

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

JOB CLASSIFICATION PLANS FOR POSITIONS IN THE ACADEMIC BARGAINING UNIT

(To be used in determining salaries for
Teaching Masters, Instructors, Counsellors
and Librarians.)

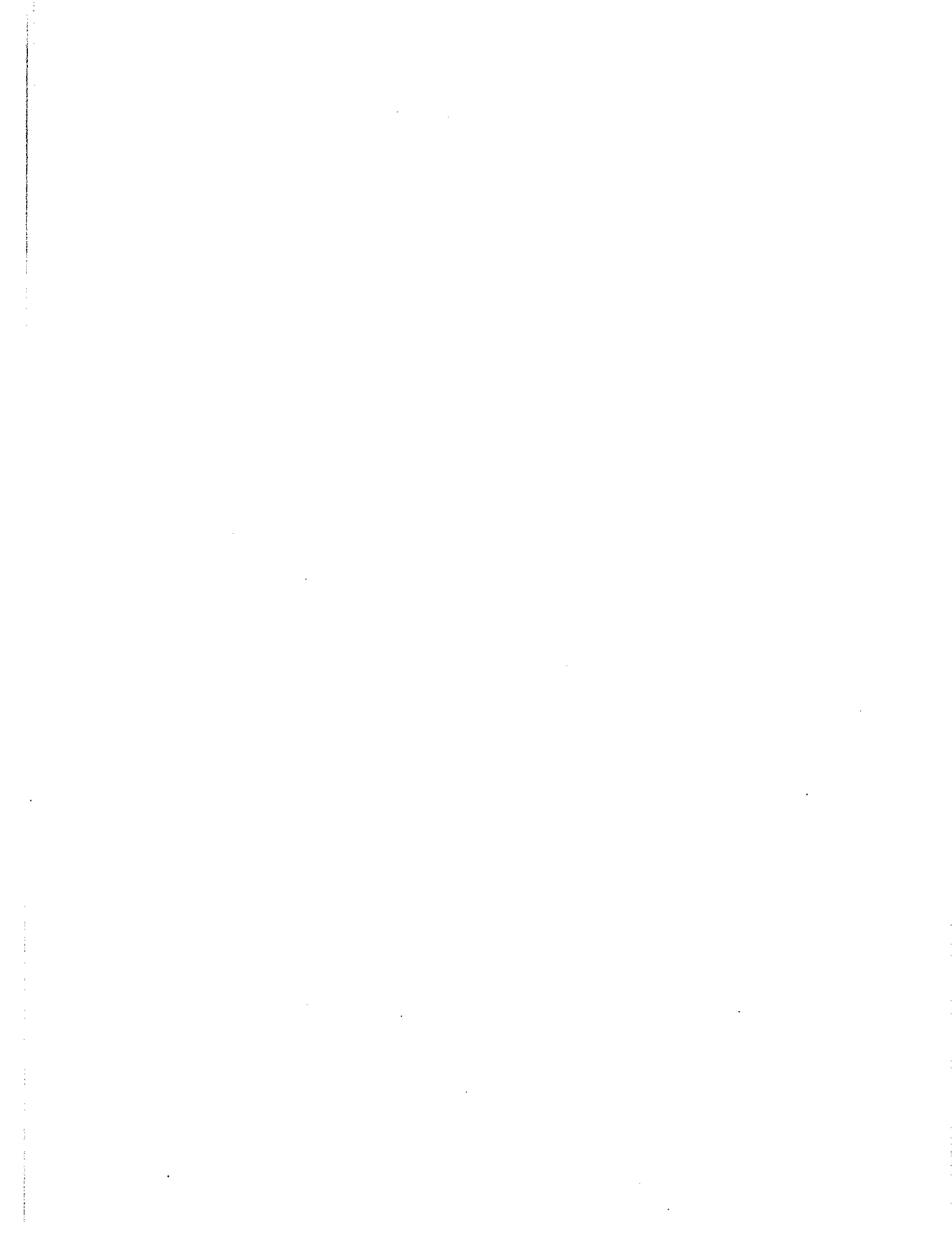


Ontario Public Service Employees Union

1901 Yonge Street, Toronto, Ontario M4S 2Z5 Tel: 482-7423

Toll-free telephone numbers:

Area 416:1-800-268-8850; Areas 519, 613, 705:1-800-268-7376



SECTION I

CLASSIFICATION PLAN
FOR TEACHING MASTERS AND
COUNSELLORS

FACTORS

1. Appointment Factors

A) Experience: Relevant Teaching/Relevant Occupational

Relevant occupational experience generally means full years of experience in a field of work related to the material to be taught, or to some allied aspect of it. In determining the number of years to be counted, the College hiring must avoid the extremes of counting either "years of time passed" or "years of entirely non-repetitive experience", and must make a fair assessment of an applicant's experience.

For example, an applicant who had spent some years as a sales clerk before qualifying as an engineer should not expect his sales experience to count as relevant experience if he is being hired to teach engineering.

Part-time experience should be totalled only if it forms part of a regular programme of development such as a co-operative educational programme.

Double counting must be avoided. For example, if an applicant worked as a graduate assistant while pursuing an advanced degree, he shall not be given full credit for both experience and educational time.

Similarly, relevant teaching experience means full years of teaching experience at a level comparable with the level required by the applicant. Again, double counting must be avoided, for example, if an applicant worked as a graduate assistant while pursuing advanced qualifications.

The values to be given for experience are:

- First 5 years: 1 point per year
- Next 9 years: $\frac{2}{3}$ point per year
- Next 12 years: $\frac{1}{2}$ point per year

B) Relevant Formal Qualifications

Formal qualifications are those which constitute the norm in institutions of post-secondary education in the Province of Ontario. Only full years of post-secondary education at successively higher levels, and leading to a diploma, professional accreditation or degree, are recognized. For example, a graduate of a three-year technology program in a College would

be given 1½ points for each of the three years, regardless of the length of time actually spent by the individual in obtaining the diploma.

No credit is to be given for a year of study in which there was significant duplication of other studies. Therefore only the highest qualification will be used in computation unless the subject areas are from different disciplines and all relevant to the appointment.

- C.A.A.T. Diploma or Post-Secondary Certificate — per year (level) completed: 1½ points
(Maximum of 4 years)
- University Degree: per year (level) completed: 1½ points
(Maximum of 6 years)
- Formal integrated work/study program such as P. Eng., R.I.A., C.A., C.G.A., Certified Journeyman — per year (level) completed: 1½ points
(Maximum of 5 years)
(Note that years included herein are not also to be included under Factor A)

COMPUTING INITIAL PLACEMENT

- i) The minimum qualifications requirement is a count of 8 points based upon the appointment factors. Since this is the minimum requirement, a total of 8 points corresponds to the minimum rate. (This is not intended to preclude a college from hiring an individual whose qualifications and experience total less than 8 points. In such cases, however, the individual would be hired at the minimum of the scale.)
- ii) Computation of the initial salary is, therefore, $A + B - 8$. The product is rounded to the next higher number, e.g.

$$A = 5 \text{ points}$$

$$B = 4\frac{1}{2} \text{ points}$$

$$A + B = 9\frac{1}{2} \text{ points}$$

$$9\frac{1}{2} - 8 = 1\frac{1}{2} = 2$$

The starting position is the corresponding step (Step 2)

- iii) No individual will have a starting salary of less than the minimum on the salary scale. Nor will an individual's maximum starting salary exceed the specified maximum starting salary on the scale.

2. Progression Factors

(Annual increments to the appropriate mid-point of the salary scale are based upon experience. Beyond that point, performance constitutes the basis of progression.)

Step Value

- | | |
|--|---|
| A) Experience — to mid-point | 1 step per year |
| B) Performance — above mid-point, where performance satisfactory: | 1 step per year |
| C) Further Formal Education — where prior approval given by the college | 1 step for each completed year at the post-secondary level — on the basis of the explanatory notes set out in Section B of the Appointment Factors on page 2. |
- Note: No credit will be given where to do so would reduce total progression time to the appropriate maximum to less than 4 years.

Special Note to Raters

If a given individual's qualifications and experience are such that the College concerned considers him to be particularly important to its program but the salary as established by the plan is inadequate, the College may grant up to three additional steps on appointment provided the resultant rate does not place the individual above the maximum starting rate for his level of formal education.

SECTION II

CLASSIFICATION PLAN FOR INSTRUCTORS

FACTORS

1. Appointment Factors

A) Experience: Relevant Teaching/Relevant Occupational

Relevant occupational experience generally means full years of experience in a field of work related to the material to be taught, or to some allied aspect of it. In determining the number of years to be counted the College hiring must avoid the extremes of counting either "years of time passed" or "years of entirely non-repetitive experience", and must make a fair assessment of an applicant's experience.

For example, an applicant who had spent some years as a sales clerk before qualifying as an engineer should not expect his sales experience to count as relevant experience if he is being hired to teach engineering.

Part-time experience should only be totalled if it forms part of a regular programme of development such as a co-operative educational programme.

Double counting must be avoided. For example, if an applicant worked as a graduate assistant while pursuing an advanced degree, he shall not be given full credit for both experience and educational time.

Similarly, relevant teaching experience means full years of teaching experience at a level comparable with the level required by the applicant. Again, double counting must be avoided, for example, if an applicant worked as a graduate assistant while pursuing advanced qualifications.

The values to be given for experience are:

- First 5 years: 1 point per year
- Next 9 years: $\frac{2}{3}$ point per year
- Next 12 years: $\frac{1}{2}$ point per year

B) Relevant Formal Qualifications

Formal qualifications are those which constitute the norm in institutions of post-secondary education in the Province of Ontario. Only full years of post-secondary education at successively higher levels, and leading to a diploma, professional accreditation or degree, are recognized. For example, a graduate of a three-year technology program in a College would

be given 1½ points for each of the three years, regardless of the length of time actually spent by the individual in obtaining the diploma.

No credit is to be given for a year of study in which there was significant duplication of other studies. Therefore only the highest qualification will be used in computation unless the subject areas are from different disciplines and all relevant to the appointment.

- C.A.A.T. Diploma or Post-Secondary Certificate — per year (level) completed: 1½ points
(Maximum of 4 years)
- University Degree: per year (level) completed: 1½ points
(Maximum of 6 years)
- Formal integrated work/study program such as P. Eng., R.I.A., C.A., C.G.A., Certified Journeyman — per year (level) completed: 1½ points
(Maximum of 5 years)
(Note that years included herein are not also to be included under Factor A)

COMPUTING INITIAL PLACEMENT

- i) The minimum qualifications requirement is a count of 8 points based upon the appointment factors. Since this is the minimum requirement, a total of 8 points corresponds to the minimum rate. (This is not intended to preclude a college from hiring an individual whose qualifications and experience total less than 8 points. In such cases, however, the individual would be hired at the minimum of the scale.)
- ii) Computation of the initial salary is, therefore, $A + B - 6$. The product is rounded to the next higher number, e.g.

$$A = 4\frac{1}{2}$$

$$B = 5$$

$$A + B = 9\frac{1}{2}$$

$$9\frac{1}{2} - 6 = 3\frac{1}{2} = 4$$

The starting position is the corresponding step (Step 4) on the scale.

- iii) No individual will have a starting salary of less than the minimum on the salary scale. Nor will an individual's maximum starting salary exceed the specified maximum starting salary on the scale.

2. Progression Factors

(Annual increments to the appropriate mid-point of the salary scale are based upon experience. Beyond that point, performance constitutes the basis of progression.)

Step Value

- A) **Experience** — to mid-point
1 step per year
- B) **Performance** — above mid-point, where performance satisfactory:
1 step per year
- C) **Further Formal Education** — where prior approval given by the college
1 step for each completed year at the post-secondary level — on the basis of the explanatory notes set out in Section B of the Appointment Factors on page 2.

Note: No credit will be given where to do so would reduce total progression time to the appropriate maximum to less than 4 years.

Special Note to Raters

If a given individual's qualifications and experience are such that the College concerned considers him to be particularly important to its program but the salary as established by the plan is inadequate, the College may grant up to three additional steps on appointment provided the resultant rate does not place the individual above the maximum starting rate for his level of formal education.

SECTION III

CLASSIFICATION PLAN FOR LIBRARIANS

LIBRARIANS

A Librarian position is placed in the classification of Librarian 1 or Librarian 2 by comparing the duties and responsibilities assigned to the position with those outlined in the classification definitions for Librarians 1 and 2.

On appointment, an individual possessing the minimum qualifications specified for the class to which the person is assigned would be paid the minimum rate for the classification. Relevant qualifications above the minimum should be assessed, and the appointment rate set at a step deemed to be reflective of the contribution these qualifications should make, on appointment, to the person's ability to perform the job relative to an individual appointed with the minimum qualifications. Under no circumstances, however, will the maximum starting salary exceed the maximum starting salary on the appropriate scale.

CLASSIFICATION DEFINITIONS FOR POSITIONS IN THE ACADEMIC BARGAINING UNIT

(to be used in conjunction with the Job
Classification Plans for positions in the Academic
Bargaining Unit.)

CLASS DEFINITION

TEACHING MASTER

Under the direction of the senior academic officer of the College or his designate, a Teaching Master is responsible for providing academic leadership and for developing an effective learning environment for students. This includes:

a) The design/revision/updating of courses, including:

- consulting with program and course directors and other faculty members, advisory committees, accrediting agencies, potential employers and students;
- defining course objectives and evaluating and validating these objectives;
- specifying or approving learning approaches, necessary resources, etc.
- developing individualized instruction and multi-media presentations where applicable;
- selecting or approving textbooks and learning materials.

b) The teaching of assigned courses, including:

- ensuring student awareness of course objectives, approach and evaluation techniques;
- carrying out regularly scheduled instruction;
- tutoring and academic counselling of students;
- providing a learning environment which makes effective use of available resources, work experience and field trips;
- evaluating student progress/achievement and assuming responsibility for the overall assessment of the student's work within assigned courses.

c) The provision of academic leadership, including:

- providing guidance to Instructors relative to the Instructors' teaching assignments;
- participating in the work of curriculum and other consultative committees as requested.

In addition, the Teaching Master may from time to time, be called upon to contribute to other areas ancillary to the Teaching Master role, such as student recruitment and selection, time-tabling, facility design, professional development, student employment, and control of supplies and equipment.

CLASS DEFINITION

Counsellor

A Counsellor is responsible for assisting students and potential students to function effectively as learners and as individuals by helping them understand, prevent or overcome personal, social or educational problems that may hinder learning or their ability to cope with everyday living. The Counsellor's duties include:

a) Developing and maintaining appropriate counselling programs

b) Interviewing individuals, by appointment, to explore personal or social difficulties or vocational/educational decision making, including:

- referring students as appropriate to proper professional help;
- facilitating discussion/dialogue between students, faculty and administration;
- participating in pre-admission interviewing and testing as required.

c) Group counselling as an educational activity to provide students with an opportunity for greater understanding of themselves and their relationships with others, e.g. improving study skills and human relations.

d) Testing and evaluation of individuals to assist them in their personal, educational/vocational development.

e) Assisting administration, faculty and staff, in a consultative role in identifying student problems, dealing with student problems, and relationship problems among students.

f) Providing educational/vocational information to students or directing them to available sources.

g) Participating in the orientation of new students to the college.

h) Teaching as assigned.

In addition, the Counsellor may, from time to time, be called upon to contribute to other areas ancillary to the Counsellor's

role, such as student recruitment and selection, student employment, liaison with community service programs and agencies, professional development and control of supplies and equipment.

CLASS DEFINITION

INSTRUCTOR

The INSTRUCTOR classification applies to those teaching positions where the duties and responsibilities of the incumbent are limited to that portion of the total spectrum of academic activities related to the provision of instruction to assigned groups of students through prepared courses of instruction and according to prescribed instructional formats; and limited to instruction directed to the acquisition of a manipulative skill or technique; and under the direction of a teaching master. Notwithstanding such prescription, the INSTRUCTOR is responsible for and has the freedom to provide a learning environment which makes effective use of the resources provided or identified, work experience, field trips, etc., and to select suitable learning materials from those provided or identified to facilitate the attainment by the students of the educational objectives of the assigned courses.

The INSTRUCTOR'S duties and responsibilities include:

- ensuring student awareness of course objectives, instructional approach, and evaluation systems;
- carrying out regularly scheduled instruction according to the format prescribed for the course, including as appropriate classroom, laboratory, shop, field, seminar, computer-assisted, individualized learning, and other instructional techniques;
- tutoring and academic counselling of students in the assigned groups;
- evaluating student progress/achievement, assuming responsibility for the overall assessment of the students' work within the assigned course, and maintaining records as required;
- consulting with the Teaching Masters responsible for the courses of instruction on the effectiveness of the instruction in attaining the stated program objectives.

In addition, the INSTRUCTOR may, from time to time, be called upon to contribute to other activities ancillary to the provision of instruction, such as procurement and control of instructional supplies and maintenance and control of instructional equipment.

CLASS DEFINITION

LIBRARIAN 1

This class covers the positions of librarians who are responsible for one or a number of professional functions within the library where the size and/or complexity of such functions do not create a requirement for subordinate professional librarian staff. Examples of professional function(s) within the library are the development, implementation and control of bibliographic, cataloguing and classification systems, reference services, students' tutorial services, etc. They will normally be responsible for guiding and directing sub-professional support staff assigned to their areas of responsibility.

OR

Where the size and/or complexity of the professional function(s) create a need for working-level professional librarians, then librarians allocated to this class work in support of a more senior librarian or administrative official. They classify and catalogue a variety of difficult material, participate in re-classification and re-cataloguing projects, take part in book selection, etc. They carry out a variety of reference assignments, compile bibliographies, instruct users in reference methods and sources, etc. They generally assist in the administration of their area, carrying out various professional assignments as directed and assisting in the training of junior staff.

Qualifications:

1) Professional Librarian, e.g. B.L.S., M.L.S., or the equivalent in formal education and experience as determined by the college.

2) Ability to maintain effective working relationships with

CLASS DEFINITION

LIBRARIAN 2

This class covers the positions of experienced librarians who are responsible for one or a number of professional functions within the library where the size and/or complexity of such function(s) require the employment of subordinate professional librarians. Examples of professional functions are the development, implementation and control of bibliographic, cataloguing and classification systems, reference services, students' tutorial services, etc.

In some libraries the size and complexity of the professional functions may be such that all professional functions will be the responsibility of one Librarian 2. At the other extreme, the size and complexity of the professional functions may be such that there will be a requirement for a Librarian 2 in each. Hence, generally speaking the larger the library the greater the degree of professional specialization.

In all cases, these employees supervise subordinate professional and support staff assigned to work within their functions.

Qualifications:

1) Professional Librarian, e.g. B.L.S., M.L.S., or the equivalent in formal education and experience as determined by the college.

2) At least three years' experience as a Librarian 1 or equivalent as determined by the college.

3) Ability to organize and supervise staff as well as the ability to develop and maintain effective working relationships with officials, library users and staff.

