

Pay Equity Training

Developed by: SEIU Healthcare's Pay Equity Team



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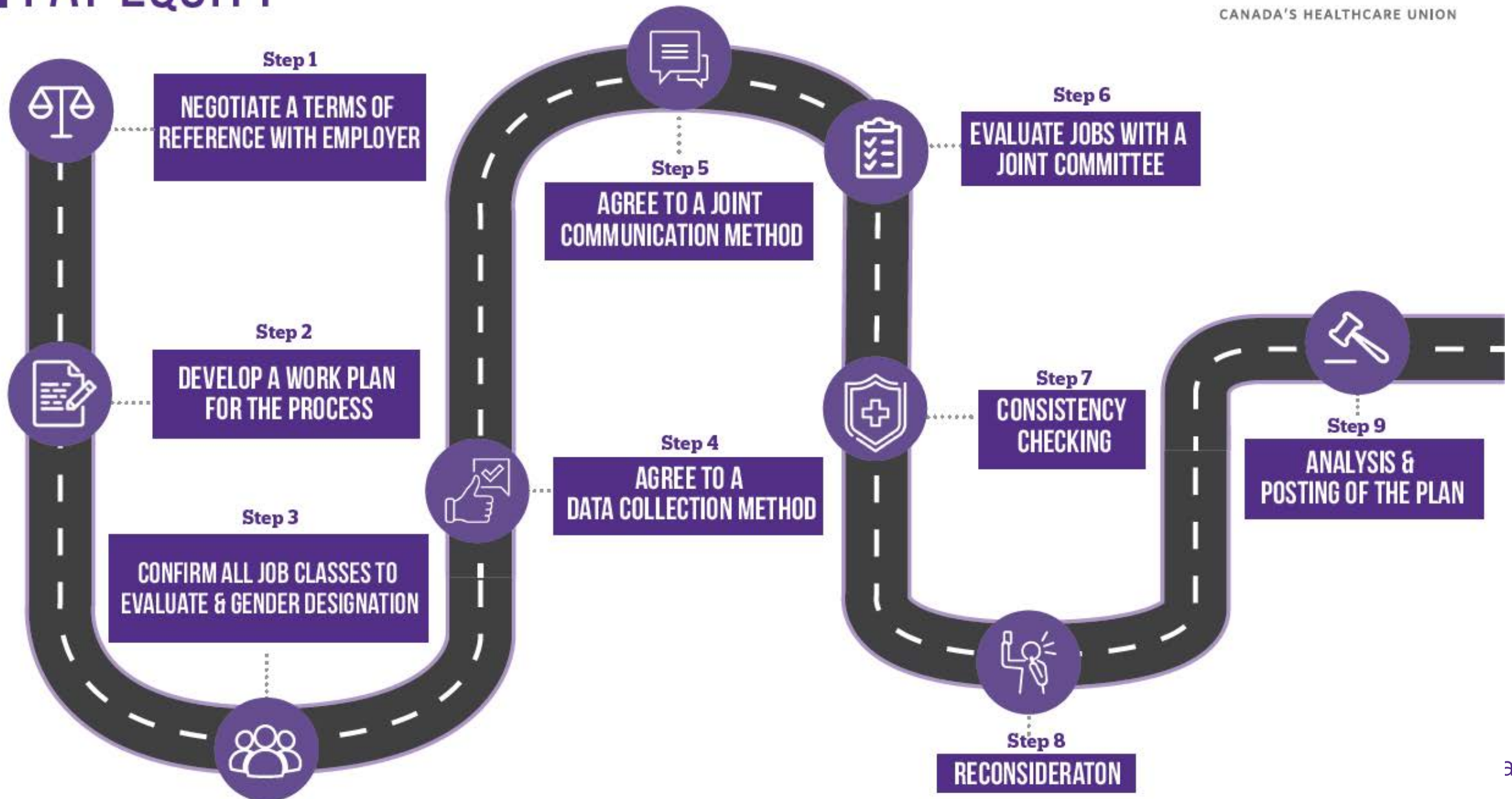
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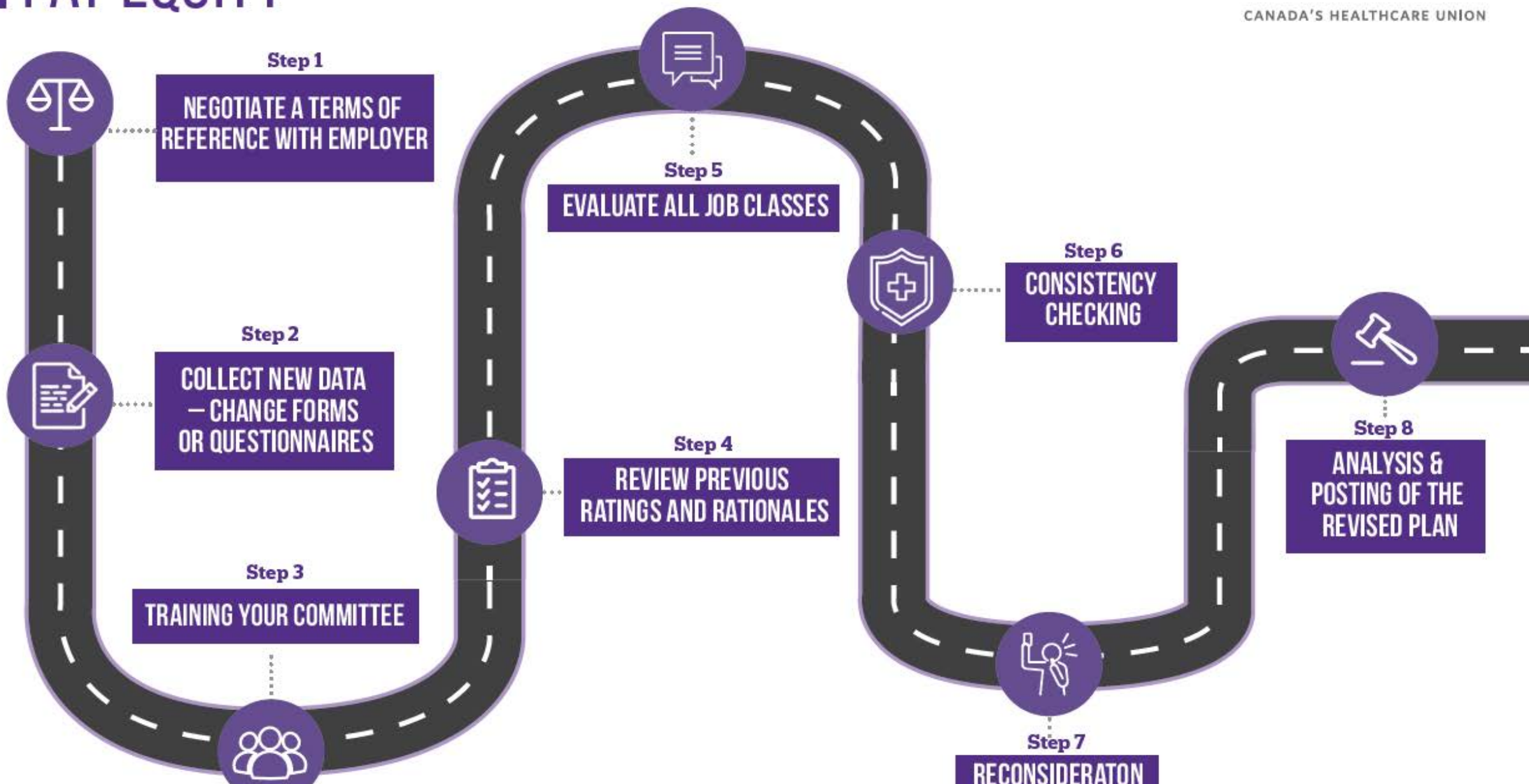
What is Pay Equity

- Pay Equity is: Equal pay for work of equal value
- The Pay Equity Act in Ontario was passed in 1987
- Purpose of the Pay Equity Act is: to redress systemic gender discrimination in pay for work performed in female job classes.
- Pay Equity is the scheme that Ontario developed to help close the gender pay gap.
- Only employees (both men and women) in job classes deemed female would be eligible for adjustments, if any.
- The Act requires the value of a job to be determined through job evaluation, using a special manual, called a “Gender Neutral Comparison System” (GNCS).

ACHIEVING PAY EQUITY



MAINTAINING PAY EQUITY





Achieving Pay Equity - Overview

1. Negotiate a Terms of Reference with the Employer
 - Includes names of chosen committee members
 - Includes agreeing on a GNCS to be used
2. Develop a Work Plan for the Process
 - Includes training committee members on Pay Equity
3. Confirm all job classes to be evaluated and the gender designation of those job classes
4. Agree on a Data Collection method
5. Agree to a Joint Communication Method to all staff/members



Achieving Pay Equity - Overview

6. Begin evaluating all jobs with the joint committee
 - Review job data and assign ratings and rationales
 - Each job receives a total point score
7. Consistency Checking
 - Performed after initial ratings are complete
 - Performed again after reconsideration
8. Reconsideration
 - Ratings and Rationale are communicated to incumbents, who can respond or provide additional information to be considered
9. Analysis and Posting of the Plan



Maintaining Pay Equity - Overview

Note: Before you engage in Pay Equity Maintenance, assess the following:

- How many years have passed since the initial Pay Equity Plan
- Have wage gaps appeared during this time?
- Have any new jobs been added to the bargaining unit that were not in the previous plan?

1. Negotiate a new Terms of Reference (TOR) or Memorandum of Agreement (MOA)
2. Collect New Data – either through change forms or new questionnaires
3. Training of Committee
4. Review Previous Ratings and Rationales to understand baselines
5. Evaluate all job classes
6. Consistency Checking
7. Reconsideration
8. Analyse and Post Revised Plan

A woman in a purple jacket and sunglasses is protesting on a sidewalk. She is holding a large purple sign that reads "FAIR PAY FOR WOMEN" and "SEIU Healthcare". She is also holding up a pair of white gloves. In the background, there are other protesters, a building, and a street.

How to Establish Pay Equity at Your Workplace



Overview of the Various Phases

Phase #1 – Conducting a Wage Gap Analysis

Phase #2 – Fact-finding

Phase #3 – Establishing the Terms of Reference

Phase #4 – Gender-Neutral Comparison System (GNCS) and Subfactors Review

Phase #5 – Job Data Collection Methods

Phase #6 – Identifying Gender Dominance

Phase #7 – Ratings & Rationales

Phase #8 – Establishing the Rating Record

Phase #9 – The Banding Exercise

Phase #10 – Completing the Plan

Phase #11 – Dispute Resolution Avenues (*if applicable)



Phase #1: Conducting a Wage Gap Analysis

A long time may have passed since the last pay equity review at your unit.

- Job Classes may have changed, been added or removed from the bargaining unit
- Compiling a list of all job classes from Collectives Agreements through the years and comparing it with the job classes in the original pay equity plan is a useful exercise
- Next, compare the job rate between the female job classes and her male comparators' job rate for the intervening years to determine whether a wage gap has (re)emerged

[*review a Wage Gap Analysis worksheet](#)

Proportional Value and Proxy Methods

- When the Pay Equity Act was originally passed in 1987, the job to job method was the only method of comparison in the Act. There was a recognition a solution was still required for workplaces that were female dominated.
- In 1988, the Pay Equity Commission two new comparison methods for female jobs without direct male comparators
 - **Proportional Value:** when there is a small number of male workers in a workplace, value can be assigned to work performed in those job classes that the allows female job classes to identify an appropriate wage rate for their work
 - **Proxy Method of Comparison:** in workplaces too few to no male job classes, a similar nearby larger workplace could be used as a proxy comparator. That workplace would have identified the wage back between female job classes and male job classes using the job to job method. Ex. A nursing home could use a provincial home for the aged (municipal home) as the proxy comparator
- In 1993, Proportional Value and Proxy was passed and the Ontario government stated it would fund Proxy Pay Equity fully.



Seeking Employers & Proxy Establishments - LTC & CCHC

[O. Reg. 396/93: PROXY METHOD OF COMPARISON \(ontario.ca\)](#)



Phase #2: Fact-Finding

Request Disclosure from the ER and/or obtain the following documents:

- Original and Maintenance Pay Equity plans
- Previous Terms of Reference Documents
- Job Descriptions – job classes in the bargaining unit
- Any legal decisions (arbitrations, etc.)
- Old and Current Collective Agreements
- Any old correspondence related to pay equity achievement
- Any documents related to selecting a GNCS or tool (includes previous GNCS used)



Phase #3: Establishing the Terms of Reference

- The Terms of Reference (“TOR”) describes the pay equity agreed to by the Parties. Key components include:
- Titling – “Achievement of Pay Equity” or “Pay Equity Maintenance”
 - Ensure the TOR is titled and referenced correctly throughout as this can affect how involved SEIU may be in the process and retro considerations
- Purpose – Include a purpose statement that describes the project
 - E.g., To carry out Joint Job Evaluation using a weighted point method system referred to as the SEIU GNCS for the purpose of maintaining pay equity in accordance with this agreement.

Joint Job Evaluation Committee (JJEC)

- Union and Employer select the committee representatives
- Agrees upon the job evaluation plan and accompanying questionnaires
- Determines the level ratings for all job classes.
- Seeks clarification with incumbents and supervisors if information is not clear.
- Conducts “sore thumbing” of evaluations to ensure they are logical and consistent across the bargaining unit.
- Appoints 1 co-chair from each party responsible for chairing meetings, scheduling meetings, establishing priority matters to be addressed by the committee.
- ***Sample JJEC Language found in TOR***

The JJEC shall have equal representation and participation from the Parties, consisting of four (4) representatives from the Employer and four (4) representatives from the Union. The Parties agree that one (1) of the four (4) members will act as an alternate. Quorum to conduct JJEC meetings will be three (3) representatives from the Employer and three (3) representatives from the Union.



- **Steering Committee/Working Group**

- The purpose of the steering committee is to oversee the workplan and timetable to ensure a revised Pay Equity Plan is completed.
- Resolves matters related to the interpretation, application or administration of the TOR, Gender Neutral Job Evaluation Plan or “GNCS”,
- Oversees the joint-job evaluation process
- Determines the gender of the job class
- Determines the method of comparison for female job classes in accordance with the *Ontario Pay Equity Act*.
- Determines the information to be included in the pay equity plan
- Determines the weights of subfactor ratings and banding process (*this is explained in more detail*)
- May be mandated to attempt first level resolution of matters in which the joint job evaluation committee cannot resolve (e.g., ratings disputes)
- All of which is subject to the approval of the parties’ respective principals

Note: Not all Pay Equity processes include a Steering Committee

Committee Structure

- Committee structure of a joint pay equity steering committee is generally composed of an agreed upon number of members appointed by the Union and an agreed upon number of members appointed by the Employer
- Quorum for meetings generally requires a majority of committee members from each side in order for rating and steering committee meetings to go ahead.





- **Conflict of Interest**

- Committee members shall be excused from rating their own job, the position of a direct subordinate, or any position where there is a real or perceived conflict of interest.

- **Leave of Absence**

- LOAs provided for members attending JJEC and/or Steering Committee meetings.
- LOAs granted in accordance with the Collective Agreement.
- Employer-paid LOAs should be negotiated into each TOR

- **Consensus**

- Job rating decisions shall require a consensus decision of the Committee and be final and binding on the Parties, subject to the reconsideration procedure set out in the Article X.
- Consensus means that all members support the outcome.



- **Dispute Resolution**

- Refer to the Advisors for resolution (one for each party)
- File an Application to the Pay Equity Commission to assist the parties to come to a resolution
- Single Arbitrator (**suggested**)
- *SEIU avoids language referring disputes to the Tribunal where possible for two reasons:
 - 1. length of time to be heard by the tribunal (over one year)
 - 2. the tribunal historically hasn't supported the Union's view

- **Reconsideration**

- Establishes procedure for assessing the rating rationale
- Within 30 days of receipt of the rating rationale the union, incumbent, or employer may request reconsideration of the job rating.
- A reconsideration form is submitted, and reasons provided for disagreement with the rating.
- JJEC reviews the request and makes final/binding decision.
- Decision provided via the “Review Decision Form”



- **Future Maintenance**

- SEIU attempts to negotiate (future) joint maintenance into the TOR where possible.
- The Union's participation for maintenance must be agreed by the Employer
- ***Sample language:***
 - It is important that each party maintain accurate job descriptions and job ratings on an ongoing basis. Failure to do so will serve to damage the integrity of the program. It is the intention of the Parties to periodically review jobs upon request and also to ensure that all jobs are reviewed jointly once within each four (4) year period.

- **Termination of TOR**

- ER may wish to limit Union involvement to the present pay equity project only. They can do so by having the TOR expire after the completion of the project.
- It is beneficial to the Union to not include termination dates for our involvement in any aspect of the pay equity process.

***Review a Sample TOR**



Phase #4: Gender Neutral Comparison System (GNCS) & Subfactors Overview

Overview of the GNCS

- Also known as the Job Evaluation Manual, the Manual, or the Tool
- It is the system used for job comparison for pay equity purposes
- It is a comprehensive, non-biased assessment of work duties and responsibilities for all jobs in a workplace
- Values the scope of work done in an organization
- Must include language that can value male and female jobs
- Must include at least these four areas of work to be valued known as ***Subfactors***:
 - Skills, Effort, Responsibilities and Working Conditions
- Common to pilot-test the tool on a handful of jobs to understand how it evaluates jobs



Types of GNCS

SEIU's GNCS

- SEIU has developed its own GNCS throughout the years. The most current version was developed in 2012.
- It is health care focused by valuing and shining light on work duties and responsibilities related to the operations of patient care and safety and other expressed goals of a health care establishment
- Where necessary, slight tweaks can be made to the GNCS

SKEW

- A discriminatory tool, with a heavy focus on administration level jobs and supervisory responsibilities, which excludes our members.
- Original pay equity plans commonly used SKEW

4 Hospitals Tool

- Language is too focused on errors and not enough on impact on patient care.

CUPE Tool

- Heavily weighted towards formal education which generally doesn't benefit SEIU's membership

Sample of SEIU's GNCS

Subfactors from the 4 Hospitals GNCS

SKILLS	RESPONSIBILITY
Qualifications	Impact on Others
Experience	Consequence of Action
Dexterity and Coordination	
Interpersonal Skills	
Reasoning	
EFFORT	WORKING CONDITIONS
Physical Effort	Working Conditions
Sensory Effort	



Skill Subfactors

Education/Qualifications

- Refers to the training and/or formalized knowledge (versus practical experience necessary to prepare an individual to satisfactorily fill a position based on today's organizational requirements, education levels and standards.
- E.g., completion of courses required to perform the job, one year community college, two year community college diploma, etc.

Experience

- Measures the total pre-job and on-the-job experience required to do the job
- After completing the formal training indicated in the Education section, what do you think is the minimum level of related experience in another job or jobs required to begin this job (pre-job experience)



Dexterity and Coordination

- Relates to the amount of dexterity and coordination (physical skill) is required to do the job.
- Consider large and small motor movement in terms of the coordination (hand-eye, eye-foot, ear-hand, etc.), speed, frequency of muscle movement and accuracy, required to do the job.
- E.g., holding a patient's limb while changing a wound dressing, using power tools above the head,

Interpersonal Skills

- What are the interpersonal skills needed to perform your job duties?
- Consider sensitive or conflictive situations
- The skills may include choice of words or expressions used, tone of voice and body language (positions and facial expressions).
- E.g., ability to listen, being courteous, tactful, politeness, explain technical matters in lay terms, guide or advise others, gain cooperation of others, support/comfort/sympathize, relay unwelcome information, establish therapeutic relationship

Reasoning

- Refers to the variety and relative difficulty of the material or information upon which decisions are based and the use of knowledge and experience in making decisions.
- E.g., how to input certain procedures, using the correct codes, based on knowing the different funders and funding envelopes to maximize revenue to the home



Responsibility Subfactors

Impact on Others

- Assesses the responsibility your job has for the direct provision of services to individuals or groups of people, assuming competent performance.
- What is the degree of probability to which the services you provide in your job impact the physical and emotional well being and/or health and safety of others?
- Please provide examples of steps you take to ensure health and safety, provide patient care or prevent injury or harm to others, such as clients, patients, family members, staff, volunteers, and public.
- Also, what impact (direct or indirect) your job typically has on the physical and emotional well being and/or health and safety of others.



Consequence of Action

- Assesses the impact (positive and negative) a job has on activities of others.
- Members provide examples of typical (not rare or extreme) outcomes.
- When considering whether there is a probable impact of your work on others, consider whether this affects only your work, clients or patients, the work of others, a work team or a department, or the entire site or hospital.
- Consider responsibility for handling money, information or financial obligations, damage or loss involving instruments, equipment, supplies or property, disruption or delay of service, loss of time in detecting and correcting the error, inaccuracy of reports or records, morale of others, embarrassment to the organization or department.

Effort Subfactors

Physical Effort

- Many jobs require some degree of effort from the use of small or large muscles.
- Some activities may require effort of low intensity, while others require moderate or high intensity effort, causing muscle fatigue.

Sensory Effort

- Many jobs require some degree of sensory and/or mental attention for varying activities. This includes activities such as listening, interpreting, reading, watching, driving, or those requiring attention in combination with one or more of the five senses, (sight, taste, smell, touch and hearing) in the course of doing the job.

Working Conditions Subfactors

Work Conditions

- Assesses the frequency of exposure your job has disagreeable or challenging conditions and the degree of likelihood of injury, harm or illness from exposure to conditions which are part of the environment where the work is performed.





Subfactor Weights

- Subfactors are allocated a certain percentage of total points.
- Not all subfactors are weighted the same
- A general range includes the following:
 - Skills (approximately 35%)
 - Effort (approximately 20%)
 - Responsibility (approximately 35%)
 - Working Conditions (approximately 10%)
- Subfactor weighting is usually negotiated between the parties and we generally do not change the weights unless the parties are also negotiating changes to the tool.

Sample Scoring Sheet for Individual Subfactors

Four Hospitals Job Evaluation Tool

Weighting of Factors - Job Evaluation System

Factors	Points Assigned to Each Factor	Point Values For Each Level																
		1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0
SKILL	360																	
Education	70	10	15	20	25	30	35	40	45	50	55	60	65	70				
Experience	70	8		16		24		31		39		46		54		62		70
Dexterity and Coordination	60	15	22	30	38	45	52	60										
Working Relationships	80	9	17	25	41	49	57	65	73	80	*							
Reasoning	80	9	17	25	41	49	57	65	73	80	*							
EFFORT	340																	
Impact on Others	160	16	34	52	70	88	106	124	142	160								
Consequence of Action	180	18	39	59	80	100	121	141	161	180								
RESPONSIBILITY	200																	
Physical Effort	100	20	30	40	50	60	70	80	90	100								
Sensory Effort	100	20	30	40	50	60	70	80	90	100								
WORKING CONDITIONS	100																	
Work Conditions	100	25	38	50	63	75	88	100	*									



Phase #5: Job Data Collection Methods

- To conduct job evaluation current job data must be collected.
- Job data can be captured using a variety of methods:
 - Interviewing Incumbents
 - Facilitated Sessions
 - Individualized Incumbent Sessions
- A Job data questionnaire is used to collect information about a job (more on slide #37).
- The Tribunal has said that employees are the best source of information as they are the ones performing the job.



Job Data Collection Methods:

Interview incumbents – one SEIU rep and one employer rep interview incumbents in each job class, entering the information into a questionnaire. Supervisors review and provide comment on the questionnaire.

Facilitated sessions – Incumbents fill out questionnaire during session with SEIU and employer rep. The representatives support answering questions, and review questionnaire with incumbent prior to ending session.

Individualized Incumbent Sessions - Incumbents are given work time to complete the questionnaire on their own. Supervisors review and provide comment on the questionnaire.



Job Data Questionnaires

- Data is collected by representative individuals using a questionnaire that is comprehensive and describes the work performed in their job class
- The questionnaire mirrors the GNCS and is designed to gather information required to conduct the evaluations properly
- Important to include fulsome details and examples to support selections made in the questionnaire
- Questionnaire should detail work performed in that job class as opposed to the individual

*Review Job Data Questionnaires



Phase #6: Identifying Gender Dominance

Gender Dominance

- Female jobs are those where at least 60% of incumbents are female.
- Male jobs are those where at least 70% of incumbents are male.
- Job Classes can also be considered gender neutral and would not be used for comparison purposes and are not eligible for pay equity adjustments.
- Only job classes determined as female, are eligible for adjustments under the pay equity process.



Phase #7: Ratings and Rationales (How to)

- The joint job evaluation committee convene meetings to evaluate each job class. They read materials including the completed job questionnaire, manager comments, job postings, job descriptions, etc., as well as the GNCS and attempt to come to agreement on the level rating for every sub-factor for every job class via consensus.
- For example, the committee could assign a level 4 rating under the experience sub-factor if they consistently read that a job requires nine months to one year of experience to perform the duties of the job.
- Another example is the committee could assign a level 2 rating under the dexterity sub-factor if they agree that a maintenance job class requires exact and precise movements to use some tools and equipment.



Phase #8: Establishing the Rating Record

- **The Rating Record** is an excel spreadsheet where all evaluations for the bargaining unit are tracked.
- Ratings for each subfactor are recorded, along with the associated rationale for each subfactor rating.
- Rationales include language from the GNCS corresponding to the subfactor level (score) credited, plus a job specific example from the job description or questionnaire.
- **Sore-thumbing** – throughout the evaluation process the committee shall conduct sore-thumbing, also know as consistency checking. This process includes sorting the rating record by factor to ensure jobs with similar examples have been credited in the same or similar way.



Consistency Checking

- This step occurs after the initial ratings are complete and again after reconsideration
- The committee does a full review of all ratings and rationales to ensure the job evaluation manual (GNCS) has been applied consistently to all job classes
- Ratings and scores are adjusted as appropriate to remedy any inconsistencies in the application of the manual

Calculating job class value (with weights)

- Once agreement is reached on each subfactor rating, and weights are calculated, each job class is assigned an overall point value (e.g., “450”).
- For example, using slide 32 as reference, a job class could score a Level 2 under Education which would give it 20 points and a Level 3 under Experience which yields 24 points, etc. You sum all the point values for each sub-factor to arrive at the overall point value of the job class

Ratings Disputes

- Subfactor ratings disputes are very common.
- The Union and Employer need to come to a consensus on a rating for each individual subfactor, per classification.
- The ratings phase of this process is usually responsible for the long delays in achieving or maintaining pay equity.
- Where subfactors are not agreed to, the parties rely on a dispute resolution process.

*Demo rating record and input level ratings


Sample Rating Record

Subf	Level	Factor Rationale for Graduate Level Program Coordinator Job Class
Educ.	X	Three-year Community College Diploma or Three-Year Bachelor Degree, or equivalent.
Exp	X	More than 2 years pre-job experience and up to and including 1 year of on the job experience to experience a full cycle of course programming.
Interac.	X	Interactions require the ability to identify needs or requests and to provide recommendations for action or instructions. Also, advises students (e.g., academic program matters).
Prob Slv.	X	Identifies recurring problems and situations using established procedures and guidelines. Gathers and reviews available facts. Selects the best solution from clear alternatives and past practice. (e.g., refers to academic program guidelines when informing students about mandatory courses)
PhysEff	X	Light: alternating positions of sitting, standing and walking, periods of intermittent keyboarding,
SupG	X	Provides functional guidance to others on an on-going basis. (e.g., acts as a resource to staff and students on academic programs)
Plan	X	Planning and coordination of own workload and work team tasks (e.g., meeting and calendar coordination and planning small internal events)
PsycEn	X	Occasional: multiple deadlines (1) Frequent: emotionally charged situations, interruptions (2). Continuous: no elements credited. 1 occasional, 2 frequent,
Risk	X	Limited possibility of minor harm from exposure to health and safety risks.

Phase #9 – The Banding Exercise

Banding

- Once all of the job classes are ranked in order of value (based on their total score), the parties will attempt to negotiate an appropriate banding exercise.
- The job classes are sorted, by value, into individual bands.
- A band is a range of points considered to capture comparable work.
- Bands may be arranged as follows: 0-50, 51-100, 101-150, 151-200, and so on.
- The range for each band is agreed upon by the parties, the example above uses 50-point bands.
- The steering committee is required to come to consensus on appropriate banding
- Banding determines the male comparators for the female job classes.

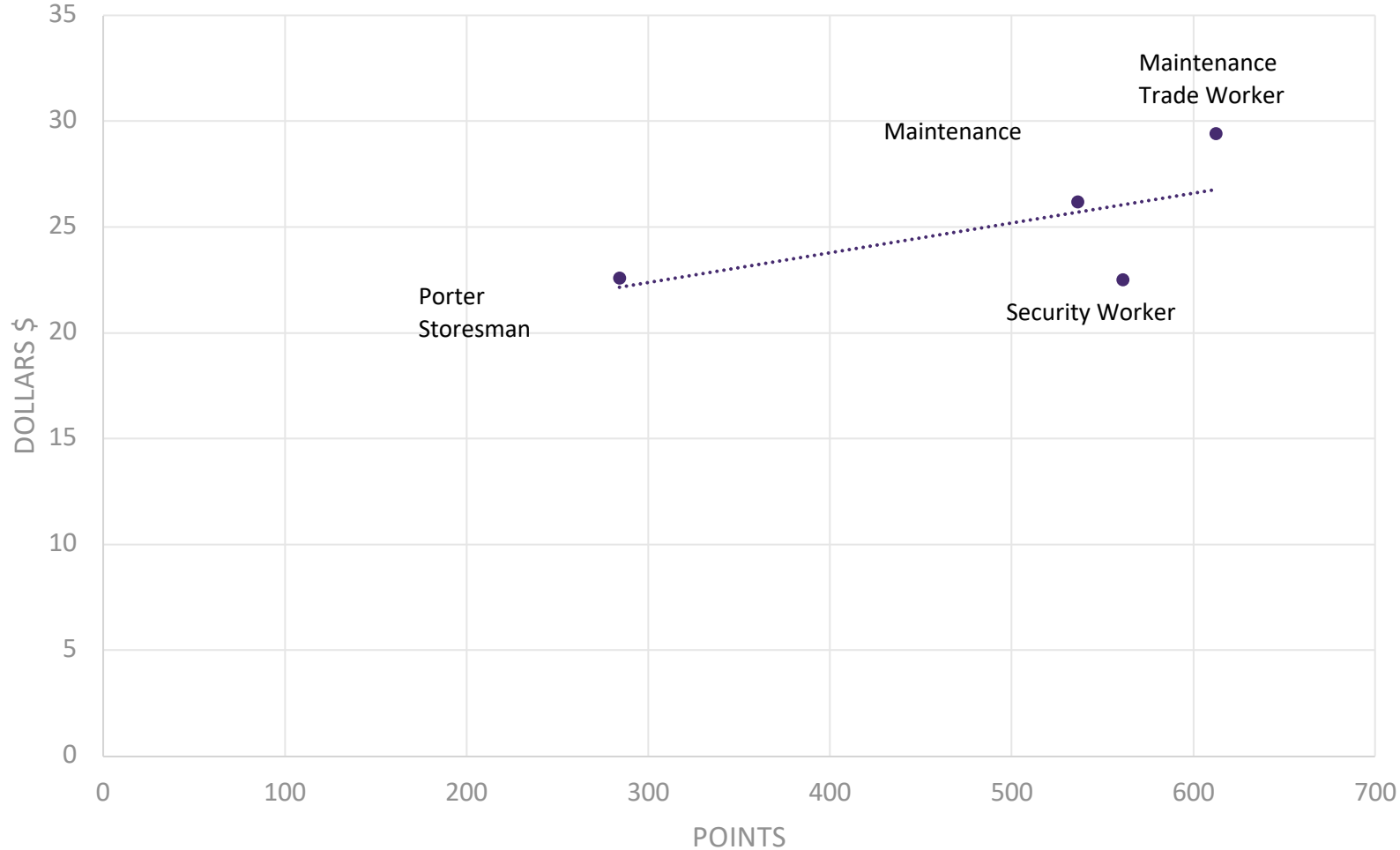
- 
- If there is no appropriate male comparator in a band, the parties should first look outside the bargaining unit and search the establishment for an appropriate comparator.
 - If there is not an appropriate male comparator, a proportional value (“PV”) calculation is made.
 - PV calculates the pay rates of the other male job classes in relation to their point values and comes up with a line of cents per point. This allows the value of the female job to be plotted on the line to arrive at a pay equity job rate
 - Banding requires some strategy as there is not one fixed approach. The Employer will arrange the band to reduce the overall costs.



Banding – NHS Case Study

- Jump to Union & Employer Banding Proposals

Proportional Value: Constructing a Male Line



Rate of Pay (\$)	Points	Job Class
26.18	536	Maintenance Worker
22.54	561	Security Worker
22.59	284	Porter Stores
29.38	612	Maintenance Trade Worker



Phase #10: Completing the Pay Equity Plan

Analyzing the Plan

- Once all the ratings are finalized, the Joint Committee will analyze the results which includes:
 - determining the range of points for each band
 - assigning male comparators
 - determining whether any adjustments are owing and for which years

Posting the Plan

- Once the analysis and negotiations are complete, a Pay Equity Plan will be posted at the employer's workplace
- It is the employer's responsibility to make their best efforts to contact former employees who are eligible for an adjustment. The Union can also assist in reaching former members.



Phase #11: Dispute Resolution Avenues

Pay Equity Commission (PEC)

- There are 2 separate branches to the Pay Equity Commission
 - The Pay Equity Office
 - The Pay Equity Hearings Tribunal (PEHT)
- Either party may file an Application to Review Services at the Pay Equity Office and be assigned a Review Officer who can issue an Order or Notice of Decision to assist the parties in resolving the dispute.
- The Pay Equity Commission is Employer-friendly, has long delays, does not adhere to any timelines and accepts a range of reasonable outcomes (which means they rarely intervene in rating disputes).
- The Union can appeal the Order or Decision to the PEHT, however, proceeding to the PEHT is very costly and also results in delays.



Pay Equity Hearings Tribunal (PEHT)

- The *Pay Equity Act* established the Tribunal to hear and decide pay equity disputes. The Tribunal has exclusive jurisdiction to determine all questions of fact or law that arise in any matter before it. The decisions of the Tribunal are final and conclusive for all purposes
- As the PEC is generally employer friendly, the Union tries to ensure alternative dispute resolution mechanisms in the TOR that bypass the PEC.

Arbitration

- If we have a signed Terms of Reference and are at an impasse, we can use the conflict resolution process set out in the Terms
- We can also file a s.49 grievance and have our case heard in an expedited way by an arbitrator
- Some arbitrators are familiar with pay equity and can hear our cases, including disputes on ratings. It is very important to select an arbitrator with pay equity knowledge.



Third Party Referee

- The Parties may agree to one mutually agreed upon third party referee who has not been involved in the exercise.
- The referee would use the existing materials (rating record, questionnaires, job descriptions, and all other information available to the committee) to resolve the ratings in dispute.
- On some occasions, the third party referee may require written submissions to further emphasize the position of the parties.



Glossary of Key Terms

Comparator

- A comparator is the male job class to which a female job class is compared and found to be of equal or comparable value. The female job class must be paid the same job rate as that of the comparator.

Compensation

- Compensation means all salaries, wages, payments and benefits paid or provided to an employee for performing work for which he/she receives a fixed or predetermined amount.

Establishment

- An establishment is defined as all the employees of an employer who work in a given geographic division.

Gender Bias

- Gender bias is the favouring of one gender (usually men) over another (usually women). In compensation, gender bias means that the gender of the person in the job has influenced how that job is paid.



Gender Neutrality

- Gender neutrality, for pay equity purposes, is the objective comparison of both female and male jobs. When a job comparison system is gender neutral, it accurately captures the content of skill, effort, responsibility and working conditions of the work that is done in both male and female job classes.

Job Class

- A job class is defined as those positions in an establishment that have similar duties and responsibilities; require similar qualifications; are filled by similar recruiting procedures; and have the same compensation schedule, salary grade or range of salary rates.

Job Evaluation System

- A job evaluation system is part of a job comparison system that determines the value of job classes within an organization.

Job Rate

- Job rate is the highest rate of compensation for a job class.

Job-to-Job Comparison

- Job-to-Job is a method of directly comparing female job classes to male job classes.

Pay Equity Act, 1987

- This law was passed to identify and correct gender discrimination in compensation practices of employers. Under the law, jobs usually held by women are valued and compared to different jobs usually held by men. The Act was amended in 1993, 1995 and 1996, and is now known as Pay Equity Act, R.S.O. 1990, c. P.7, as amended.



Pay Equity Plan

- A pay equity plan is a document that provides employees with information about how pay equity was done and the results for their workplace. Employers subject to Part II of the Act are required to post pay equity plans in the workplace.

Posting

- Posting is the act of putting a copy of the pay equity plan in a prominent spot in the workplace where it can be seen and read by all employees.

Proportional Value

- Proportional value comparison is a way of indirectly comparing female and male job classes. Proportional value looks at the relationship between the value of the work performed and the compensation received by male job classes, and applies that relationship to determine the pay for female job classes.

Proxy Method

- The proxy comparison method allows defined organizations in the broader public sector, which have mostly or all female job classes, to find comparators from another public sector organization. Only organizations that are part of the public sector as defined in the Appendix in the schedule to the Act and that had employees on July 1, 1993, are eligible to use the proxy method by order of the Commission.