



MOUNT ROYAL FACULTY ASSOCIATION (MRFA)

CHILD CARE COMMITTEE REPORT (2013-14)

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1. Introduction

a. *Purpose and Scope of MRFA Child Care Committee*

During the 2010 fall semester, the MRFA Executive met with departments in order to discuss issues of importance to members. Access to child care emerged as one of these issues. As a result, a [Child Care Discussion Paper](#) was prepared for the 2011 Annual General Meeting. At the AGM, the membership directed the Executive Board to propose to the university administration that a joint child care committee be established to make recommendations on expanding day care access at Mount Royal and on related issues.

The Child Care Task Force consisted of the Executive Director of the Mount Royal University Child Care Centre (MRU CCC) and representatives of the MRU CCC Board of Directors, the MRFA, the MRSA, the SAMRU, and management/exempt employees. The purpose of this committee was to determine the existing and future demand by MRU students and employees for child care at the MRU CCC. Based on the information gathered from a survey, the committee generated its [final report](#). However, the report noted that there were several issues with the survey and that it did not gather all the information anticipated. Consequently at the October 2012 MRFA General Meeting, two motions to pursue this initiative further were passed:

1. Motion THAT the MRFA conduct its own child care survey and invite other members of the university community to participate.
2. Motion THAT the MRFA Executive Board establish an ad hoc Child Care Task Team to develop the survey.

The ad hoc Child Task Team (referred to hereafter as the MRFA Child Care Committee) comprised Gerry Cross, Chantelle Anderson, Mary-Lee Mulholland, Irene Shankar, Janet Miller, Kari Roberts, Joanne Baxter, and Gulberk Koc MacLean.

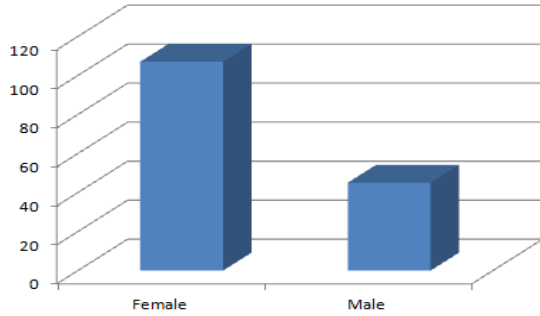
b. *Purpose and Scope of Survey*

At the direction of the membership, the MRFA Child Care Committee developed a survey for the MRFA. This survey was modified slightly to be applicable for MRSA members. The Child Care Committee tried to work with the Students Association to send a survey to all MRU students, but was not able to proceed with this. SAMRU does not have a distribution list for its members; so, we were unable to implement the survey in a way that would ensure a high response rate, while maintaining the validity of the results. The MRFA and MRSA surveys were sent to members in February 2014, and the Committee has prepared the following report based on the results of these surveys.

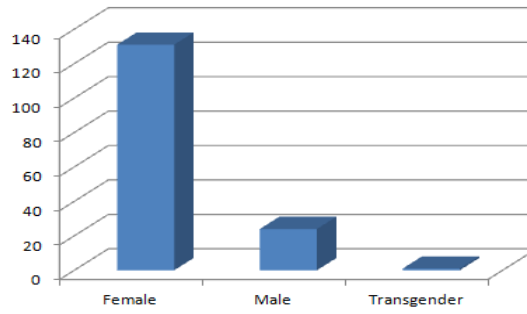
i. Demographics of Respondents

There were 189 responses from MRFA members and 189 responses from MRSA members. Among MRFA members, 70.4% of the respondents identified themselves as female and 29.4% identified themselves as male. Among MRSA members, 84% identified themselves as female, 15.4% identified as male, and 0.6% as transgender.

Faculty Respondents' Gender

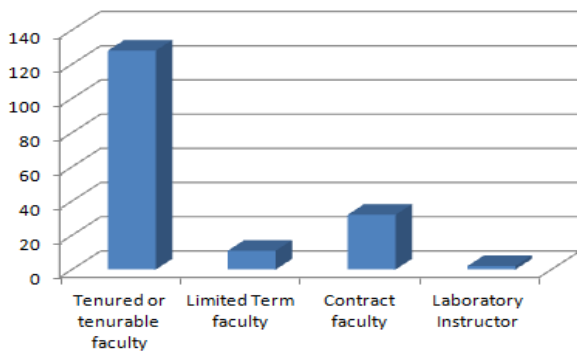


Staff Respondents' Gender

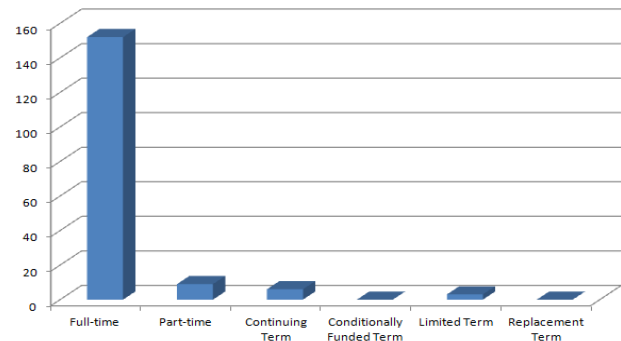


In terms of employment position, among the MRFA respondents 74% are tenurable or tenured faculty, 6.4% are limited term faculty, 18.5% are contract faculty and 1.2% are employed as laboratory instructors. Among MRSA respondents 89.4% are full-time, 5.3% are part-time, 3.5% are continuing term, and 1.8% are replacement term employees.

Faculty Respondents' Positions

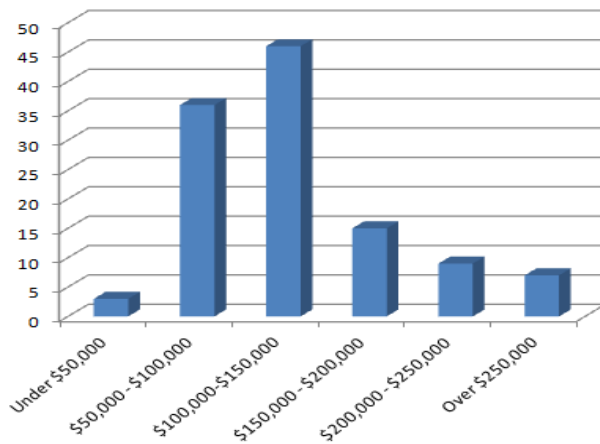


Staff Respondents' Positions

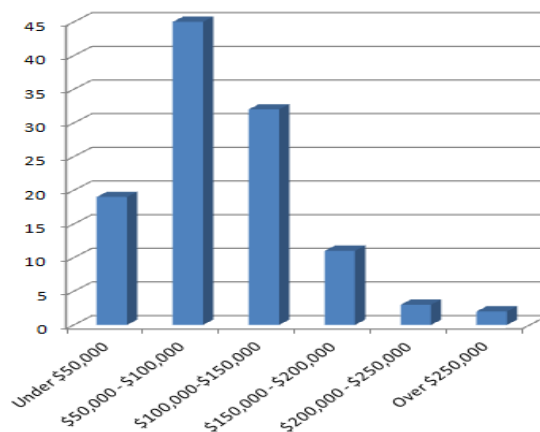


In relation to income, among the MRFA respondents 33.6% reported gross household income under \$100,000 while 66.4 reported income over \$100,000. Among MRSA respondents, 57.2% reported gross household income under \$100,000 while 42.9% reported gross household income over \$100,000.

Faculty Respondents' Household Income



Staff Respondents' Household Income



ii. Limitations of the survey

The survey was compiled by the Child Care Task Force, approved by the MRFA Executive and pre-tested before implementation. Despite our collective vigilance, we noted some limitations after the survey was completed. First, its design prevented detailed feedback from respondents with grown children who had experienced child care obstacles in the past. In addition, we should have asked about part-time and kindergarten care more explicitly. Finally, our income categories contained overlapping categories.

2. Inclusive Workplace: A Mount Royal Priority

One of the pillars in the draft institutional strategic plan is that Mount Royal University will provide a healthy, respectful learning environment and workplace. In addition, the Diversity and Human Rights Office advocates for a “respectful and inclusive workplace,” and this is key to the forthcoming diversity plan. A significant factor in a faculty or staff member’s ability to participate fully at Mount Royal is family status. In the surveys of both MRFA and MRSA members, several issues were raised regarding the challenges and obstacles faced by parents that prohibit their ability to participate fully, equally and meaningfully at the workplace. These include affordable, flexible and accessible childcare, parental leave, inclusive scheduling, governance structures and meeting times. As Mount Royal moves forward with its commitment to be a great place to work, there needs to be a heightened awareness of how parents are excluded and prevented from participating fully in the workplace.

Accessible and affordable childcare, along with inclusive workplace practices, are essential for ensuring employee retention and workplace satisfaction. As seen in this survey, while childcare is an issue for the MRFA membership overall, childcare constraints disproportionately affect women faculty members. As expressed by a MRFA member, “childcare is a barrier for so many faculty, namely female members.” Thus, childcare constraints are a gendered issue, which disproportionately affects women staff and faculty members’ ability to fully participate in the workplace. To elaborate, in a majority of Canadian households, regardless of employment status, women continue to be primarily responsible for childcare and household work.¹ This means that women are often responsible for making childcare arrangements, driving their children to daycare, picking them up, making alternative arrangements if childcare falls through and providing childcare to sick children. In Canada, a significant majority of these women are also responsible for providing care to their elderly relatives and extended family members.² This shows us that childcare or lack of accessible and affordable childcare disproportionately affects women staff and faculty members.

3. Challenges to an Inclusive Workplace

a. *Challenges: Scheduling*

Scheduling is a significant issue of concern among most MRU faculty. It is a particularly pressing concern for faculty members with children. The scheduling policy currently requires that individual childcare exemptions be completed each semester and that the Chair approves. This places individual faculty

¹ Luxton, Meg and June Corman. (2001). *Getting By In Hard Times: Gendered Labour at home and on the Job*. Toronto: University of Toronto Press.

² Statistics Canada (2013). “Caregivers in Canada, 2012.” In *The Daily*. Tuesday, September 10th of 2013. Available online at <http://www.statcan.gc.ca/daily-quotidien/130910/dq130910a-eng.htm>.

members in a precarious position whereby they have to negotiate their childcare constraints with their Chair and rely upon the Chair's "good will" to grant this legal provision. This is problematic for untenured and contract faculty members. Faculty members are concerned that such legal requests will be perceived by Chairs as being overly demanding and will be deemed as unreasonable accommodations. Moreover, there is an underlying fear that such requests will be used against the members during TPC proceedings or renewal of contracts.

This fear is facilitated by Policy 516-01 (the Academic Scheduling Policy) that specifies that these requests need to be submitted for approval every semester. The frequency of submissions facilitates fear of being perceived as the "lazy" faculty member requiring accommodations for "personal decisions made to have children." This fear has made some faculty members wary of completing "Individual Exceptions" forms. They cite the frequency of submission as a deterring factor which facilitates the perception of constant requests for accommodations that are not well understood or supported by the wider MRU community. It needs to be noted that most of the childcare exemptions are made by female faculty, making this a gendered issue of inclusive workplace.

The MRU teaching schedule is made almost a year in advance which is a source of stress for some faculty members with children, as childcare arrangements may fall through or change over the year. Overall, faculty members may face recrimination from fellow faculty members and Chairs for making these legally protected requests. It also needs to be stated that contract faculty only learn about their schedule a month before classes and thus, they do not have the flexibility of requesting childcare exemptions for their teaching schedule.

In addition to the scheduling issues identified above, final exam scheduling was also identified as a significant constraint. Faculty members reported having exams scheduled evenings and weekends. Thus, it is not surprising that approximately 67% of the faculty members with children reported that final exam scheduling conflicted with their childcare responsibilities.

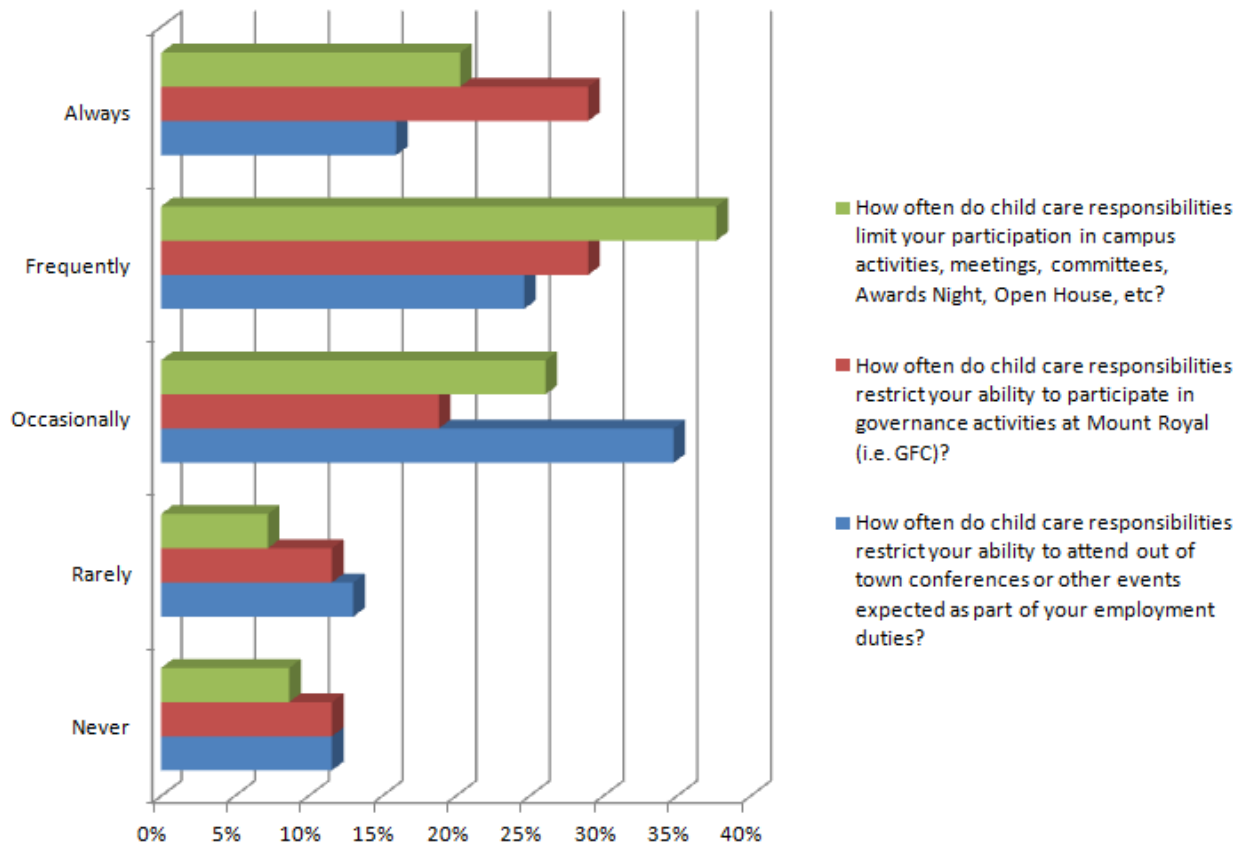
b. Challenges: Workplace Participation

While Mount Royal University prides itself on its community-based culture, the understanding and accommodation of the restrictions of faculty and staff with family status are not well-established. In fact, several survey respondents conveyed experiences that demonstrate the perception that Mount Royal University is a campus that is not particularly "family friendly." To illustrate, one faculty member commented that "I would suggest we are not generally as tolerant of those who have to deal with child care issues. I have recently had issues with an ageing parent and find I receive much more understanding for that than I ever did when I had my own childcare issues." Another stated that "'Family Friendly' is not a value on campus." Perhaps the most prevalent issue raised by faculty and staff with children is the difficulty of working with sick children who are unable to go to school or daycare. Parents who are unable to secure alternative childcare are put in a position where they must cancel class, ask a colleague to cover them, or bring their child to work. To this point, 46.4% of faculty with children (the majority women) indicated that they have had to cancel class due to childcare issues, 68.1% of faculty with children (the majority women) indicated that they have had to take their child to work, and 38.6% of all faculty indicated that they have covered a colleague's class due to childcare issues. When faculty bring children to work, it is not always welcomed: "Brought my child to the office 3 times (on days I didn't teach or have office hours). Get lots of

passive-aggressive comments from colleagues: “With all these kids around, I wasn’t sure if this was a workplace or a daycare.” In order to avoid such intolerance, one faculty member indicated that the fear of losing their job put them in a precarious position in which they could not provide the care they wanted to provide to their children.

Another issue raised by faculty was that it is sometimes difficult to participate in service and governance at Mount Royal University. In some departments and Faculties, it is common to have meetings that extend beyond 4pm or 5pm, which means that some faculty members have to leave early or miss the meetings entirely. This can significantly impact their ability to demonstrate service work, particularly at more senior levels. Furthermore, many of the university-level governance structures, such as GFC, occur from 4pm-6pm, which means that faculty with childcare restrictions cannot participate in those high-valued service activities. When asked if they have ever had to miss or cancel a meeting due to childcare issues, 79.7% of faculty with children (the majority women) responded that they had. More specifically, 76.8% of faculty with children state that they “occasionally” to “always” miss governance at MRU due to childcare and 85.1% state that their ability to participate in campus activities such as meetings, committees, awards nights and Open Houses is “occasionally” to “always” limited. Comments included: “All GFC and other governance meetings. I am missing the budget meeting today because of childcare issues.”; “Meetings that were after 4pm were very difficult with my previous childcare situation” or “Do not have childcare on Fridays, missed MRFAs.”

MRFA responses on some of the impacts of Child Care



Although it is impossible to set up meeting times, especially university-level governance meetings, that accommodate everybody, some meeting schedules exclude faculty with children. It is concerning that 11 out of 15 contract faculty members reported that they have had to turn down opportunities to teach a particular course for childcare reasons. Finally, for many faculty, particularly full-time, their ability to attend conferences, undertake field research or other activities is limited. A great majority of the faculty with children (75.3%) state that their ability to attend out of town conferences or other activities expected as part of their employment is restricted by childcare constraints.

c. *Challenges: Accessing Childcare*

Currently, there is a childcare shortage in Calgary and with the projected baby boom that demand for childcare spots will continue to put pressure on faculty and staff at Mount Royal.³ For many new faculty and staff with children, when they begin to work at Mount Royal, one of major draws is the on-site childcare centre. However, access to this centre is complicated. There are only 80 spots (please note: according to survey results there is estimated to be 71 more children among MRFA members and 69 children among MRSA members over the next five years. However, not all of these children may require MRU CCC childcare.), a huge waitlist, and for many faculty and staff the cost of the childcare centre is prohibitive (although comparable with other daycares, but not day homes). Moreover, there is no childcare available for children under the age of 19 months.

The current MRU CCC fees are comparable to other daycares but, understandably, more expensive than day homes. Nonetheless, many respondents noted that the current price of MRU CCC makes this centre inaccessible for them. The respondents urged for recognition that the current "child care fees are too much to bear" for those MRFA and MRSA members who are lower on the pay grid. This issue is discussed in more depth later in the "Cost" subsection.

The MRU CCC currently provides care for children from 19 months to 3 years of age for \$1130 per month and for children from 3 to 5 years of age for \$1,020 per month. As stated earlier, there are only 80 spots available in this daycare and the waitlist is extensive. While demand for childcare on campus is extremely high, some respondents reported that they are not using the MRU CCC. Both MRSA and MRFA members consistently cited cost as a barrier to accessing MRU CCC. While the respondents have income that disqualifies them from childcare subsidy, they are still unable to afford MRU CCC due to "Calgary's cost of living." Many respondents stated that they got a spot in the MRU CCC daycare but had to decline due to the costs. One of the significant challenges for parents is that they have to pay the deposit and the first month fee upfront, which translates into two months' payment within 24 hours of being accepted into the MRU CCC. In addition to two months at the MRU CCC, some parents had to pay a month at the previous daycare because they did not have enough time to give notice. This is particularly a concern for faculty members with lower incomes. Thus, it is not surprising that 56% of MRFA respondents with incomes between \$50,000 and \$100,000 are in favour of providing a subsidy to fellow faculty members in order to offset costs of the MRU CCC. Moreover, approximately 68% of respondents in this income bracket supported provision of loans from the MRFA Compassionate Fund so that faculty members could accept an MRU CCC spot when it becomes available. Care for children between the ages of 12 and 19 months was

³ (2011, August 27). "Daycare Shortages Plague Calgary Parents." from <http://www.cbc.ca/news/canada/calgary/daycare-shortages-plague-calgary-parents-1.1010151>.

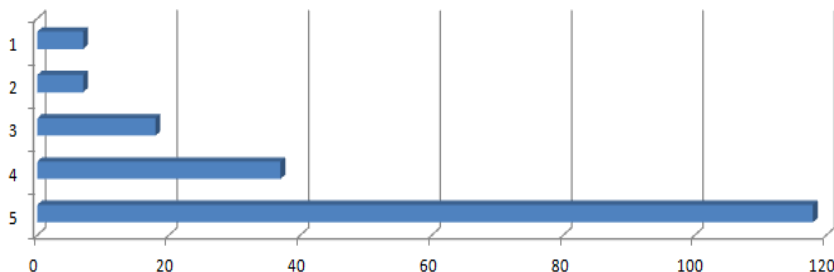
seen as a concern amongst respondents. Parents who have children in care off campus sometimes indicated that they had long commutes, and found drop offs in different locations stressful. When they did have the opportunity to move their child to MRU daycare, some did not make the change because of the emotional impact this might have on the child(ren). Parents who are unable to get into the MRU CCC may face long commutes and the stress of dropping their children off in other areas of city before heading to work. They must leave home earlier and return home later to accommodate the transit to their children’s off campus daycare. In addition, these parents find it stressful to leave campus to pick up sick children from daycares.

To add to this complexity, maternal and parental leave at MRU provides three months top up for tenurable and tenured faculty members at 95% of their salary. Over the past year, some of the committee members heard from colleagues (the vast majority being women) who were returning to work after three months without access to childcare. Moreover, tenurable faculty members may return to work early (within 6 months of giving birth) so that they do not lose that year towards tenure and their increment on the salary schedule. The MRFA Diversity Committee Report (see appendix I) identified this to be an issue for faculty members: “Mount Royal University’s current CA on Maternity and Parental Leave creates an inequitable environment, wherein birth and adoptive mothers are denied access to appropriate benefits and protections and whose ability to balance academic careers and family responsibility is thereby impeded” (page 1). The anecdotal data and experiences relayed to committee members indicate that data is needed on 1) how many faculty members take maternity and parental leaves at MRU, 2) and the duration of such leaves.

4. Childcare on Campus: A Vital Service

Approximately 82% of the MRFA respondents and 72% of the MRSA respondents indicated that it is very important or important to have childcare services on campus. Percentages were higher among MRFA members with children, where 89% of the members reported that it is very important or important to have childcare services on campus. MRFA members without children also reported childcare on campus to be a high priority, with 74% reporting childcare on campus to be very important or important. Overall, MRFA members considered childcare to be an important issue and were “very pleased to see childcare being raised again as an area worthy of focus for MRFA” and moreover, stressed that “MRU will face retention issues with their faculty members” if issues with accessibility and affordability of daycare remain unexamined. As discussed below, MRFA members experience significant challenges pertaining to childcare at MRU. As expressed by one MRFA respondent, “I wish I had been more proactive when I was first offered a job at MRU as I relocated with my family and my professional and personal life has suffered as we have not been able to find appropriate childcare so far.” There is an urgent need for “childcare arrangements that are more flexible.”

*MRFA responses on the importance of having child care services on campus
(5 = very important and 1 = not at all important)*



5. Demand for Childcare on Campus

Approximately, 56% of MRFA respondents either have a child or are planning on having one or more children in future. The combined MRSA and MRFA survey results show that 51% of respondents either have a child or are planning on having children in the future. Among the MRFA respondents with children, 67.6% indicate that they have at least one child that requires child care services. This last group of respondents is planning on having at least one additional child in the next five years. The collective responses indicate that 140 more children are expected in the next five years; this is in addition to the roughly 500 people currently on the waitlist.⁴ The demand for childcare is also shown in the qualitative comments, where many respondents indicated that they are currently on the waitlist for MRU CCC childcare but felt that they had very “little prospect of getting a spot.” This was a frequent sentiment and highlights the continued high demand for childcare on campus.

There is a particular urgency and need for childcare for 12 to 19 months old children at MRU. A full 50% of MRFA members and 46% of MRSA members stated that they could use childcare for 12 to 19 months, if it becomes available at MRU CCC at an estimated cost of \$1400-1600 per month. The response may have been significantly higher if we had listed a lower projected cost in the survey, as many respondents found the projected cost to be high and unaffordable.

The survey responses demonstrated a strong demand for part-time and drop-in care at MRU and 69% of respondents stated they would use drop-in care at MRU. Respondents reported that “we need a space on campus that functions as a drop-in or playroom.” All comments attached to the question measuring demand for drop-in care garnered very enthusiastic responses, such as “YES, YES, YES and more YES! (*capitalized in the original response*).” Respondents stated that drop-in care would be “very helpful,” a “great addition” and a “fantastic resource for all faculty members, but particularly for part-time and students.”

While the survey did not specifically ask about part-time childcare, respondents spoke at length about their need for part-time childcare on campus. This is a particular concern for faculty members of lower income, contract faculty and staff. As explained by a respondent, “I would like more part-time options as I am a sessional [faculty member] and do not make enough money to pay [for childcare].” Also, some respondents stated that they would be more likely to use the MRU CCC “if there was a part-time option.” Finally, while we did not ask about kindergarten, respondents urged for kindergarten to be made available on the MRU campus.

6. Mount Royal University Childcare Centre

For many years, the MRU CCC has provided quality care for hundreds of children of students, staff and faculty. Moreover, the Centre has a clear presence on campus and is part of the community. Children in the Centre are often active participants in the Early Learning and Child Care Program, make use of the recreational facilities and are seen going on walks through the halls. Currently, the Centre has 80 spots that

⁴ The MRU CCC website indicates that there are currently “well over 500 people waiting on [its] wait list” <http://www.mtroyal.ca/CampusServices/CampusResources/ChildCare/FrequentlyAskedQuestions/index.htm>

provide care for children ranging in age from 19 months to 5 years of age. It also offers a Preschool Program for children aged 3-5 years and a Before & After Program for children aged 6-12 years attending St. James Elementary and St. Augustine Elementary. The Centre is open from 7am until 6pm for children enrolled in the childcare program.

In addition to its convenient location on campus, the Centre is well-known for the high-quality care provided. All staff members have at least a Level 3 in Early Childhood and the staff turnover rate is relatively low. The children also benefit from use of the recreational facilities, a discounted rate for the Kodaly Musicianship Program in the MRU Conservatory, and partnerships with Child and Youth Studies.

It is important to note that the MRU CCC is a not-for-profit organization and cannot run at a loss.

a. Cost

The MRU CCC does receive a great deal of financial support from MRU, including rent of \$1 per year and utilities at no cost. The current costs for students, staff and faculty are \$1130 for children under three years of age and \$1020 for children over three. Families outside of the MRU community pay \$50 more per month. While this cost is comparable to other daycare centres, there is a perception that it seems high for a subsidized centre and that the rates for the public are quite reasonable considering that they are benefiting from MRU support. Members have indicated that it is important for the Centre to serve the MRU community exclusively.

Despite the comparable cost of the MRU CCC, the cost is prohibitive for many families, notably families with only one income, with more than one child under 5, or who live on a staff or contract faculty income. Comments from faculty include: "The cost is prohibitive, especially for students and those with more than one child under 5 yrs of age. The university should be involved in ensuring that sliding scales, subsidies and discounts are available to its community members"; "I can't afford MRU child care centre on one income – which is still above subsidy level and not enough to afford this while living in Calgary (cost of living)"; and "It's expensive for sessional faculty."

The MRU CCC does have higher labour costs than most daycares because of the higher education levels of its staff and its commitment to high quality care. Many respondents commented on the quality of the care and their appreciation for the Centre and its staff.

b. Space and the 12-19 Months Care challenge

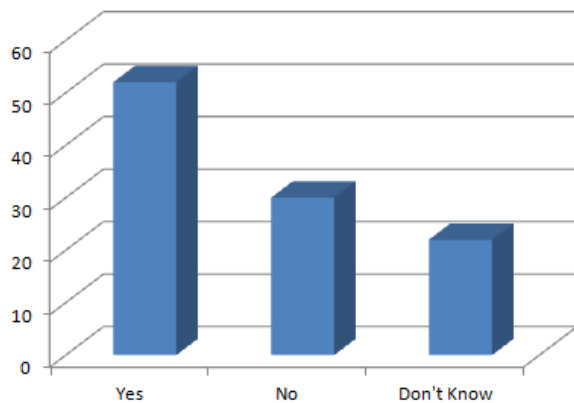
Currently there are 80 spaces for children aged 19 months to 5 years of age. There are no spaces for children aged 12 months to 18 months. As the MRU faculty parental leave SUB plan lasts for three months and the EI program ends after 12 months, most parents must return to work no later than when their children are 12 months of age. MRU faculty and staff who hope to have their children placed in the MRU CCC must find temporary arrangements for their children while they are aged 12 months to 18 months. This is also the case for those parents whose children are over 18 months and do not get a call from the waitlist in time. These arrangements often include relying on family members, using day homes or other daycare centres. For example, one faculty member stated that "19 months makes it very difficult as you have to find alternative care for the 12-19 month range and then move again."

The MRU CCC has explored the possibility of expanding their facility to serve the 12 month – 18 month age range. They have faced many obstacles, including space and finances. For example, they submitted a

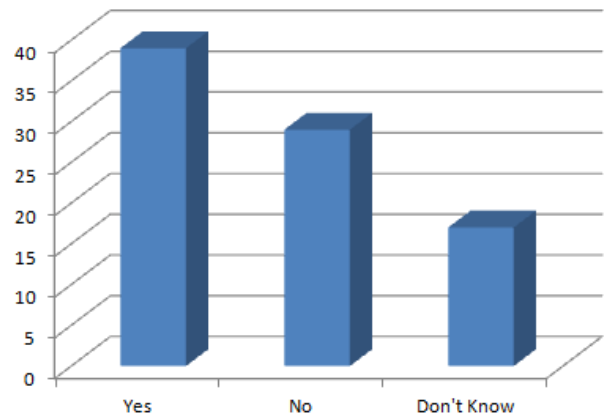
proposal for space in residence for this age range but the province did not recognize it as the same address and therefore it could not be considered part of the MRU CCC under its current license. In order to expand, the MRU CCC would need access to space that was either beside or much closer to the current location. There are possibilities for this when space is repurposed after the Library and the Conservatory move to their new buildings.

In their last proposal, the MRU CCC projected that spots for the 12-18 month range would cost \$1400-\$1600 per child. Of our faculty respondents, 52 members indicated that they would use this service at this cost if it were available, 30 indicated that they would not use it at this cost, and 22 said they did not know if they would use it at that cost. Nine respondents provided qualitative responses that expressed concern about the high cost, and one said the cost is “ridiculous”.

MRFA Responses to using 12-18 month Care at MRUCCC



MRSA Responses to using 12-18 month Care at MRUCCC



c. Part-Time Spots and Drop-In

As stated under the section on demand, many faculty at MRU would benefit greatly from part-time or drop in services. Currently, the MRU CCC does not offer either of these services. Some faculty are frustrated that the Centre’s offerings are so “rigid”. For example, there is no policy in place for sharing a full-time spot. Also, it has been observed that parents who take advantage of the kindergarten program at St. James Elementary still have to pay full fees, even though their child is in daycare for only part of the day. A part-time option would be extremely helpful for contract faculty who cannot afford full-time care or are unable to plan their semester with much notice.

d. Waitlist

According to the survey, 22.2% of all MRFA respondents (with or without children) have at one time been on the MRU CCC waitlist. Many others indicated that they would like to use the centre and would put their names on the list, but they are limited by various factors, such as cost, timing or the lack of part-time care. Currently, there are over 500 people on the waitlist to gain access to the MRU CCC. Priority is given to siblings of currently enrolled children (whether they are from the MRU community or the general public), followed by the MRU community, and then the general public. Typically, a child can be on the waitlist anywhere from one to two and a half years, depending on various factors.

A spot becomes available when a child leaves the Centre and the remaining children are shuffled to rooms based on their more exact age (there are several rooms for the 19 months to 3 years of age range and

more for the 3-5 years of age range). Each room must comply with government established ratios of children to caregivers: (see Table A)

Table A

Child's Age	Ratio (caregiver: children)	Maximum in Group/Room
0-12 months	1:3	6
12-18 months	1:4	8
19 months – less than 3 years	1:6	12
3 years – less than 4.5 years	1:8	16
4.5 years and above	1:10	20

The spot is then offered to a child on the waitlist (ranked as sibling, MRU community, and public) based on their age (not simply over or under three, but often down to the month of birth). Once the offer is made (even by message on voicemail), the parent has 24 hours to respond. In that 24 hours, the parent must make a decision to change their child's care arrangements (often a difficult decision), give notice to the current care providers, and come up with two months' MRU CCC fees to pay for the first month and a deposit for the last month.

It must be emphasized that while there are a number of respondents who responded very positively about the waiting list; for instance, commenting on the waitlist being handled in a "professional and timely manner." However, there is also a great deal of frustration with the waitlist. Comments from faculty regarding the waitlist include that it lacked transparency, was arbitrary, is far too long, there was no communication from the Centre regarding confirmation or movement on the list, the notice period was too short, and they have a "take it or leave it attitude."

Moreover, there is a great deal of frustration about the general public having access to the excellent childcare subsidized by MRU. The public pays nearly the same amount as MRU community members. In addition, if a child from the public gets a spot, then their siblings will be given priority. It is possible that a spot for a MRU community member could be lost to a member of the general public based on a month or two age difference. For example, if a MRU community member was at the top of this list but a spot came open while their child was 18 months, rather than 19 months, that spot could go to the general public. When this happens, the spot would not be available to the MRU community again for an indeterminate period of time since siblings have priority on the waitlist.

7. Summary

This survey was completed by faculty (n=189) and staff (n=189) in the Winter of 2014. The total number of faculty members who responded to the survey with, expecting or planning children is 105. This constitutes a significant percentage, 13.7, the MRFA's membership. A central part of the MRFA's mission is to "uphold the values of diversity, equity and human rights." The University, likewise, has a commitment to an inclusive workplace, as reflected in the forthcoming diversity plan. Moreover, family Status is protected under Alberta Human Rights Legislation and there is increasing awareness (legal and public) for workplaces to provide reasonable accommodation around child care. Based on the results of this survey and the work of the Child Care Committee, there are several areas in which the University and the MRFA can be active and supportive. Seven motions were brought to the MRFA AGM and passed by the MRFA membership as follows (see Appendix II for more details).

MRFA Executive Board Recommendations Approved by the MRFA Membership May 9, 2014

- 1) Recommendation that the MRFA urge departments to create, or improve access to, formal and/or informal alternate ways of having class content covered for faculty with unexpected child care/family care needs.
- 2) Recommendation that the MRFA work with other areas of the university to promote scheduling practices that do not disadvantage members with children.
- 3) Recommendation that the MRFA Executive Board be tasked with developing proposals which include detailed cost analyses for the options supported by members for question 62 of the Child Care Survey and providing this information to the membership.
- 4) Recommendation that the MRFA membership approve the use of the MRFA Compassionate Fund to provide 60 day interest free loans to members to allow them to accept spots in a Child Care Centre effective August 2014.
- 5) Recommendation that the MRFA advocate for the expansion of the Child Care Centre.
- 6) Recommendation that the MRFA work in partnership with the MRU Child Care Board in regards to expansion.
- 7) Recommendation that MRFA Staff have access to the same maternity and paternal leave benefits as faculty.

Additional Recommendation from the Child Care Committee

This recommendation will be brought to the MRFA's October General Meeting by the Child Care Committee along with CAUT's forthcoming analysis of Child Care provisions in Canadian Collective Agreements.

Recommendation that the MRFA negotiate child care funds into the Collective Agreement similar to the Scholarships for Dependents.

Rationale:

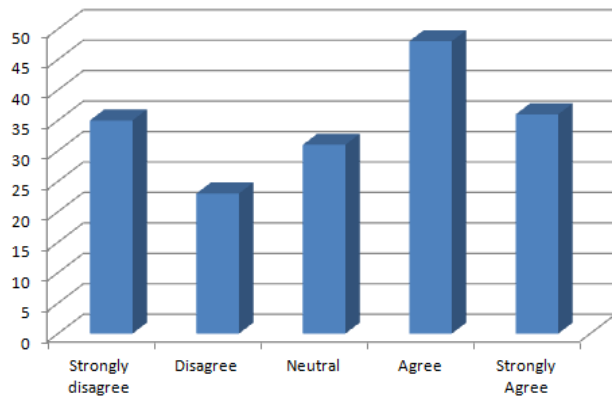
Q64, Negotiating an amount in the CA to provide support for child care (see graph 1, pg. 14)

49% of respondents agreed or strongly agreed and 34% of respondents disagreed or strongly disagreed. Since a more respondents considered this a good idea than those who did not, this could be considered.

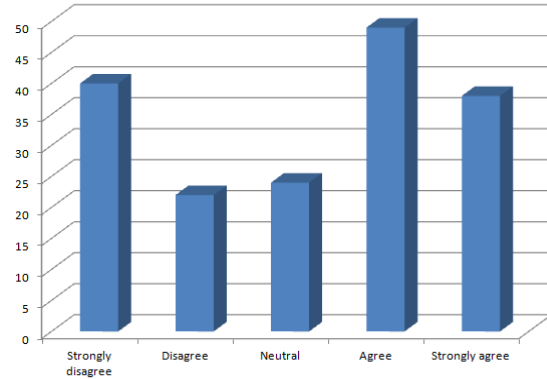
Q65, Expanding the Scholarships for Dependents to include Child Care expenses (see graph 2, pg. 14)

50% of respondents agreed or strongly agreed and 35% of respondents disagreed or strongly disagreed. Despite the varying opinions, the MRFA should consider this further given the argument that "people are often under greater financial pressure when they have young children [and] are at the beginning of their careers. By the time many people's children are going to university, the financial burden may not be as great." Concerns about using this fund for something other than its original purpose, "diverting all the scholarship funds to child care," indicate that were the fund increased it would be supported by a larger majority of members. It would be worth considering further and should be forwarded to the Negotiating Committee for the next round of bargaining.

Graph 1:



Graph 2:



Recommendations to the University

The results of the survey and the work of the committee as a whole indicate several key areas in which the University and/or the MRU CCC could make improvements.

Recommendation 1: Space

The MRFA Childcare Committee recommends that the University, specifically the University Expansion Committee, strongly consider the expansion of the MRU CCC.

- There is demand and need for this expansion
- There are new possibilities for this expansion as a result of space left open by the new library and conservatory.

Recommendation 2: Scheduling Policy

The MRFA Childcare Committee recommends that the Academic Scheduling Policy (516-01) be revised to reflect the following:

- Chair signature and approval should not be required.
- Renewal every three years, rather than every term, or until the child care restrictions are no longer required
- Flexibility to change restrictions if so required by unforeseen events

Recommendation 3: Exams

The MRFA Childcare Committee recommends that faculty proactively engage in discussions with their departments to restrict exam times for their courses based on their childcare restrictions.

Recommendation 4: Governance

The MRFA Childcare Committee recommends that university level governance structures (such as the GFC) work to meet at times that do not systematically exclude faculty with children. Therefore, departments and faculties should conclude their meetings before 5:00pm.

Recommendation 5: Workplace participation

The MRFA Childcare Committee recommends that university encourages faculty with children to opt out of events in the evenings and weekends without penalty or concern of penalty.

Recommendation 6: Collaborate with the MRU CCC Board

The MRFA Childcare Committee recommends that the Board of the MRU CCC and the University explore the possibility of part-time, drop in care, holding spots, care for 12-18 months, and on-site kindergarten.

Recommendations to the MRU Childcare Centre

The MRFA Childcare Committee recommends that both the MRFA representative on the MRU CCC board and the MRU CCC's appointee to the Child Care Committee bring the following recommendations to the MRU CCC.

Recommendation 1: 12 – 18 month Care

The MRFA Childcare Committee recommends that the Board of the MRU CCC works collaboratively with the MRFA and the University to provide care for 12 – 18 month children.

Recommendation 2: Opportunities for Space

The MRFA Childcare Committee recommends that the Board of the MRU CCC works collaboratively with the MRFA and the University to ensure that they are able to take advantage of the opportunities for expansion that will arise with the completion of the library and the conservatory.

Recommendation 3: Transparency of Waitlist

The MRFA Childcare Committee recommends that the Board revisit the many concerns regarding the transparency of the waitlist. This includes:

- Making public what spots have come available, the age of the child who received the spot and whether or not they were MRU community members.*
- Communicate to MRU community members about where they are on the list twice a year.*

Recommendation 4: Offers of Spots

The MRFA Childcare Committee recommends that the Board revise their policy regarding offering of spots to give MRU community members 3 days to address their financial, logistical and emotional concerns.

Recommendation 5: Restrict Eligibility to MRU Community Members / Holding Spots

The MRFA Childcare Committee recommends that due to the subsidy and support provided by MRU that the MRU CCC restrict eligibility to MRU community members. If restricting eligibility is not possible, the MRFA Childcare Committee recommends that the Board of the MRU CCC and the University explore the possibility of holding spots for MRU community members rather than allowing those spots to go to the general public.

Recommendation 6: Part-Time Care

The MRFA Childcare Committee recommends that the Board of the MRU CCC develop a model outlining part-time daycare options, such as drop in care, spot sharing, or pre-school.

Recommendation 7: On Campus Kindergarten

The MRFA Childcare Committee recommends that the Board of the MRU CCC and the University explore the possibility of on-site kindergarten.

The MRFA Childcare Committee will meet in Fall 2014 to help facilitate implementation of its recommendations.



Appendix I

MRFA Diversity Committee (2012-2013)

***Report to the Executive on Diversity Considerations in
the Collective Agreement***

8 May 2013

Submitted by the MRFA Diversity Committee:

*Liza Choi, Mohamed El Hussein, Carmen Nielson,
Kari Roberts, Stefan Sikora, Renae Watchman*

Introduction

The 2012-2013 Diversity Committee (DC) decided that the best way we could provide support to the MRFA would be to begin a process of reviewing the CA from a diversity perspective. Committee members acknowledge and emphasize that such a review of the CA is a critically important process and that this report represents the beginning of what we expect will be a long process of reconsidering the CA with an eye to diversity considerations. It is our expressed hope that next year's DC will continue this work and provide support as needed to the MRFA Executive as it prepares for the next round of negotiations with the University's Board of Governors.

It is the collective view of the Diversity Committee that there are some profound shortcomings in the CA with respect to policies surrounding **maternity/parental leave, the recruitment and retention of underrepresented groups, compassionate and illness leave, tenure and promotion, salary schedules, and the description of the workplace environment.** Each of these is outlined below.

PART I Policies Surrounding Maternity and Parental Leaves

Premise: A recent report based upon a comprehensive analysis of available data and original research published by the Canadian Council of Academies entitled, "Strengthening Canada's Research Capacity: The Gender Dimension," identified "paid work-family balance" as one of seven principal barriers to women's advancement in university careers. An ability to easily exit and re-enter the university workforce and avoid penalties for doing so are essential to mitigating this problem.⁵ Mount Royal University's current CA on Maternity and Parental Leave creates an inequitable environment, wherein birth and adoptive mothers are denied access to appropriate benefits and protections and whose ability to balance academic careers and family responsibility is thereby impeded.

SECTION 1. The following is a brief summary of the some of the most notable deficiencies in MRU's current CA on Maternity and Parental Leave, based upon a comparison with the CAUT's Model Clause on Pregnancy and Parental Leave.⁶

1. **CAUT Model Clause 1.1:** "A pregnant employee shall be entitled to seventeen (17) weeks Pregnancy Leave."
 - **MRU CA 17.1.4.5** "The pregnant employee is entitled to a period of not more than 15 weeks maternity leave starting at any time during the 12 weeks immediately before the estimated date of delivery."
2. **CAUT Model Clause 1.2:** "During the period of pregnancy leave as specified in Article 1.1, an employee shall receive from the employer:
 - (a) for the first two (2) weeks, 100% of her nominal salary;
 - (b) for up to a maximum of 15 additional weeks, an amount equal to the difference between the Employment Insurance (EI) benefits received by the employee and 100% of the employee's nominal salary;

⁵ The Expert Panel on Women in University Research, "Strengthening Canada's Research Capacity: The Gender Dimension," (Ottawa: The Council of Canadian Academies, 2012), 107-121.

⁶ <http://www.caut.ca/pages.asp?page=390&lang=1>

(c) Further, in the event of any reduction by the Government of Canada to the employee's EI benefit entitlement, an amount necessary to ensure that the employee receives the top-up described in Article 1.2(b)

- **MRU CA 17.1.4.7** "The period of eligibility for the SUB Plan is twelve (12) weeks."
- **MRU CA 17.1.4.7.1** The SUB Plan provides:
 - two (2) weeks of salary at 95% during the EI waiting period; and
 - ten (10) weeks of salary at 95% minus any EI benefits

3. **CAUT Model Clause 2.1:** "Employee shall give the employer at least four (4) weeks written notice of the date the pregnancy leave is to begin."

CAUT Model Clause 2.2: "The notice period in Article 2.1 shall not apply if the employee stops working because of complications caused by her pregnancy or because of a birth, still birth or miscarriage."

- **MRU CA 17.1.4.1** "The employee who intends to take maternity leave shall give the Provost and Vice-President, Academic at least three (3) months notice in writing of the expected date of delivery of the child, specifying the proposed terms of leave."

4. **CAUT Model Clause 5: Parental Leave on the Occasion of the Birth of a Child**

5.1 On the occasion of the birth of a child, an employee who is a parent and who has opted to take parental leave under the Employment Insurance Act and applicable legislation shall be entitled to a parental leave of up to thirty-five (35) weeks.

5.2 During the period of parental leave as specified in Article 5.1, an employee, shall receive from the employer:

(a) an amount equal to the difference between the EI benefits received by the employee and 100% of the employee's nominal salary.

(b) Further, in the event of any reduction by the Government of Canada to the employee's EI benefit entitlement, an amount necessary to ensure that the employee receives the top-up described in article 5.2 (a)

5.3 If the employee is disentitled or disqualified from receiving EI benefits or should EI cease to provide coverage for parental benefits or adjust the amount of benefits that were received, the employer shall maintain the employee at 100% of his/her nominal earnings for the period of his/her leave.

- **MRU CA: 17.1.5.1** In the case of an employee who is not the birth mother, s/he shall be entitled to parental leave not to exceed one year, as stipulated in Article 17.1.1.
- **MRU CA: 17.1.5.5** An employee who commences parental leave may continue benefit coverage for the period of parental leave. The payment of benefit premiums shall be shared between the Board and the employee as per Article 16.2.

5. **CAUT Model Clause 6: Parental Leave on the Occasion of the Adoption of a Child**

6.1 On the occasion of the adoption of a preschool child coming into the care or custody of a parent for the first time, an employee who is a parent shall be entitled to a parental leave of up to thirty-seven (37) weeks.

6.2 During the period of parental leave as specified in Article 6.1, an employee shall receive from the employer:

(a) for the first two (2) weeks, 100% of his/her nominal salary;

(b) for up to a maximum of 35 additional weeks, an amount equal to the difference between the EI benefits received by the employee and 100% of the employee's nominal salary.

(c) Further, in the event of any adjustment by the Government of Canada to the employee's EI benefit entitlement, the employer shall pay to the employee the amount necessary to ensure that the employee receives the top-up described in article 6.2(b)

6.3 If the employee is disentitled or disqualified from receiving EI benefits or should EI cease to provide coverage for parental benefits or adjust the amount of benefits that were received, the employer shall maintain the employee at 100% of his/her nominal earnings for the period of her leave.

- **MRU CA:** 17.1.5.7.1 An employee shall be granted up to three (3) days leave with pay to be present at the proceedings for the adoption of the child.
- **MRU CA:** 17.1.5.7.2 An employee taking parental leave as an adoptive parent may be eligible to receive benefits in accordance with the University's Supplementary Unemployment Benefit (SUB) Plan as agreed upon in 1992 [12 weeks]. The SUB Plan supplements Employment Insurance (EI) benefits during the leave of absence period due to adoption.

SECTION 2: The MRU CA does not adhere to the following five of six policies endorsed by CAUT's Policy Statement on Maternity and Parental Leaves:⁷

1. "Employers should provide full salary and benefits to members for the full duration of leaves available under provincial and federal legislation."
2. "During the leave, salary, pension, benefits and all seniority accumulations should continue interrupted."
 - MRU CA 17.1.3 the employee "may apply in writing to receive his/her annual increment" and must "[detail] the service and/or scholarship that the employee contributed...during the period of the leave." The Faculty Leave Committee decides whether or not the increment will be granted.
3. "Members returning from maternity or parental leave should be provided with the option of a reduced workload and a graduated return to a full workload."
4. "Members on maternity or parental leave should have a minimum extension of one year on any maximum defined period for application for tenure and/or promotion."
5. "Institutions should ensure that sick leave coverage is provided for medical conditions related to pregnancy."

Recommendations: The evidence outlined here demonstrates to the MRFA Diversity Committee (2012-13) that the current policy is wholly inadequate in serving the interests of its members and in ensuring a fair and equitable workplace for faculty at MRU. Therefore, this Committee **recommends that the Executive encourage the Negotiating Committee strongly to open the Maternity and Parental Leave clause of the CA in the next round of negotiations. It also recommends that the Negotiating Committee consider seriously the policies and principles set out by CAUT as "best practices" to guide them in their negotiations.**

PART 2: Policies Regarding the Recruitment and Retention of Underrepresented Groups

Mount Royal University, located in Treaty 7 territory, with the Tsuu T'ina Nation adjacent to campus, has a mandate to increase Aboriginal students by 7%. The need to recruit and retain tenurable Aboriginal

⁷ <http://www.caut.ca/pages.asp?page=284&lang=1>

faculty is not clearly reflected in the CA. When students can see that there is a place for them in an educational institution that supports diverse faculty, institutional student targets and community healing will go hand in hand (historically, education and its institutions have often been associated as sites of oppression, with negative experiences, compounded by intergenerational trauma).

Article 22.1 of the Collective Agreement on Workplace Environment contains a non-discrimination clause; however the entire CA document excludes the words Indigenous, Aboriginal, or even diversity. With these omissions, the CA fails to address the needs of underrepresented populations within the MRU community and also fails to create an environment wherein these groups can be effectively recruited.

The CAUT Bargaining Advisory (January 2010, No. 32) compiled a document, entitled ‘Aboriginal Inclusivity,’ which outlines the need for Aboriginal Inclusivity, and focused its recommendations on the following areas: **Appointment Process, Proactive Recruiting, Tenure and Promotion, Workload, and Leaves.** This draft report summarizes areas from the CAUT document that MRU should consider in its next round of collective bargaining with the Board of Governors. It is important to note that, while it may be tempting to consider all Aboriginal peoples under one umbrella, diversity across Indigenous cultures must be recognized and therefore the following recommendations may not apply to all.

The Appointment Process

To recruit and retain Aboriginal academics must be considered a proactive and long-term goal. The 2012-2013 Diversity Committee **recommends that consideration be given to amending the language of the CA to include clauses such as the ones found at Wilfrid Laurier University as outlined below:**

ARTICLE 8.3 NON DISCRIMINATION

- This Article shall not preclude any employment equity or pay equity measures mandated by law or agreed to by the Parties, including any action that has as its object the increased representation of the four (4) designated groups for employment equity within the University, namely women, racial minorities, persons with disabilities, and aboriginal people as more particularly set out in Article 22.

ARTICLE 22: EMPLOYMENT EQUITY

22.1 General:

- In accordance with the University’s general commitment to non-discrimination, as contained in Article 8, and to the principles of employment equity, the Parties recognize that particular measures are required to promote equity in the employment of women, aboriginal peoples, persons with disabilities, persons who are in a visible minority in Canada, and persons in a sexual and/or gender minority hereinafter collectively referred to as “the designated groups”.

Wilfrid Laurier has numerous other examples of Aboriginal inclusivity in their CA.

Proactive Recruiting

Currently, MRU's online job postings include a holistic diversity statement. The Collective Agreement, however, does not include such a statement. The 2012-2013 Diversity Committee **recommends that, where appropriate, a candidate's credentials should not be limited to academic degrees and professional qualifications, but should also include Elder and Aboriginal knowledge as it applies to the given discipline.**

Tenure and Promotion

While the CA outlines workload expectations for teaching, scholarship, and service across the University, it does not adequately consider the documented workload challenges that Aboriginal academics in particular face. The following is excerpted from page 7 of the **CAUT Aboriginal Inclusivity Document**:

"Often involvement in Aboriginal communities goes well beyond "service" and takes the form of applied research and professional practice and as such should be considered as part of an academic's research activity. Similar modifications could also be made to acknowledge the mentoring of Aboriginal students as a teaching activity to be appropriately weighed when assessing the performance of workload duties.

Aboriginal academics, like all historically underrepresented groups, are acutely aware that the biggest equity hurdle they face involves gaining acceptance of non-traditional approaches as scholarship. CAUT's Policy Statement on Equity enjoins associations to negotiate protections which ensure that, 'when assessing scholarship for career decisions, recognition must be given to different and diverse experiences of various marginalized groups. Diverse substantive contributions to knowledge must be welcomed in the university. Diversity demands representation of difference in terms of vision, values, cultural mores, methodologies and epistemologies in critical analysis.'"

Workload

Similar to tenure and promotion, workload considerations for Aboriginal academics have historically been unbalanced due to mandates of diversity. The 2012-2013 Diversity Committee **recommends that targets of representation expected on campus committees should be reasonable and consider the actual ratio of Aboriginal faculty at the University. Undue pressure should not be placed upon Aboriginal faculty to participate in more Committees than they can reasonably be expected to join.**

Leaves

The CA addresses leaves from employment duties in various places, but specifically in Article 17; however the current time allotted for compassionate leave in the event of the death of a family member fails to allow for cultural difference. Many Aboriginal communities are often remote, and may only be accessible by expensive commuter planes, water taxi, and/or treacherous roads. Additionally, many Aboriginal families continue to straddle the Canada/US border, often creating a barrier to returning "home" for emergency compassionate leave. In the case of compassionate leave, the 2012-2013 Diversity Committee **recommends that the five day (plus two days travel) time allotted be increased to 10 days (plus two travel days).**

The 2012-2013 Diversity Committee hopes that the above Aboriginal Inclusivity document should be referenced in its entirety, as there are numerous examples of other Canadian Collective Agreements that would be useful.

PART 3: Policies Surrounding Compassionate and Illness Leaves

Article 17.2 of the Collective Agreement on Illness Leave does not currently allow for the entitlement of illness leave to support a dependent child. It is the view of the 2013-2013 Diversity Committee that **this article should be expanded to enable faculty to request illness leave to support the physical or mental illness of a dependent child.**

Article 17.3.1.1.1 of the Collective Agreement on Compassionate Leave Definition of Terms currently defines spouse as “an individual to whom the employee is married or with whom the employee has been cohabiting for a period of not less than three (3) years if there are no children born of that union or for a period of not less than one (1) year if there are children of that union.” The 2012-2013 Diversity Committee takes the view that the definition of spouse should not change with or without the presence of children. To consider differently, or to privilege, spousal relationships with children is discriminatory. **We recommend all spousal relationships be considered equally and that compassionate leaves apply equally to all faculty, regardless of the presence of children in the union.**

PART 4: Policies Surrounding Tenure and Promotion Committees

Article 9.3.10 of the Collective Agreement on Tenure and Promotion Committee currently states, “Members and alternates serving in their first year on a TPC shall attend one of the tenure and promotion workshops conducted jointly by the Mount Royal Faculty Association and Human Resources during September and October. Workshop topics shall include responsibilities of committee members, the general criteria for tenure and promotion specified in this Agreement and the detailed criteria approved by General Faculties Council, congruence of scholarship expectations with the teaching loads and resources available for research at an undergraduate university, the need for flexibility in assessing and weighting a candidate’s performance, and the principles of due process and natural justice.”

Article 9.4.5 of the Collective Agreement on University Tenure and Promotion Committee similarly states, “Members and alternates serving in their first year on the UTPC shall attend one of the tenure and promotion workshops conducted jointly by the Mount Royal Faculty Association and Human Resources during September and October. Workshop topics shall include responsibilities of committee members, the general criteria for tenure and promotion specified in this Agreement and the detailed criteria approved by General Faculties Council, congruence of scholarship expectations with the teaching loads and resources available for research at an undergraduate university, the need for flexibility in assessing and weighting a candidate’s performance, and the principles of due process and natural justice.”

None of the training criteria for Department Tenure and Promotion Committees (TPCs) or University Tenure and Promotion Committees (UTPCs) includes diversity training of any sort. The 2012-2013 Diversity Committee feels this is a serious shortcoming and **recommends that diversity training be added to all training sessions for members of all Department TPCs and for the UTPC.**

PART 5: Policies Surrounding Salary Schedules

The Collective Agreement on Long Service Increments (LSI) states:

13.1.8.1 After completion of twenty (20) years of full-time service with the University (not including periods of unpaid leave) an amount of \$3,000 shall be added to the employee's annual salary and paid over 24 pay periods.

13.1.8.2 After completion of twenty-five (25) years of full-time service with the University (not including periods of unpaid leave) an additional amount of \$3,000 shall be added to the employee's annual salary and paid over 24 pay periods.

It is the view of the 2012-2013 Diversity Committee that the way LSIs are allocated discriminates against faculty who have taken maternity/parental leave(s). The Committee **recommends that measurement of LSIs should include maternity and/or parental leaves from the University.**

PART 6: Description of the Workplace Environment

The Collective Agreement on Non-discrimination in the Workplace Environment states,

22.1.1 Neither the Board nor its representatives shall discriminate against, or harass, employees with respect to employment on the grounds of race, religious or political beliefs, colour, gender, gender identity, sexual orientation, physical or mental *disability*, age, ancestry, place of origin, marital status, source of income, family status, or membership or activity in the Association as provided under the terms of this Agreement. The foregoing does not apply with respect to a refusal, limitation, specification, or preference based on a bona fide occupational qualification. (italics added)

The 2012-2013 Diversity Committee is concerned about the above use of the term "physical or mental *disability*" and **recommends this be replaced with physical or mental "condition."**

Going Forward

This Diversity Committee is ready to assist the Executive and/or Negotiation Committees in any way possible to further these important goals. To this end, the continuing members of the current Diversity Committee request that the President of the Executive, Gerry Cross, consult with the newly constituted Committee at a meeting in the Fall of 2013 to discuss an action plan.

Appendix II

Recommendation 1:

Recommendation that the MRFA urge departments to create, or improve access to, formal and/or informal alternate ways of having class content covered for faculty with unexpected child care/family care needs.

Rationale:

As a University and an association of professionals, employees should be accommodated in this way. This motion could be operationalized by creating an FYI list of possible approaches to the need to cancel classes.

72% of respondents with kids had to cancel a class 1 – 3 times in the last academic year. To reduce the number of classes cancelled, to mitigate the impact on our members and our students, the MRFA should facilitate the creation of or access to the following options to support members with children:

A formalized way of having class content covered by a colleague (e.g. paid substitute)

- o 47% of total respondents support this
- o 47% of respondents with kids support this
- o 47% of respondents without kids support this

An informal way of having class content covered by a colleague (e.g. combining classes, a buddy system, or reciprocity)

- o 65% of total respondents support this
- o 63% of respondents with kids support this
- o 66% of respondents without kids support this

Empowerment to offer content in another formal outside of class hours

- o 60% of total respondents support this
- o 67% of respondents with kids support this
- o 52% of respondents without kids support this

Only 5% of all respondents would not support any of the initiatives suggested.

26% and 24% of respondents supported having a pool of substitute faculty members and a pool of lectures from elsewhere in the University, respectively. This is not a significant amount of support. This would require further discussion before making a recommendation.

It is possible that some members are not aware that they have the ability to cancel classes; so, the MRFA could work to inform members of this option.

Empowerment to cancel classes

- o 62% of total respondents support this
- o 71% of respondents with kids support this
- o 53% of respondents without kids support this

Recommendation 2:

Recommendation that the MRFA work with other areas of the university to promote scheduling practices that do not disadvantage members with children.

Rational:

People with Children are currently systematically disadvantaged. 80% of respondents with children have had to miss or cancel a meeting due to child care concerns. 58% of faculty with children have had their participation in University Governance restricted by child care concerns.

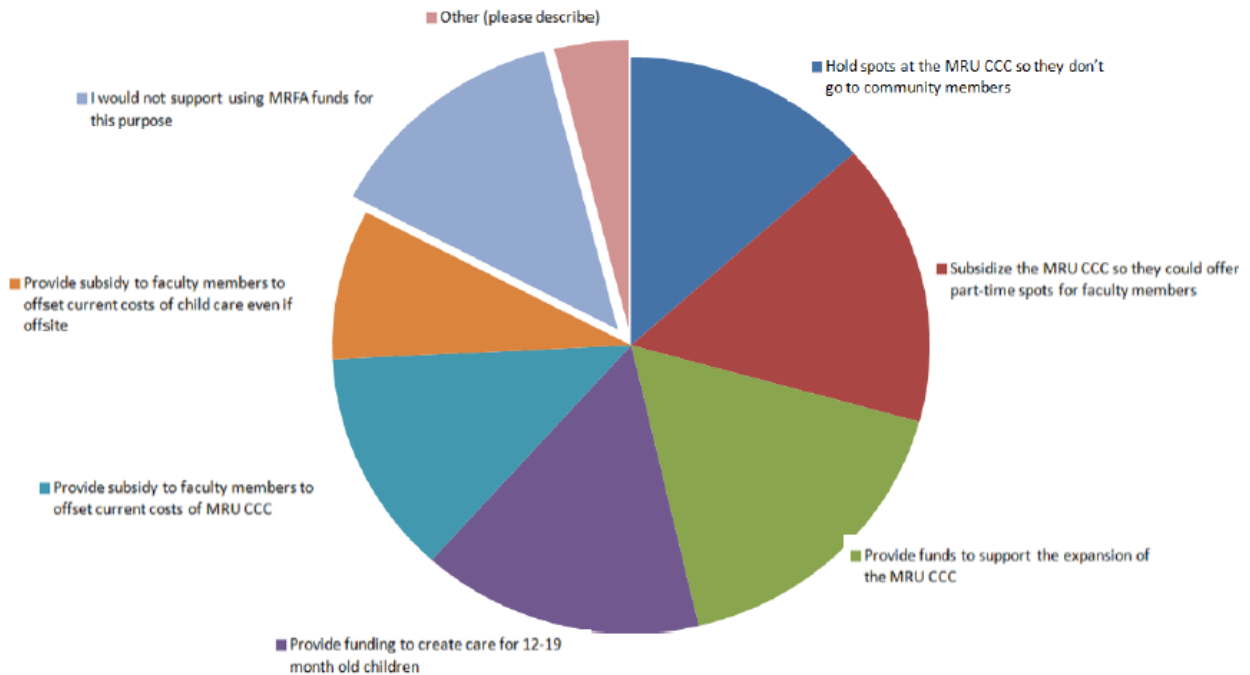
University, Department and Faculty level concerns need to be addressed. Cultural differences across these areas should not negatively affect faculty members.

Recommendation 3:

Recommendation that the MRFA Executive Board be tasked with developing proposals which include detailed cost analyses for the options supported by members for question 62 of the Child Care Survey and providing this information to the membership.

Rationale:

14% of responses were not in favour of using MRFA funds to support members with child care. The rest of the responses were supportive, but not in agreement on the best way to go about it.



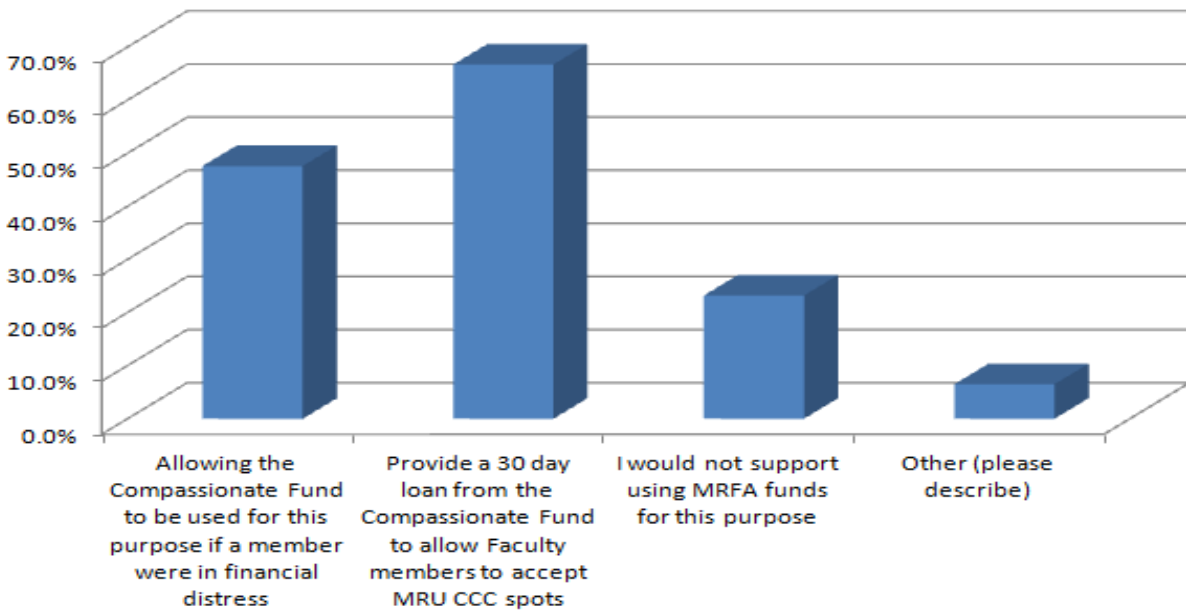
Recommendation 4:

Recommendation that the MRFA membership approve the use of the MRFA Compassionate Fund to provide 60 day interest free loans to members to allow them to accept spots in a Child Care Centre effective August 2014.

Rationale:

Responses showed support for using the MRFA Compassionate fund to assist members with the financial pressure of initial enrollment in the Child Care Centre. To be the most responsive to our members' needs and concerns, and since there were some members who did not support this use of MRFA funds, the MRFA should move forward with option 2: "provide a 30 day loan from the Compassionate Fund to allow faculty members to accept MRU CCC spots." This would assist our members and have no financial impact on the Association. The Association has sufficient funds in its accounts to cover these expenses for 60 day periods without affecting its ability to cover other costs which arise. Members applying for this loan will be asked to provide proof that they have been offered a space in the MRU Child Care Centre

The survey asked about a 30 day loan, but, on further consideration, it was determined that more time should be given to allow members to pay back the loan.



Recommendation 5:

Recommendation that the MRFA advocate for the expansion of the Child Care Centre.

Rational:

With the demand for child care projected by the responses to the survey, it is clear that there is more demand for child care at MRU than the current space can accommodate. With some of the physical space adjacent to the Child Care centre soon to become vacant, this is the best opportunity for expansion of the centre.

Recommendation 6:

Recommendation that the MRFA work in partnership with the MRU Child Care Board in regards to expansion.

Rationale:

The MRFA would have to work with the Child Care Centre Board on the initiative to expand the centre.

Recommendation 7:

Recommendation that MRFA Staff have access to the same maternity and paternal leave benefits as faculty.

Rationale:

As a professional Association that represents and advocates for the rights of its members, the Association is obligated to treat its staff in a similar fashion. As parental benefits for members improve they will improve for MRFA staff members. There are still many improvements needed to the Collective Agreement in this regard, such as the notification required: most universities require 2 weeks' notice and MRU requires 3 months' notice. Also, it is inequitable that members on four-for-five leaves get increments but people on maternity leaves do not necessarily get increments. They should get it automatically, even if they are on leave for a full year. These concerns, among others, have been communicated to the Negotiating Committee through the Diversity Committee's recommendations.