



MAUT – APBM Newsletter

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McGILL ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION DES PROFESSEUR(E)S ET BIBLIOTHECAIRES DE MCGILL

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Editor's Remarks

This issue is devoted entirely to salaries: absolute, relative, legislative aspects. Edith Zorychta, never long absent from the pages of this distinguished publication, has provided a general introduction; your humble Editor will therefore be brief.

I first want to emphasize the excellent work that your MAUT representatives have carried out. This work has led to important commitments on the part of the University: to ensure that McGill's relative salaries are not further eroded, and indeed to see to it that salaries at McGill make up lost ground relative to other Canadian research universities (in particular the so-called—amongst themselves—'G-10').

Second, it is important to note that the attendant gains have been enjoyed by all academic staff—whether members of MAUT or not. Perhaps this would be a good time for each of us to remind those of our colleagues who are not currently MAUT members that the organization is an important one, that a collegial association of this type does operate successfully at McGill, and that their participation would be very welcome.

— John Galbraith ■

ACADEMIC SALARIES AT MCGILL COMPARED WITH OTHER UNIVERSITIES IN THE GROUP OF TEN

WITHIN THE UNIVERSITY — EQUAL PAY AND PAY EQUITY

Introduction

It has been more than two years since the creation and implementation of a stable and predictable salary policy for academic staff at McGill. It is time for an update on the details of the policy, and on the results with respect to our earnings. The first part of this article provides an overview of where we are, and where we came from. Our recent successes are notable, particularly in comparison to the salary situation during the previous decade—the cause of the necessary “catch-up” component in our current salary adjustments. We are on the road to recovery, but the rate of our progress is an important variable that will be determined on an annual basis. Regular assessment and communication on this issue is vital.

Spring General Meeting

Wednesday, April 11

Lunch ~11:30am

Meeting ~12:00pm

Faculty Club

N.B. Note change of venue

The next two sections of the article each consider a different aspect of the relationship between gender and salary: “Equal Pay” and “Pay Equity”. Confused? Both terms refer to legislation designed to eliminate unfair practices of paying women lower salaries, but the approach is different. Equal Pay, the easier of the two to implement, simply means equal pay for women and men doing the same job. This is straightforward for standardized jobs with fixed salary levels. More complex occupations with greater salary variation can also be analysed using well defined statistical methods, to determine if women are indeed receiving equal pay for equal work.

Pay Equity, on the other hand, refers to equal pay for women and men doing different but comparable jobs that are determined to be of equal value. The term is generally used in reference to legislated procedures in which specific deadlines and requirements are mandatory for the employer. This is a more complex principle to implement, since equal pay for work of equal value requires the assignment of a value to each of many different types of jobs, adapting a series of standard factors within each workplace. The aim is to detect and eliminate systemic discrimination in salaries for jobs done traditionally or predominantly by women. (Note: neither of these terms are equivalent to “employment equity”, or “equal opportunity”, which try to prevent discrimination in hiring practices, nor do they deal with “glass ceiling”, or unequal promotion practices. Equal Pay and Pay Equity are focused on salaries.)

We report on both approaches to the elimination of gender inequality in salaries, from two current committees at McGill. One has recently conducted an Equal Pay analysis, and the other is working to implement Pay Equity. All three of our articles indicate the value of periodic salary comparisons, to maintain reasonable compensation in comparison to other universities, and fair practices within our own institution.

On a related note, we would like to encourage any of you who did not receive an explanation of your recent merit increase (or lack thereof) to notify MAUT. In spite of previous instructions to the contrary, some faculties remain unwilling to communicate this information to individual staff members, and it is important to document the problem so that MAUT can react.

– Edith Zorychta ■

AN UPDATE ON ACADEMIC SALARIES AT MCGILL

Historical perspective

Over the past few decades salary increments for academics at McGill have varied tremendously, depending on many factors such as the cost-of-living allowance or cout-de-système funded by the Quebec government grant, and lump sums, provided by Quebec to correct anomalies. During the 1980s salary increments, totalling across the board COLA increases and discretionary or merit increases, averaged 7.6%, while the average increments in the 1970s were even higher. By the beginning of the last decade salary increments were dropping – to an average of 4.13% in the first three years (1990-92), and then to an average of 1.42% for the next six years (1993-1998). The trough was reached during this time, in 1994, when McGill academics received a total of 0.77% as merit (see Table 1, page 4). This situation culminated in 1998 when McGill hired the Groupe-conseil Aon to work

with the Academic Salary Policy Subcommittee (ASPSC) to survey and report on the “Total Compensation of Full-time Academic Staff and Librarians in Selected Canadian Universities relative to McGill”. As a consequence of this survey, it was estimated that the amount required to bring the average salaries at McGill to the average of those in the Group of 10 research intensive universities in Canada (G10) was in excess of 9 million dollars per annum.

Since 1998, McGill University has made the commitment to not let our annual salary increases fall further behind the mean of those at the other universities within the G10. We now define this as the **maintenance** component of our salary policy. The second commitment which the university made is to bring the average salaries at McGill to the average of those in the G10 universities as quickly as is fiscally feasible; this is the **catch-up** component of our salary policy. Of course, the longer term goal is to bring our salaries to the level at which we perform; we are confident that this will be above average.

The current salary policy

Maintenance

We determine the maintenance component of our salary increases by equating it to the increases received by academics in the other nine universities of the G10 in the preceding year. The average academic salary increase in the other G10 universities for 1998 was 3.1%. On this basis, 3.1% of the academic salary mass was made available for salary increases at McGill in the 1999/2000 academic year (1% across the board; 2.1% merit/anomaly). Last year we had calculated the average percent increase of the G10 universities for 1999 as 3.0%; this amount was made available for our salary increases in 2000/2001 as 1% across the

board and 2% merit, with a small amount set aside for anomaly adjustments. Because some groups still had not finalized their salary policies at the time we collected these data, this number for 1999 has now been corrected to 3.3%; thus, we should receive an additional 0.3% in 2001. While we are still in the process of finalizing the 2000 data needed to calculate the 2001/2002 maintenance component of our salary policy, we expect this increase to be about 4%. Thus, we anticipate that the maintenance component of the 2000/2001 salary increments should be close to 4.3%. How this amount will be split with respect to across the board, merit, and anomaly components remains to be determined.

Catch-up

Since 1998, when the Groupe-conseil Aon submitted their report to McGill, we have received a catch-up component in our salary increases. We received a flat amount payment of \$2,000 (effective in December 1998, borrowed from the 1999/2000 budget; approximately 2.5 million) as the first step in catch-up. In the 2000/2001 budget year we agreed to use the catch-up component of our salary increase to "catch-up" on the merit year we were behind. Thus, our future merit evaluations will be based upon performance during the most recent academic year. In this catch-up exercise we received a 2.0% increase (approximately \$2 million).

So we are making progress (see Table 2, page 5). A total of 4.5 million has been designated for catch-up since 1998, resulting in average salary increases for 1999 and 2000 of 5.9 and 5.0%, respectively. Nevertheless, the total budget required is in excess of 9 million and the commitment to catch-up must remain a high priority. MAUT representatives on the Academic Salary Policy Sub-Committee have recommended a 4% allocation for catch-up in the current budget year (2001/2002). We believe that competitive salaries play a critical role in the attraction and retention of excellent colleagues at McGill. While we do not know if it will be possible to allocate 4% towards catch-up this year, it is essential that as a minimum we maintain the level of the past two years, in the 2.5% range. Some of the components to catch-up that are currently under consideration include: 1) across the board payments, either as a flat amount or a percentage increase; 2) anomaly adjustments to address discrepancies within our salary structure; 3) a University contribution to work related expenses; and 4) recognition of the promotion from Associate to Full Professor or from Associate Librarian to Librarian. Your input into the advisability of these specific options and into this ongoing discussion is always welcome.

Finally, it has now been three years since the Aon survey was done. We feel that it is critical that McGill and ASPSC organize and complete a follow-up survey of academic salaries at McGill relative to the other G10 universities to assess where we stand.

I am sure you will join me in thanking your other MAUT representatives on the Academic Salary Policy Sub-Committee (J. Hebert, R. Prichard, M. Smith, B. Shore, and G. Tannenbaum) for their hard work on your behalf. We are also indebted to Malcolm Baines, for providing the comparative data in Table 1.

– *Barbara Hales* ■
MAUT representative on ASPSC

*"Pay Equity refers
to equal pay for
women and men
doing different but
comparable jobs"*

MAUT-APBM Newsletter

The *MAUT – APBM Newsletter* is published monthly during the academic year, by the McGill Association of University Teachers, to keep all members informed of concerns and activities.

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*The trough was
reached in 1994*

Table 1 - The past decade of academic salary increments at McGill University[§]

Year	Across the board %		Discretionary Anomaly / Merit %		Total %
1990	4.10	+ 0.25 [©]	0.00	2.00	6.35
1991	1.50 ^(f)	+ 0.78 [©]	0.00	0.00	2.28
1992	1.50 ^(f)	+ 0.75 ^(p)	0.00	1.50	3.75
1993	0.00	+ 0.25 ^(p)	0.00	0.98 ^(d)	1.23
1994	0.00		0.00	0.77 ^(d)	0.77
1995	0.00		0.00	1.00	1.00
1996	0.00		1.00	1.00	2.00
1997	0.00		0.50	1.50	2.00
1998	0.00		0.00	1.50	1.50
1999	1.00		2.80	2.10	5.90
2000	1.00			4.00 ^(m)	5.00

[§]These numbers were calculated on the basis of information in the letters sent to academic staff by the VP Academic.

[©] COLA correction with respect to previous year interim payment

^(f) With respect to 6 months freeze, 6 months 3% (Bill 149)

^(p) Productivity increase of 1.0% available April 1993 (Bill 102)

^(d) Half deferred for 6 months from December to next June (44-50%)

^(m) Merit for two years, current year and previous with retroactivity

**Table 2 — Academic salaries[§] at McGill University
January 2001**

Rank ^(c) , Minimum \$\$	No.	Average Salary	Median	25th Percentile	75th Percentile	Avg. Age	Years ^h Avg.
<i>Professor</i>							
67,000	475	99,146.89	95,301.00	86,983.00	106,652.00	56	27.10
<i>Associate Professor</i>							
52,000	531	76,328.30	75,180.00	67,448.00	83,305.00	49	18.45
<i>Assistant Professor</i>							
43,000	184	65,326.77	61,053.00	55,013.00	68,377.50	38	6.62
<i>Faculty Lecturer</i>							
34,000	73	57,060.56	53,520.00	45,000.00	66,012.50	47	16.41
<i>Librarian</i>							
50,200	14	82,622.07	73,377.00	67,131.00	100,657.50	57	
<i>Associate Librarian</i>							
39,200	34	64,507.03	64,026.00	53,765.50	71,423.00	51	
<i>Assistant Librarian[¶]</i>							
34,000							

[§] Only full-time tenured or tenure-stream professors and librarians, and full-time faculty lecturers are included.

[¶] Data for Assistant librarians are not provided because there are fewer than three.

^h Years since receiving a Ph.D.

^(c) The number of females in each category: Professors 10.5%; Associate Professors 30.1%; Assistant Professors 29.3%; Faculty Lecturers 50.7%; Librarians 71.4%; Associate Librarians 73.5%. In the four ranks of teaching faculty the current Average, Median, 25th and 75th percentile salaries for female professors in all three ranks are lower than those for males (12/12 comparisons), and for Faculty Lecturers, 3 of the 4 parameters are lower for female faculty. It is not possible to interpret the significance of these observations, since these data, in contrast to the data in the subsequent report, were not controlled for other variables such as age, years of service and department. However, it is not unreasonable to assume that at least some of these differences are related to the statistically significant anomalies existing one year ago that have not yet been corrected. It also may be relevant to note that lower salaries for female Assistant Professors compared to their male counterparts are unlikely to be due to significant differences in age, experience, or in their length of employment at McGill.

*“We are making
progress”*

GENDER-BASED SALARY DIFFERENTIALS AT MCGILL

Historical Perspective

The current study on the influence of gender on academic salaries is the fifth since 1969 to examine the relative position of women academics at McGill. The following is a brief summary of their findings:

1977

Principal Bell – Regression analyses showed that ‘the sex of the individual was a significant predictor of salary’.

1978

FAPUQ (Federation of Associations of Professors of Universities of Quebec) compared salaries of men and women, controlling for differential-producing characteristics. At unionized Université Laval the existence of salary discrimination was not supported. At McGill, however, among the 6 departments studied, dollar differences were relatively large (Mean = \$4,300; range: \$1,779 - \$15,757) which led to the conclusion that ‘gender salary discrimination tended not to be disproven for McGill’.

1980

Principal Johnson – Male-female peer matching methodology showed a significant shortfall in female over male salaries of matched pairs – salary increases for women were made ranging from \$900 to \$5,000.

Regression Analyses of Salary Differentials

1989: $R^2 = 0.75$

There was a salary difference related to sex even when all other variables in the equation (age, years of service, rank hired and Faculty) were taken into account.

\$3,162. more for men

1999: $R^2 = 0.64$

On average, women earn less than men with the same title and faculty, and with the same number of years since their first Ph.D.

\$4,852. more for men

Table 1: Persistence over 30 years of lower average salaries for women compared to men at each rank

Amounts/Percentages by which Salaries of Females are Below those of Males by Ranks, 1969, 1989, and 1999

Year	<i>Assistant</i>		<i>Associate</i>		<i>Full</i>	
	Amount	%	Amount	%	Amount	%
1969		6.9%		5.8%		8.5%
1989	\$2,287.	3.5%	\$2,379.	5.2%	\$4,411.	5.7%
1999	\$2,401.	4.1%	\$3,950.	5.4%	\$4,207.	4.5%

Table 2: Gender composition of academic staff during the last 30 years

Male and Female Proportion of Academic Staff			
	1969	1989	1999
Male	83.3	83.1	72.6
Female	16.7	16.9	27.4

Table 3: Distribution of females and males among the professorial ranks, 1989 and 1999

Percentage of Females and Males in Rank			
	Assistant	Associate	Full
1999			
Female	20.1%	58.9%	21.0%
Male	9.4%	44.8%	45.8%
Comparable data for 1989			
Female	34.8%	49.6%	15.6%
Male	17.8%	41.4%	40.8%

Report of the ASPSC Task Force on Gender Differentials in Academic Salary

Background

The ASPSC Task Force was created by Vice-Principal Luc Vinet in October, 1999 to examine possible gender-based differences in academic salaries. The members were: Dean Deborah J. Buszard, Professor Myron Frankman, Mrs. Frances Groen, Professor Anthony Masi, Mr. Jean-Claude Provost, Professor Gloria S. Tannenbaum (Chair). The Task Force met on four separate occasions: November 8, 1999, and January 27, May 4 and September 11, 2000.

The statistical analysis component of the project was carried out by Mr. Fabrice Rouah in collaboration with Professor David Wolfson and Mr. Michael Walsh of the McGill Statistical Consulting Service (SCS), and overseen by the ASPSC Task Force. The Task Force Chair and SCS consultants met on several occasions. Mr. Jean-Claude Provost of Human Resources provided the SCS with a database of payroll data on 1,165 McGill academic employees. This database contained information up to December 31, 1999. Strict confidentiality was adhered to at every step.

Variables in database of payroll data provided by J-C. Provost were: Age/ Gender/ Salary/ Ph.D. Age (number of years since first Ph.D.)/ Title/ Faculty/ Department/ Years of Service.

Summary of results from analysis of academic salaries at McGill

The statistical analysis was designed to identify (a) those Faculties where there is an average discrepancy between female and male salaries, after adjusting for the other covariates, and (b) within those Faculties, individual *female* employees whose salaries may be unjustifiably low. The major findings are listed in point form below.

1. Of the 1,165 academic employees in the study, the salary for females is lower than that of males (see Figure 2, page 8), and this remains the case regardless of which rank is considered. Overall, on average, women earn less than men with the same title and Faculty, and with the same number of years since Ph.D.

2. Among the ranks of Full Professor and Associate Professor, female academic employees earn significantly less than their male counterparts. On average, female Full and Associate Professors earn \$6,388 and \$4,334, respectively, less than males with the same title and in the same Faculty, and with the same number of years since Ph.D. There was no evidence of a salary differential between male and female employees at the rank of Assistant Professor.

3. There were significant differences in one-tailed tests between male and female academic salaries in the Faculties of Arts ($p=0.0002$), Medicine ($p=0.007$), and Music ($p=0.03$). In the Faculty of Arts, female employees earn, on average, \$5,654 less than their male counterparts with identical characteristics regarding years since Ph.D., title, and department. In the Faculty of Medicine, the corresponding difference is \$4,230, while in the Faculty of Music it is \$7,013.

4. There was no significant gender effect in other faculties. However, in some faculties there were relatively few points in

the data set; therefore it is possible that the sample sizes were not large enough to detect departures from the hypothesis of no gender effect. There were six such faculties.

5. There were no significant GENDER*RANK or GENDER*PHDAGE interactions. That is, the size of the difference in salary due to gender, did not depend on rank or the number of years since the first Ph.D. was obtained.

6. Using three different criteria, the analysis identified 62 female academics in the Faculties of Arts, Medicine, and Music whose salaries merit further scrutiny. The salaries of these individuals were deemed to deviate unusually from those predicted, after adjusting for other covariates, including rank, years since PhD/age/years of service, and department. (This refers to one in four of all women in the three professorial ranks at McGill, the proportion being much higher in the identified faculties.)

Range:

Faculty of Medicine: \$ 6,514 –\$26,525

Faculty of Arts: \$4,821–\$21,124

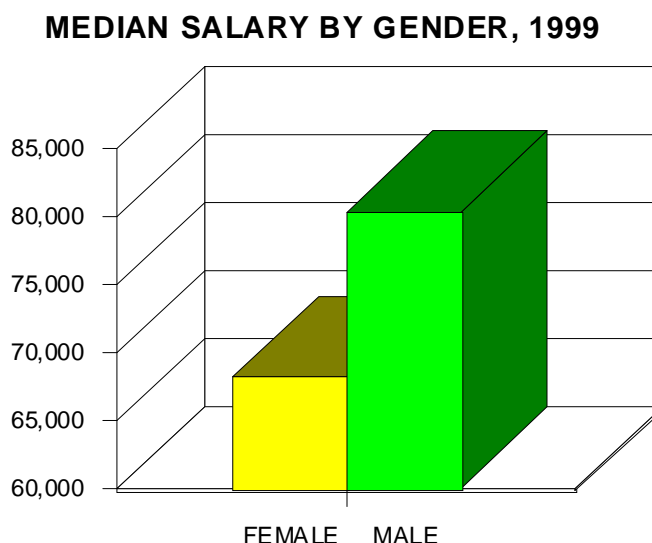
Faculty of Music: \$3,927–\$16,714

Recommendation

Each of the Deans of the Faculties of Arts, Medicine and Music is to investigate and address, on a case-by-case basis, the gender-based differentials in academic salaries identified in this Report and to report back to Vice Principal Vinet. The Vice Principal will then report to ASPSC regarding the number of salaries corrected and the range of the salary corrections, to ensure that meaningful adjustments will be made.

– Gloria S. Tannenbaum, Ph.D. ■
Chair, ASPSC Task Force on
Gender Differentials
in Academic Salaries

Figure 2: Median salaries of female and male full-time academic staff, December, 1999



[Median:

female \$68,122 (n=319)

male \$80,278 (n=846).

Corresponding values for the mean \pm SD were:

female \$69,739 \pm 17,132

male \$81,303 \pm 18,774.]

IMPLEMENTING PAY EQUITY AT MCGILL

Historical perspective

Legislation aimed at eliminating the wage gap between women and men has been implemented in most regions of the world, and Canadian laws for this purpose exist at both the federal and the provincial level. In 1967 a Canadian woman working full time earned on average 58 cents for every dollar earned by a male, by 1997 this had risen to 81 cents. Equal pay legislation has accounted for much of this improvement, requiring that employers pay both sexes equally for the same job. Education helps: women with graduate degrees in 1997 earned 85 cents for every dollar earned by men with the same level of education, in contrast to 71 cents for the least educated women in comparison to their male counterparts¹.

Some of the persistent wage gap in spite of the legislation has been attributed to the fact that historically, work done mostly by women has been undervalued and underpaid in relation to work done mostly by men, and equal pay laws do not address this problem². Hence the concept of pay equity—legislation that requires a comparison between the value of jobs usually done by women, to the value of jobs usually done by men. Six provinces in Canada have enacted this form of legislation, with Ontario and Quebec having the most extensive requirements. Ontario, however, implemented pay equity over 10 years ago, while we in Quebec are just at the threshold.

Pay equity legislation typically specifies that a job evaluation system and plan for salary adjustments be jointly created by employer and employees, according to a fixed time sequence, and using specified criteria that are to be adapted as necessary to apply to the particular workforce. The crucial

responsibility is to create a system of fairly assigning a value to each of the job classes, in order to compare the jobs done predominantly by women and men. The four main criteria used internationally are also found in all Canadian provincial legislation, and these are 1) qualifications / skill, 2) responsibility, 3) effort, and 4) working conditions.

Quebec legislation

The Pay Equity Act came into effect in the province of Quebec in November of 1997, "to redress differences in compensation due to the systemic gender discrimination suffered by persons who occupy positions in predominantly female job classes."^{3,4} On average, women in Quebec presently earn at least 25% less than men. Government representatives have estimated that a loss in salary of roughly 8 - 10% may be related to systemic discrimination, resulting over the years from stereotypes, social prejudice, professional segregation, and undervaluing the characteristics required in traditionally female jobs. (Examples include skills in communication, public relations, empathy, concurrent handling of multiple tasks, organizational ability, dexterity, dealing with a confined workspace or repetitive motion.)

Every employer with a workforce of more than 100 employees has had to establish a pay equity committee. The size of each committee is determined by the size and composition of the respective workforce. At least half of the members must be women, and two-thirds of the total must represent the employees. For each institution, the committee must include members who can represent the major classes of predominantly female and predominantly male job categories.

The mandate of each of these committees is to develop a pay equity plan for their organization, according to four successive stages that are specified in

detail by the legislation. The legislation also stipulates that each committee must prominently publicise the results of their efforts after stage two and again after stage four (see below), in order to solicit employee contributions to the decision-making process before the pay equity plan is finalized and put into action. Committees across the province have been working for over a year, and while they must carefully follow a specific set of procedures, they are also expected to devise appropriate methods when required. As work proceeds, employers are obliged to disclose all necessary information to their respective committees, and to assist in collecting all relevant data, while committee members are strictly bound to protect the confidentiality of the information received.

Four required stages

1. The procedure begins in stage one by obtaining the necessary statistics to *identify and characterize each job class within the organization* as predominantly female, predominantly male, or neutral. Definition of a job class is based on specific identification of common or similar features, including duties, responsibilities, qualifications, and compensation scale, and this part of the process is actually quite difficult for some categories of employees. In contrast, it is relatively easy to identify those classes that are gender-related, the definition being one in which 60% or more of the employees belong to the same sex.

2. The second stage requires the selection of *methods to assess these job classes*, focusing on how to quantify, or assign points, for each aspect of the responsibilities, qualifications, effort and working conditions associated with the job. The criteria used must allow the value of different job classes to be compared, and must include the specific characteristics of predominantly female

and predominantly male job classes. This stage is the most complex and challenging of the tasks facing committee members, particularly in large enterprises like a university with an extensive and diverse workforce.

3. Next, the different *job classes must be evaluated* according to the methods agreed upon in stage two, by assigning value points for each of the specified criteria. Equivalent classes must then be compared. This will require construction of “earning curves”, relating the salary (benefits included) to the number of points, for job classes identified as predominantly female or predominantly male. The outcome will permit an estimate of gender-related differences in salary, and facilitate a calculation of appropriate adjustments where required.

4. In the fourth and last stage, the terms of payment must be decided upon in order to increase the salaries of employees within any job class that has been shown to suffer from systemic discrimination. *Salary adjustments* must begin no later than November of 2001, be completed no later than 2005, and the employer must continue the necessary procedures to maintain equity in the future, notably when creating new job classes. Salary discrimination must be eliminated without detriment to any employee, and decreases in salary will not be permitted. There is a government Commission to oversee the introduction and maintenance of pay equity, and penalties have been defined for employers who do not comply.

Within universities, the committees must assess all job classes for both academic and non-academic staff, with the exception of a few senior management positions. Note that **salary adjustments will be based on job class, not individual evaluation, so a male clerical worker could receive an increase in salary**, while a female professor in engineering (even if she was being paid

relatively less than her male counterparts) would not personally benefit from this exercise. The definition of individual job classes within the complex structure of academic classifications will actually have a large impact on the outcome. Female representation differs remarkably between faculties, schools and departments. There are also circumstances in which women may form the majority of workers in a category (such as sessional lecturer) that is not culturally stereotyped as a ‘female’ job, but may, in fact, have become one. Such categories often require highly specialized skills and qualifications, but salaries are frequently low.

The McGill Pay Equity Committee

The Pay Equity Committee (PEC) at McGill consists of 16 individuals representing all sectors within the university community. It began working in January, 2000, with the mandate to implement the Quebec Pay Equity legislation. The members, and the sectors they represent, have been: J. Hobbins, S. Pellerin, M. Purden, G. Rejskind, E. Zorychta (Academic staff), A. Sage, R. Stanley (Non-unionized, non-academic staff), D. Luk, D. Roseman (MUNACA), V. Dalley, S. Lewis (Trades and Services), J-C. Provost, D. Runnalls, J. Sztuke, F. Tracy (Administration); in August, 2000, D. Runnalls was replaced by D. Buszard and A. Masi. The entire committee meets every second week, as do workgroups jointly representing administration and each of the employee sectors. Some administrative and employee groups also meet independently. Training sessions on the requirements of the legislation, and on comparative methods of job evaluation have been provided by an external consulting firm and by the Human Resources Department at McGill.

Pay Equity is similar in concept to our general salary policy, using internal rather than external comparisons, and salaries

of comparable groups are to be globally adjusted when disparities are detected - but the process is much more complex. It is job classes that must be compared, and defining these classes within the academic sector has not been easy for the academic workgroup. The requirements of stage 1 and 2 are not yet complete, but some features of the plan for academic staff are emerging. Having considered various alternatives, the job classes are being derived from the traditional classifications found in the academic handbook. The number of classes for each rank has not yet been determined, but it has been decided that all classes within the same rank will be considered of equal value. (In other words, if Assistant Professors were to be grouped into several job classes based on occupational clusters, the value of each of these job classes would be the same - the job of Assistant Professor, not the discipline of English, Physics, Anatomy, etc, is the defining feature.) The method to be used in assigning actual values to the different classes of academics is currently under development with the aid of an external consultant, and we are attempting to learn as much as possible about the methods used in other Canadian universities where pay equity has already been implemented.

The Pay Equity Committee must complete the first two stages within the next few months, and will then communicate the results to allow everyone to verify their job class, learn which classes are predominantly female or male, and find out how the job classes will be evaluated. Additional information on the mandate and activities of the committee, and a link to the provincial legislation can be found on the PEC website:

<http://www.mcgill.ca/pec>. We welcome your suggestions and ideas.

– Edith Zorychta ■

*Elected representative of academic staff
Pay Equity Committee*

Notes

1. From Labour Force Update. A New Perspective on Wages. Vol. 2, No. 3. Statistics Canada. 71-005-XPB. Summer 1998
2. Haignere, L., Lin, Y., Eisenberg, B., and McCarthy, J. *Pay Checks: A Guide to Achieving Salary Equity in Higher Education*. Albany, NY: UUP. 1996
3. Revised Statutes of Québec, Chapter E-12.001. Pay Equity Act. 1999
4. Working Towards Pay Equity. Pay Equity Act: Highlights. Government of Québec, Pay Equity Commission. 1997

Overview

Several features emerge from a joint consideration of these three articles, many of them positive. McGill has kept its commitment to the academic salary policy, and as long as the catch-up component is maintained at a substantial level, we will reverse the problems of the past decade within a reasonable period of time. The situation for female academics at McGill is not unique - surveys at other universities in North America have revealed a similar pattern. The equal pay analysis indicates that some serious anomalies exist. The university has tried to address this issue in the past, by correcting some individual gender anomalies when they were detected. However, the persistence of gender anomaly, even if unintended and not ubiquitous, raises the question of how to best address the situation, and it may be time to use a different approach.

Pay equity is a monumental task, but well worth the effort. Some funding for pay equity has been provided by the Quebec government, at least for the initial period. The outcome will probably have a greater impact on some job classes in the non-academic sectors, but this is nonetheless relevant to all members of the university community. For the academic sector, with the more complex salary structure, a combined equal pay/pay equity strategy might eventually be a feasible way to meet the requirements of the legislation and ensure that equity is maintained. It should also be recognized that pay equity does not address every variety of problem, and if other types of internal inequities come to light in the course of this exercise, they will probably need to be considered by a different mechanism, perhaps involving the ASPSC.

One feature that clearly stands out in all three of these articles is the importance of regular salary surveys for everyone in the academic community. These provide a means of quantifying global disparities, either external or internal, and can be linked to a straightforward method for correction and maintenance. However, it is necessary to point out that such surveys routinely leave out an important component of the academic staff - our sessional faculty such as contract lecturers and part-time faculty lecturers. Comparative salary data for this group of individuals would be of considerable value.

TO COMMUNICATE YOUR SUGGESTIONS, IDEAS, OR CONCERNS REGARDING ACADEMIC SALARIES AT MCGILL, we invite you to contact us at the locations below. Your feedback is an important feature in the ongoing efforts related to salary.

- **General salary policy**

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- **Equal pay**

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