



## Report of the Pay Equity Committee

February 2017

## **Introduction**

The Pay Equity Committee (PEC) for the 14th Collective Agreement between Acadia University Faculty Association and Acadia University was formed in early May 2016. The members are David MacKinnon (Board), Randy Newman (AUFA), Anne Quéma (AUFA) and Marian Reid (Board). The Committee selected Jennifer Richard as the Chair.

The Committee met eleven times between June 2016 and February 2017. During the first two meetings, the Committee reviewed the work completed by the previous PEC and set out an agenda for the pay equity study. The next seven meetings were spent reviewing appointment letters and CVs and applying the current formula as outlined in 10.63 in the 14th Collective Agreement to each AUFA member reviewed. The last few meetings were devoted to crafting this report. Please note that the Committee felt it was important to complete the work of the previous Pay Equity Committee by insuring ALL post 2007 hires were reviewed.

## **Process**

As per Article 39.10 the Committee was properly constituted in May 2016. A request was made to the Joint Committee (JC) to extend the mandate beyond June 30, 2016 to December 31, 2016, then a second request was made to the Joint Committee to extend the deadline until February 15, 2017. The requests were approved. As per Articles 39.20 and 39.30, the Committee determined it was reasonable to retrospectively apply the formula outlined in Article 10.63 to identify and correct salary anomalies for all Employees within each rank hired in 2007 or later. We restricted our pool to post 2007 hires, in keeping with the previous Committee's decision, but added Lecturers, Librarians, Instructors and CLTs. The Committee recommends that pre-2007 hires ought to be reviewed (see recommendation 5) by a future PEC. This Committee restricted the review to the post 2007 timeframe due to time constraints.

With the assistance of Jane Longley from AUFA and Marian Reid and her office staff at Human Resources, the Committee generated a list of all full-time Employees that have been hired since 2007. Of the seventy-eight Employees identified for the pay equity study, twelve either refused to participate or did not respond to our request for participation. Of the remaining sixty-six, nineteen were reviewed in the 2011/12 Pay Equity study, and forty-seven participants were reviewed in the 2016-17 Pay Equity study. Seven participants (five women and two men) were identified as not having been placed on the grid correctly. The PEC calculated the dollar figure associated with the adjustments. Calculations indicate that a global sum of \$113,112 would have to be allocated to the Employees under review. However, since the dollar figure was higher than the established fund of \$25,000, the Committee agreed to prorate the amounts for each Employee. The Committee recommends that the Parties to the Collective Agreement explore means of fully compensating the Employees under review.

In addition to requesting deadline extensions from the Joint Committee, the PEC also requested clarification on the language in Article 10.63, specifically regarding a clear definition of "full-time parenting". The JC responded as follows:

*The Joint Committee met yesterday to discuss a definition of "full-time parenting".*

*We agreed that a person who has a child five years of age or younger and who is NOT working full-time is a “full-time parent” for the purposes of Article 10.63.*

*The only scenario we could envision in which this definition might not work as intended is the case of a person who is not working full-time and who has a child over the age of five with special needs. The five-and-under age is based on the care needs assumed for a “normal” developmental trajectory. In cases where those care needs extend beyond the age of five, the Board reps on the JC affirmed that they would be open to and supportive of extending the definition and crediting additional years of parenting accordingly.*

Based on this feedback, the Committee then surveyed all Pay Equity study participants with the following questions:

*According to Article 10.63 of the 14th Collective Agreement full-time parenting is to be considered for initial placement on the grid (see excerpt below). It has been difficult for the Committee to ascertain, from appointment letters and CVs, personal information regarding full-time parenting. Keeping in mind, that this information cannot negatively affect your salary, can you please provide the following information:*

*Have you ever spent time full-time parenting? YES or NO*

*If yes, please provide the date range (month and year) of the time you spent full-time parenting.*

Forty-one out of forty-seven participants responded to this survey. Even with the interpretation from the JC, the PEC continued to struggle with the "full-time parenting" language and recommends that the language be changed to specifically address the delay in entering the workforce (see recommendation 3).

The PEC also sought advice on how to evaluate those ranks not included in the 10.63 language, specifically Lecturer and Associate ranks. The JC's recommendation was as follows:

*Lecturer rank: Figure out where the person would be placed on the Assistant scale if they DID have the qualifications to be placed at the Assistant rank, and then move to the closest step on the Lecturer scale.*

*Associate rank: Presumably anyone starting at Associate has been a professor at another university, so figure out where they would have been placed on the Assistant scale using this formula if they had started their career at Acadia, and then track how they would have moved up the Acadia grid with annual steps plus any promotion, and use the resulting Associate step as their starting salary.*

Recommendation 2 addresses the advice received from the Joint Committee on the inclusion of Lecturers, Associates, Librarian III/IV and Instructor II.

The PEC did not seek clarification from the JC on the language in 10.63 regarding "relevant professional experience post first degree", but does recommend that the language needs to be more specific (see recommendation 4).

## **Recommendations**

As per 39.70, "if amendments to the Collective Agreement are required to address pay inequities they shall be referred to the Parties to the Agreement for their consideration." The PEC makes the following recommendations for consideration by the Parties to the Agreement:

### **Recommendation #1**

That 10.63 be cross-referenced in Articles 10.81, 43.11, 45.01.

### **Rationale**

These changes to the language for articles 10.81, 43.11, 45.01 are mainly housekeeping.

The addition of "10.63" into Article 10.81 is to insure that an appropriate committee reviews the initial grid placement outlined in 10.63 and insures that it has been properly interpreted and followed by the Vice President, Academic as per Article 10.63(b). It is deemed mainly housekeeping as it was communicated to the PEC that the last/current Appointments Committee did consider 10.63 when reviewing appointments.

Adding 10.63 to the range of included and/or excluded articles for Instructors and Librarians is to insure that those Employees are not excluded from Article 10.63.

### **Recommendation #2**

That the language in Article 10.63 should include all ranks, specifically language describing the procedure for Lecturers, Associate, Full, Librarian II-IV, and Instructor II as per the advice received from the Joint Committee.

### **Rationale:**

The PEC encountered difficulties determining the proper grid placement for members not in the Assistant, Librarian I and Instructor I ranks (i.e., not defined by the language in 10.63). As noted in the Process section of this report, the Committee sought clarification from the Joint Committee and received this advice: Lecturer rank: *"Figure out where the person would be placed on the Assistant scale if they DID have the qualifications to be placed at the Assistant rank, and then move to the closest step on the Lecturer scale"*. Associate rank: *"Presumably anyone starting at Associate has been a professor at another university, so figure out where they would have been placed on the Assistant scale using this formula if they had started their career at Acadia, and then track how they would have moved up the Acadia grid with annual steps plus any promotion, and use the resulting Associate step as their starting salary."* The Committee received additional advice from the President of AUFA that 6 years within a rank was a generally acceptable time in rank calculation, excluding Librarian I or Lecturer.

### **Recommendation #3**

That the Parties to the Agreement consider replacing the current language that reads "relevant professional experience shall include full-time parenting" in Article 10.63 with "up to 18 months"

on maternity, parental, or adoption leave, paid or unpaid, during full-time employment or full-time study".

**Rationale:**

The current language seems straight-forward, but created a multitude of issues when the Committee tried to establish a definition of full-time parenting that would apply retrospectively to AUFA members. Issues arose around parenting during part-time teaching, parenting while completing studies, parenting during post-doctoral work, as well as, determining time periods for parental or maternity leaves. It became apparent to the Committee that people who spent time full-time parenting could receive an advantage over people who did not have children beyond the delayed entry into the workforce due to these leaves.

A simple way to illustrate the problems that can occur with the current language is through the following examples:

Mary completes undergraduate degree in 2000, then completes a doctoral degree in 2006, starts at Acadia in 2007 at Assistant Step 1.

Karen completes undergraduate degree in 2000, has a baby in 2001, then completes a doctoral degree in 2006, starts at Acadia in 2007 at Assistant Step 4.

Kevin completes undergraduate degree in 2000, then completes a doctoral degree in 2006, works for 4 years as a part-timer, starts at Acadia in 2010 at Assistant Step 3.

Janet completes undergraduate degree in 2000, has a baby in 2001 and a second baby in 2003, completes her doctorate in 2008, continues to parent full time and starts at Acadia in 2010 at Assistant Step 6.

\*Our recommendation for "up to 18 months" is based on the definition of infant care in the Nova Scotia Daycare Act.

**Recommendation #4**

That the Parties improve clarity around the current language of "relevant professional experience"

**Rationale:** It was challenging for the Committee to determine in some cases what was considered to be "professional". For example, library-related work is not considered professional until after the terminal degree (Masters), therefore no experience between the first degree and the terminal degree would count as relevant professional experience, unless the term "professional" is defined as related to the profession. It was agreed that work done as a requirement of an educational programme (such as an internship or practicum) not be counted as relevant professional experience.

## **Recommendation #5**

That the Parties maintain a joint Pay Equity Committee (PEC), and that a Pay Equity study for Employees hired prior to 2007 using the 10.63 formula be completed in the 15th Collective Agreement.

### **Rationale:**

The Committee has determined that inequities still exist concerning Employees who have not been reviewed in either of the Pay Equity studies. As identified in the AUFA-W Minority Report (2015), there is an approximate \$1,089 wage gap for women hired pre-2007 after adjustment for rank. The PEC recommends a future PEC do a pay equity study on all pre-2007 hires. We acknowledge that correcting for lost wages, pensions and benefits will be too financially onerous. Therefore, we recommend an adjustment to grid placement on a go forward basis with reference to Article 10.63. In the case where the person identified as requiring grid adjustment is at the top of his/her scale, we recommend a one-time monetary compensation that is equivalent to the grid adjustment.

Respectfully submitted,

David MacKinnon (Board)

Randy Newman (AUFA)

Anne Quéma (AUFA)

Marian Reid (Board)

Jennifer Richard (Chair)