
18	3 Full-Time Physical Therapy Faculty Positions
19	Tenure Track Faculty Position in Sustainability Solutions - School of Environment and Sustainability
20	Special Lecturer, Small Animal Clinical Sciences (Medical Imaging)
21	Faculty Member, Drama- Tenure track; Specializing in Acting / Directing and Theatre History
22	Tenure-track position in school psychology - Department of Educational Psychology and Special Ed
23	Faculty, One Year Term Position
24	Tenure-Track Position
25	School for the Arts; Full-Time Tenure Track Faculty Position/Director
26	Limited Term Lecturer/Instructor Positions in Finance and Management Science
27	Limited Term Lecturer/Instructor Positions in Finance and Management Science
28	Limited Term Lecturer/Instructor Positions in Finance and Management Science
29	Limited Term Lecturer/Instructor Positions in Finance and Management Science
30	Without Term Instructor
31	Assistant, Associate or Full Professor
32	Assistant Professor tenure track - Oral Medicine or Oral Medicine/Oral Pathology
33	Department of Music, Tenure-track, Voice
34	Department of Music, 1 year term, Trumpet/Jazz
35	Assistant Professor
36	Canada Research Chair (Tier 2) in Exposure Science and Environmental Risk
37	Law Foundation of Saskatchewan H. Robert Arscott Chair
38	Estey Chair in Business Law
39	Ariel F. Sallows Chair in Human Rights
40	Contemporary Sculpture, Department of Art and Art History
41	Limited Term Lecturer in Human Resources and Organizational Behaviour
42	Endowed Chair (Assistant Professor) in Applied Microbiology
43	Instructor, Dental Therapy
44	Faculty Member, Clinical Psychology
45	Faculty Member, Clinical Psychology
46	Faculty Member, Child Psychology
47	Lecturer Without Term, Department of Sociology
48	Assistant Professor in Human Resources and Organizational Behaviour
49	Houston Professor of Ornithology; Dept. of Biology
50	Three-Year Term, Lecturer Department of Biology
51	Canada Research Chair (Tier 2) in Digital Mental Health
	University of Saskatchewan totals - 51

	University of Manitoba
1	Ass. Professor- Micro & Infectious Diseases
2	Instructor - Dept Civil Engineering
3	Professor - Department of Plant Science
4	Research Coordinator
5	Dept. Head and Professor
6	Dept Pediatrics
7	Regional Educ Lead- Northern
8	Regional Educ Lead - Urban
9	Ass. Professor - Synthetic Biologist
10	Prof Cardiology
11	Director of Arthur Mauro Inst for Peace and Justice
12	Ass. Professor- Quant Biologist
13	Dep Head - Respitory Therapy
14	Assistant/Associate Professor
15	Postdoctoral Fellow-Surgery
16	Assistant or Associate Professor - College of Nursing
17	Professor Global Public Health
18	Assistant Professor - Orthopaedics - Foot and Ankle
19	Indigenous Cultural Safety Training Facilitator
20	Assistant Professor - Human Anatomy and Cell Science
21	Assistant Professor - Biochemistry and Medical Genetics
22	Scientific Director - Centre for Healthcare Innovation
23	Clinical Psychologist - Geropsychology
24	Instructor - Undergraduate Program
25	Assistant Professor Dept of Supply Chain Mgmt
26	Ass. Professor - Quantitative Methods
27	Professor, Global Public Health
28	Ass. Professor - Art & Architectural History
29	Indigenous Scholar, Assistant Prof, Dep City Planning
30	Instructor or Sr Instructor
31	Assistant Professor - Criminology
32	Assistant Professor - Research Methods
33	Assistant Professor - Clinical Psychology
34	Assistant Professor, Mechatronics
35	Educational Specialist - Innov & Scholarship
36	Physician - Section of Allergy Clinical Immunology
37	Morberg Family Chair - Internal Medicine
38	Asst/Ass/Full Prof Pharm
39	Ass/Associate or Professor - Bayesian Statistics
40	Ass/Associate Professor - Natural Resources Institute
41	Instructor - Faculty Of Law
42	Assistant Professor - Restorative Dent.
43	Ass. Professor Oral Maxillofacial Surgeon
44	Instructor in Counselling Psychology
45	Tier 1 canada Research Chair in Clinical Trials
46	CRC Tier 2 - NSERC and/or SSHRC
47	Ass. Professor - Dental Diagnostic & Surgical Sci
48	Obstretrician/Gynecologist
49	Clinical Psychologist - Lifespan Mental Health Dauphin
50	Ass. Professor - Lung Epithelial Biology
51	Clinical Psychologist - Bariatiric Surgery
	University of Manitoba totals - 51

	University of Toronto
1	Assistant / Associate Professor / Professor - Pediatric Radiologist, SickKids
2	Assistant / Associate Professor / Professor - Interventional Radiologist, SickKids
3	Lecturer/ Assistant Professor - Academic Neurologist
4	Assistant Professor - Molecular Biology and Genetics
5	Assistant / Associate / Full Professor - Emergency Medicine
6	Lecturer/ Assistant Professor - Academic Physiatrist, Cancer Rehabilitation
7	Assistant or Associate Professor - Lung Transplant Respirologist
8	Assistant Professor, Teaching Stream - Speech Language Pathology
9	Assistant Professor - CLTA - Greek Language and Literature
10	Assistant Professor - CLTA - Greek and Roman Literature and Cultural History
11	Assistant Professor, Teaching Stream - Contractually Limited Term Appointment - Sociology
12	Associate or Full Professor - Division Head of Clinical Genomics
13	Assistant Professor - Nutritional Sciences
14	Assistant/Associate/ Full Professor- Paediatric General & Thoracic Surgery
15	Associate or Full Professor - Chief, Department of Critical Care
16	Assistant/ Associate/ Full Professor - Gynecologic/Cytology Pathology
17	Assistant / Associate Professor - Neonatology, Mount Sinai Hospital
18	Assistant Professor/Associate/Full Professor - Breast Reconstruction Surgery
19	Lecturer/Assistant/Associate or Full Prof - Academic Physiatrist, Spinal Cord Rehabilitation Program
20	Assistant/ Associate/ Full Professor - Director, Co-Learning Curriculum in Quality Improvement
21	Assistant Professor - Contractually Limited Term Appointment - Media History
22	Assistant Professor, Teaching Stream - CLTA - Printing History, Culture and Practice
23	Associate / Full Professor - Director, Division of Medical Oncology
24	Assistant Professor - Occupational Science and Occupational Therapy
25	Associate Professor/Professor- Division Head, UHN & Peter A. Crossgrove Chair in General Surgery
26	Assistant Professor - Economics
27	Assistant Professor, Teaching Stream - Human Biology (Global Health) and Health Studies
28	Associate / Full Professor - Chief, St. John's Rehabilitation Program
29	Peter and Shelagh Godsoe Chair in Late-Life Mental Health & Chief, Geriatric Psychiatry Division
30	Assistant Professor- Indigenous Health & Indigenous Ecology
31	Assistant Professor, Teaching Stream - Anishinaabemowin Language
32	Lecturer / Assistant / Associate / Full Professor -Staff Anesthesiologist -UHN
33	Assistant Professor, Teaching Stream - Molecular and Cell Biology
34	Assistant Professor, Teaching Stream - Physiology and Anatomy
35	Assistant or Associate Professor - Academic Neurologist
36	Lecturer/Assistant Professor - Abdominal Imaging - Sunnybrook Health Sciences Centre
37	Lecturer/Assistant Professor - Obstetrics & Abdominal Imaging- Sunnybrook Health Sciences Centre
38	Assistant /Associate / Full Professor - Academic Cognitive Neurologist
39	Lecturer / Assistant / Associate Professor - Academic Physiatrist
40	Associate Professor - Teacher Education
41	Assistant/ Associate/ Full Professor - Paediatric Pathology
42	Assistant Professor, Teaching Stream - Contractually Limited Term Appointment - Statistical Sciences
43	Assistant/Associate/Full Professor - Cardiothoracic PET/CT Nuclear Medicine Radiology - SMH
44	Lecturer/ Assistant Professor - Academic Clinician Movement Disorders Neurologist
45	Lecturer/Assistant/Associate/Full Professor - Academic Neuroradiologist - SMH
46	Assistant Professor, Teaching Stream - Statistical Sciences
47	Assistant Professor, Teaching Stream - Physical Therapy
48	Lecturer/Assistant Professor - Thoracic Imaging - Sunnybrook Health Sciences Centre
49	Assistant/Associate/Full Professor - Orthopaedic Surgery
50	Assistant / Associate / Full Professor - Academic Echocardiography/Imaging Cardiologist
	University of Toronto totals - 50

	McGill University
1	Research Associate JR0000052316
2	AR1 (Jacob Coleman) Prof. Daunais
3	Research Assistant 1 JR0000051149-1
4	Ingram School of Nursing - Clinical Instructors and Clinical Facilitators (Summer 2024)
5	Research Assistant 2 JR0000052273
6	Research Assistant 2 JR0000052176-1
7	Assistant/Associate Professor (Clinical), Department of Pathology, Division of Hematopathology (C2-240326)
8	Research Assistant 1 JR0000052279
9	Associate or Full Professor (Clinical) and Director of the Division of Endocrinology and Metabolism (C1-240229)
10	Associate or Full Professor (Clinical), MUHC Division Director, Division of Endocrinology and Metabolism (C2-240229)
11	Research Assistant 2 JR0000052059
12	Academic Associate - Data Science Director for the McGill CFREF program
13	Research Associate JR0000052142
14	Research Assistant 1 (Adamchuk/Qi) JR0000052153
15	Faculty Lecturer, Full Time, Department of Anatomy and Cell Biology, Division of Anatomical Sciences (C1-240314)
16	Assistant or Associate Professor (Tenure Track), Departments of Biomedical Engineering and Biochemistry (L001339)
17	Research Assistant 1 JR0000052060
18	Academic Associate - Dialogue McGill's Language Training Program
19	PGME Academic Associate Wellness Consultant - Faculty of Medicine and Health Sciences
20	Assistant Professor (Clinical), Department of Medicine, Division of Infectious Diseases, (C3-240222)
21	Assistant Professor (Clinical), Department of Surgery, Division of General Surgery (C1-240308)
22	Assistant Professor/Associate Professor (Clinical), Department of Medicine, Division of Physical Medicine and Rehabilitation (C4-240129)
23	Assistant Professor (Research), Department of Neurology and Neurosurgery, Neurodegenerative Diseases (C1-240212)
24	Adjunct Professor JR0000051144
25	Slater Family Visiting Scholar
26	Research Assistant 2 JR0000051840
27	Faculty Lecturer JR0000044896
28	Assistant or Associate Professor (Research), Department of Human Genetics, Neurobiology (C2-231020)
29	Liaison Librarian JR0000051788
30	Assistant Professor JR0000050518
31	Research Assistant 2 JR0000051702
32	Research Assistant 2 JR0000051702
33	Assistant or Associate Professor (Clinical), Department of Pediatrics, Division of General Pediatrics, Developmental Pediatrics (C4-240130)
34	Reserach Assistant JR0000051536
35	Assistant Professor (Clinical), Department of Surgery, Division of General Surgery, Multi-Organ Transplant and Donation Program (C1-240216)
36	Faculty Lecturer JR0000047331
37	Open Rank as Assistant, Associate or Full Professor (Clinical), McGill University Health Centre (MUHC) Director of the Division of Medical Biochemistry (C6-240129)
38	Open Rank as Assistant, Associate or Full Professor (Clinical), McGill Director of the Division of Medical Biochemistry (C5-240129)
39	Course Lecturer – ECON 313-001 – Summer 2024
40	Assistant or Associate Professor (Clinical), Department of Pediatrics, Division of Neonatology (C2-240130)
41	Director of the School of Biomedical Sciences and Associate Dean of the Faculty of Medicine and Health Sciences
42	Assistant or Associate Professor (Clinical), Departments of Pediatrics and Neurology & Neurosurgery, Division of Pediatric Neurology (C2-231027)
43	Open Rank as Assistant, Associate or Full Professor (Clinical), McGill Director of the Division of General Internal Medicine (C8-240129)
44	Assistant Professor Position in Chemical Engineering
45	Bieler School of Environment Visiting Scholar
46	Research Assistant 2 JR0000050603
47	Associate or Full Professor (Clinical), and Division Director of Pediatric Emergency Medicine, Department of Pediatrics (C-231031)
48	Academic Associate - Centre for Genomics and Policy
49	Faculty Lecturer Position in Chemical Engineering
50	Assistant/Associate Professor (Research), Single Cell Genomics, Department of Psychiatry (2 positions) (C3-231215)
51	Faculty Lecturer JR0000048782
	McGill totals - 51

University of New Brunswick
1	Department of Culture & Media Studies: Assistant Professor, Community-Engaged Media Arts
2	Department of Physics: Tier 1 NSERC Canada Research Chair in Quantum Sensors for Space Applications
3	Department of Political Science: Tenure-Track Assistant Professor
4	Department of Psychology: Tenure-Track Assistant Professor in Clinical Psychology
5	Faculty of Business: Tenure-Track Assistant Professor in Finance
6	Faculty of Business: Tenure-Track Assistant Professor in Marketing
7	Faculty of Computer Science: Tenure-Track Assistant Professor in Cybersecurity
8	Faculty of Computer Science: Tenure-Track Assistant Teaching Professor
9	Faculty of Education: Tenure-Track Assistant Professor in Visual Art Education
10	Faculty of Science, Applied Science & Engineering: Tenure-Track Assistant Professor in Biomedical Sciences
11	Canadian Institute for Cybersecurity: Research Associate
12	Department of Civil Engineering: Tenure-Track Assistant Professor in Hydrotechnical Engineering for Climate Adaptation
13	Department of Culture & Media Studies: Limited Term Assistant Teaching Professor
14	Department of Nursing & Health Sciences: Term Assistant Teaching Professor
15	Department of Nursing & Health Sciences: Term Assistant Teaching Professor
16	Department of Psychology: Tenure-Track Assistant Professor in Clinical Psychology
17	Department of Psychology: Term Assistant Professor
18	Department of Psychology: Term Assistant Teaching Professor in Applied Behaviour Analysis
19	Department of Psychology: Term Assistant Teaching Professor in Neuropsychology
20	Department of Psychology: Term, Reduced Load Assistant Teaching Professor in Clinical Psychology
21	Department of Social Science: Tenure-Track Assistant Professor in Social Work
22	Department of Social Science: Tenure-Track Assistant Teaching Professor/Field Education Coordinator in Social Work
23	Department of Social Science: Term Assistant Professor in Sociology
24	Faculty of Business: Tenure-Track Assistant or Associate Professor/Applied Research Chair
25	Faculty of Business: Tenure-Track Assistant Professor in Finance
26	Faculty of Computer Science: Tenure-Track Assistant Professor in Cybersecurity
27	Faculty of Computer Science: Tenure-Track Assistant Teaching Professor
28	Faculty of Law: Tenure-Track Assistant Professor, Associate Professor, or Professor
29	Faculty of Law: Tenure-Track Assistant Professor, Associate Professor, or Professor
30	Faculty of Law: Tenure-Track Assistant Professor, Associate Professor, or Professor
31	Faculty of Management: Tenure-Track Assistant Professor in Marketing
32	UNB Libraries: Open Scholarship & Applied Sciences Librarian I/II
33	Associate Vice-President, People and Culture
34	Chief Information Officer, Associate Vice-President
35	Dean of Education
36	Faculty of Education: Term Assistant Teaching Professor (International Baccalaureate K-12 Instruction)
37	Tenure Track Ass Professor Eng Physics
38	Research Associate, GlobalChild Program of Research
39	Assistant Teaching Professor, History
40	Tenure-Track Assistant or Associate Professor, ECE
UNB totals - 40

	University of Prince Edward Island (PEI)
1	Tenure Track Position - One Health and Infection Preventionist - Department of Health Management - Atlantic Veterinary College
2	Tenure Track Position - Department of Sociology and Anthropology - Faculty of Arts
3	Tenure Track or Tenured Position - Department of Psychology - Faculty of Arts
4	Tenure Track Position - Differentiated Instruction and Inclusion - Faculty of Education *Amended*
5	Ten (10) Month Term Position - BEd (Francais Langue Seconde) - Faculty of Education
6	Ten (10) Month Term Position - Department of Psychology - Faculty of Arts
7	Tenure Track Position - School of Mathematical & Computational Sciences - Faculty of Science *Amended Closing Date*
8	Clinical Nursing Instructor - Faculty of Nursing
9	Clinical Nursing Instructors (2 Positions) - Faculty of Nursing
10	Associate Dean - Graduate Programs and Research - Faculty of Business
11	Associate Dean - Undergraduate Programs and Student Success - Faculty of Business
12	Clinical Nursing Instructor - Faculty of Nursing
13	Permanent Track Position - One Health and Scholarly Communications Librarian - Robertson Library
14	Tenure Track Position - One Health and Infection Preventionist - Department of Health Management - Atlantic Veterinary College
15	Overnight Veterinary Hospitalists (2 Full-Time Term Positions or Several Part-Time Term Positions) - Veterinary Teaching Hospital - Atlantic Veterinary College
16	Five (5) Month Term Position - Department of Psychology - Faculty of Arts
17	Five (5) Month Term Position - Professional Program - Department of Health Management - Atlantic Veterinary College
18	Clinical Nursing Instructor - Faculty of Nursing
19	Clinical Nursing Instructor - Faculty of Nursing
20	Overnight Veterinary Hospitalists - Veterinary Teaching Hospital - Atlantic Veterinary College
21	Tenure Track Position - Department of Sociology and Anthropology - Faculty of Arts
22	2.5 Year Term Position - School of Mathematical and Computation Sciences - Faculty of Science *Amended**Reposted*
23	Tenure Track Position - Comparative Medicine - Department of Biomedical Sciences - Atlantic Veterinary College
24	Six (6) Month Term Position - Diagnostic Anatomic Pathologist - Department of Pathology and Microbiology - Atlantic Veterinary College
25	Tenure Track Position - Department of History - Faculty of Arts
26	Eight (8) Month Term Position - Department of Music - Faculty of Arts
27	Ten (10) Month Term Position - Primary Care Veterinarian - Emergency Service - Veterinary Teaching Hospital - Atlantic Veterinary College *Amended*
28	Twelve (12) Month Term Position - Large Animal Surgery - Department of Health Management - Atlantic Veterinary College
29	Nine (9) Month Term Position - Department of Applied Human Sciences - Faculty of Science
30	Seventeen (17) Month Term Position - School of Mathematical and Computational Sciences - Faculty of Science
31	One (1) Year Term Position - Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (IKERAS)
32	Tenure Track Position - School of Mathematical and Computational Sciences - Faculty of Science
33	Tenure Track Position - Department of Biology - Faculty of Science
34	Tenure Track Position - Department of Biology-School of Climate Change and Adaptation - Faculty of Science
35	One (1) Year Term Position - Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (IKERAS)
36	Primary Care Veterinarian - Emergency Service - Veterinary Teaching Hospital - Atlantic Veterinary College
37	Primary Care Veterinarian - Emergency Service - Veterinary Teaching Hospital - Atlantic Veterinary College
38	Tenure Track Position - Faculty of Nursing
39	Five (5) Month Term Position - Comparative Theriogenologist - Department of Health Management - Atlantic Veterinary College
40	Term Position - Equine Ambulatory Service - Department of Health Management - Atlantic Veterinary College *Amended*
41	Tenure Track Position - School of Mathematical and Computational Sciences - Faculty of Science
42	Three (3) Year Term Position - Associate Dean - Graduate Studies and Research - AVC Deans Office - Atlantic Veterinary College *Reposted*
43	Three (3) Year Term Position - Department of Biology - Faculty of Science
44	Four (4) Month Term Position - Asian Studies - Faculty of Arts
45	Tenure Track Position - Small Animal Surgery - Department of Companion Animals - Atlantic Veterinary College *Amended Closing Date*
46	Five (5) Month Term Position - Applied Communication, Leadership and Culture - Faculty of Arts
47	Two - Ten (10) Month Term Positions - Department of Physics - Faculty of Science *Amended*
48	Tenure Track Position - Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (IKERAS)
49	Three (3) Tenure Track Positions - Faculty of Nursing *Amended*
50	Tenure Track Position - Diagnostic Imaging - Department of Companion Animals - Atlantic Veterinary College
	PEI totals - 50

	Dalhousie University
1	Centennial Carnegie Chair in the History of Slavery in Canada
2	Head, Department of Ophthalmology & Visual Sciences
3	Clinical Psychologist (Instructor)
4	Instructor of Professional Practice
5	Sun Life Chair in Youth Mental Health
6	Glaucoma Sub-Specialty Ophthalmologist
7	Dean, Faculty of Management
8	Assistant Professor, Marine Affairs Program
9	Rheumatology Research Chair
10	Assistant Professor, Computer Science Education
11	Assistant or Associate Professor (Speech-language Pathology)
12	Tenure Stream Faculty Position - Pharmacokinetics
13	Director, College of Pharmacy/Assistant Dean, Faculty of Health
14	Assistant or Associate Professor
15	Pediatric Hematologist/Oncologist
16	James S. Palmer Chair in Public Policy & Law
17	Assistant Professor of Applied Biomaterials
18	Instructor - Limited Term Environmental Sciences (Instructor)
19	Lecturer or Assistant Professor in Digital Transformation
20	Lecturer/Assistant Professor/Associate Professor of Innovation & Entrepreneurship
21	Instructor in Information Science
22	Instructor, Health Promotion (limited term)
23	Lecturer/Asst Professor in Music (Music Theory)
24	Lecturer/Assistant Professor in of Voice and Speech (Acting Program)
25	Canada Research Chair Tier 1 in Clean Arctic Shipping
26	Head, Department of Ophthalmology & Visual Sciences
27	Assistant or Associate Professor of Nursing (Nurse Practitioner – Family All Ages)
28	Lecturer or Assistant Professor in Marketing
29	Instructor or Senior Instructor in Business Communication
30	Marketing Instructor - Limited-Term Appointment
31	Instructor of Chemistry - First Year
32	Tier 2 Canada Research Chair in Observational Chemical Oceanography
33	Rheumatology Research Chair
34	Probationary Tenure Track Assistant or Associate Professor of Nursing (Nurse Practitioner)
35	Pediatric or Perinatal Epidemiologist
36	Assistant Professor in Cellular & Molecular Physiology
37	Dean, Faculty of Agriculture and Campus Principal
38	Assistant Professor of Mechanical Engineering (Controls and Mechatronics)
39	Assistant/Associate Professor of Pharmacology
40	Canada Research Chair Tier 1 in Digital Twin Engineering for Ocean Industries
41	Canada Research Chair Tier 2 in Ocean Sensor Networks
42	Sun Life Chair in Youth Mental Health
43	Dean, Faculty of Management
44	Prosthodontist – Tenure-stream
45	Oral and Maxillofacial Radiologist Bookmark this Posting
46	Assistant Professor of Mechanical Engineering (Controls and Mechatronics)
47	Assistant/Associate Professor of Pharmacology
48	Head, Department of Community Health & Epidemiology
49	Sun Life Chair in Youth Mental Health
50	Head, Department of Emergency Medicine
51	Periodontist
Dalhousie totals - 51	

Memorial University of Newfoundland	
1	Full Professor, Headship, Department of Sociology
2	Assistant Professor - Modern European History (Department of History)
3	Tenure-track Assistant Professor in Gene-Nutrient Interactions in Human Health and Development
4	Department of Biology Assistant Professor in Systems Biology (Tenure-Track)
5	Per-Course Instructor Position COMP 3100 W2024
6	Tenure Trck Faculty Position in Entrepreneurship
7	Tenure-Track Position in Human Resources/Organizational Behaviour F01652-2023-231
8	Assistant Professor, areas Related to Arctic, Subarctic, and Northern Social Sciences
9	Dean, School of Music
10	Dean, Faculty of Science
11	Dean, Faculty of Nursing
12	Dean, Faculty of Engineering and Applied Science
13	Dean, School of Social Work
14	Assistant Professor position in the History of Race, Colonialism, and/or Diaspora
15	Assistant Professor in Gender, Power, and Religions in "the Americas"
16	Tier 1 Canada Research Chair in Ubiquitous Connectivity Faculty of Engineering and Applied Science Memorial University of Newfoundland
17	Tier 2 Canada Research Chair Arctic and Subarctic Peoples and Places
18	Tier 2 Canada Research Chair in Ocean Biosciences Department of Ocean Sciences Faculty of Science
19	Tier 2 Canada Research Chair in Northern Governance and Public Policy Faculty of Humanities and Social Sciences
20	Canada Excellence Research Chair in Observational Physical Oceanography Department of Physics and Physical Oceanography
21	Canada Excellence Research Chair in Next Generation Communication Technologies
22	Canada Excellence Research Chair (CERC) Position in Cultural Heritage Knowledge Integration in Ocean and Maritime Studies, Faculty of Humanities and Social Sciences
23	Canada Excellence Research Chair (CERC) Position in Exploration and Development of Critical Minerals, Department of Earth Sciences
24	Postdoctoral Fellowship - Folklore and Language Archive (MUNFLA)
25	Postdoctoral Research Fellow – Food Science/Food Chemistry
26	Postdoctoral Fellowship (genetic epidemiologist position)
27	Memorial University of Newfoundland Post Doctoral Training Program in Clinical Biochemistry
28	Faculty of Education Academic Programs (Undergraduate)
29	Faculty of Education Academic Programs (Undergraduate)
30	PCI Positions - Undergrad Spring 2024
31	PCI Possitions - Grad Intersession 2024
32	Memorial University Faculty of Engineering and Applied Science Department of Civil Engineering
33	Per Course Instructor - ECE
34	Per Course Instructor - ME7205 Mechatronics II
35	Per Course Instructor - ME7703 Mechanical Component Design II
36	Per Course Instructor Eng One
37	Associate Dean - Division of BioMedical Sciences
38	Chair, Discipline of Radiology
39	Director, Learner Well-Being and Success (LWS)
40	Clinical Positions - Family Medicine
41	Full-Time Faculty Positions - Family Medicine
42	Per-Course Instructor Position COMP 3100 W2024
43	Cataloguing & Metadata Librarian Tenure Track
44	Public Services Librarian Centre for Newfoundland Studies Tenure Track
45	Dean, Faculty of Education
Memorial totals - 45	

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