

FACULTY PROPOSALS- CLASS DEFINITIONS

The following initial proposals were presented to the CEC negotiations team on August 4, 2021. Below, you will find our overview of the proposals (which is adapted from the language that we presented at the bargaining table to provide context), as well as the specific changes to the Collective Agreement that we tabled. In the margins of the table below, you will find brief notes explaining the intent of the changes.

Demands:

The following class definition demands were passed by delegates from the 24 Ontario College Locals, at our final demand-setting meeting in April. They were drafted following an extensive consultation process with faculty across the province, including surveys and Local demand-set meetings:

- Strengthen the decision-making authority of teaching faculty over course materials and modes of evaluation
- Ensure that faculty workload measurements and class definitions capture all work associated with changes in student needs, modes of delivery, professional requirements, and technological demands

Overview:

Counsellors

In their opening remarks, the College Employer Council mentioned the need to update the Counsellor class definition. Since May of 2020, the Counsellor Class Definition Joint Subcommittee met several times in an effort to modernize the class definition. Representatives from both the Union and College Employer Council agreed that the Counsellor class definition in our current CA is outdated and does not accurately reflect the important work that disabilities/abilities counsellors, learning strategists, Indigenous counsellors and counsellors--a diverse group collectively classified as Counsellors--do in our colleges. Over the many iterations of our collective agreements, counsellors' roles have evolved and so have the needs of our students. Students have experienced unprecedented challenges and increasingly are in need of accommodations. There is, fortunately, also a greater public awareness of and lessening stigma around disabilities, in general, which has resulted in more students seeking the supports they need.

Additionally, the spectrum of qualifying disabilities has broadened to include mental health disorders, and post-secondary institutions have an increasing responsibility to support students facing these challenges. This is evidenced by the increase in funding for mental health support by the provincial government to post-secondary institutions in recent years. The COVID-19

pandemic and the pressure to improve student retention further underline the important interconnected work of these faculty members to the success of college students. As a result, counsellors are now offering a broader diversity of services related to mental health, student accommodation and student success services.

Ontario college counsellors understand the unique needs of students within their specific college environment and community resources, and work closely with teaching faculty, support staff and administrators to ensure students' complex needs are met. The updated Counsellor Class Definition included in our proposal was arrived at through an extensive consultation with counsellors across the province over the past few years. Ontario colleges need to take concrete action to put students first. One of the ways they can do so is by accepting this updated class definition created by the professionals who provide counselling services to Ontario college students.

Professors

The class definition of a Professor is the only class definition to “Include under the direction...” language. In 2017, Ontario college faculty fought hard to gain academic freedom language. The proposed changes to the class definition of Professor will acknowledge that hard fought right and will align the class definition with those of other faculty members.

<p>Proposed changes and explanatory notes:</p> <p style="text-align: center;">CLASS DEFINITION</p> <p>COUNSELLOR</p> <p>A Counsellor is responsible for assisting students and potential students holistically 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.</p> <p>The Counsellor's duties include:</p> <p>a) Developing and maintaining providing appropriate counselling programs, <u>to support students with mental health, personal, and/or academic issues, including:</u></p> <ul style="list-style-type: none"> - <u>developing and providing person-centred counselling support and treatment plans, both in-person and virtually;</u> 	<p><i>Acknowledges that counsellors consider students' physical, emotional, social and spiritual wellbeing.</i></p> <p><i>Modernizes CA language to reflect the actual work being performed by counsellors, abilities/disabilities counsellors, Indigenous</i></p>
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<ul style="list-style-type: none"> - <u>providing traditional and culturally-specific counselling support and advising to Indigenous students, and building community connections with Indigenous partners;</u> - <u>maintaining timely and detailed confidential clinical records in adherence to relevant legal and privacy standards;</u> - <u>working in accordance with individual regulatory bodies;</u> - <u>referring students to appropriate internal and external supports as appropriate;</u> - <u>as part of a multidisciplinary team where appropriate, identifying and assisting with student problems, and relationship problems among students.</u> <p>b) Interviewing individuals, by appointment, to explore personal or social difficulties or vocational/educational decision-making development, including:</p> <ul style="list-style-type: none"> - <u>providing one-on-one counselling and complex case management support for students experiencing significant mental health issues;</u> - <u>providing educational/vocational information to individuals or directing them to available sources;</u> - referring students <u>individuals to both internal and external service providers, as the Counsellor deems</u> appropriate to proper professional help; - <u>conducting biopsychosocial assessments and interventions, as the Counsellor deems appropriate;</u> - facilitating discussion/dialogue between students, faculty and administration; - <u>assisting students in developing self-advocacy skills;</u> - participating in pre-admission interviewing and testing, as required; - <u>assisting new students in their transition to the College.</u> <p>e) Group counselling as a non-instructional activity</p> <p>c) Testing Assessing and evaluating evaluation of individuals to assist them in their personal, educational/vocational development, including:</p> <ul style="list-style-type: none"> - <u>screening for depression, anxiety, ADHD, traumatic stress, and/or learning disabilities, and consequently facilitating appropriate accommodation support and/or making appropriate referrals to both internal and external resources;</u> - <u>assessing individual disabilities/abilities, and developing appropriate accommodation plans, accordingly;</u> - <u>conducting needs assessments that include consideration of psychosocial factors of students, for the purpose of exploring career options;</u> 	<p><i>counsellors and learning strategists</i></p>
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- administering and interpreting a variety of psychoeducational career assessments;
- conducting intake assessments as a triage process to assess the students' needs and appropriately match students with counsellors;
- conducting therapeutic assessments (including the use of scales and assessments when needed) to assist clients in understanding their unique concerns;
- conducting an academic assessment of current and incoming students, and designing processes to assist their academic development and learning strategies.

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

d) Providing educational/vocational information counselling to students or directing them to available sources individuals, including:

- providing current occupational and career/labour market information to individuals or and/directing them to available sources;
- providing career counselling to students using a holistic and inclusive approach, as the Counsellor deems appropriate;
- providing career education and counselling in orientation, transitioning programs and educational sessions.

g) ~~Participating in the orientation of new students to the College.~~

e) Developing and promoting student accommodation plans after assessing disabilities/abilities, including:

- reviewing documentation and providing assessments and screenings when necessary;
- referring to external partners for additional medical documentation to secure accommodation support, as appropriate;
- working to help College employees support and understand the needs of accommodated students and to adhere to relevant legislation and College policies;
- evaluating documentation provided in the accommodation assessment process to make recommendations to benefit students, including accommodation and access to funding options;

f) Responding appropriately to crisis situations affecting either the mental health or academic performance of students or the broader College community, including:

- providing crisis intervention and conflict resolution
 - conducting suicide/homicide risk assessment and, where appropriate, initiating safety planning, duty-to-warn, and threat risk protocols;
 - providing crisis support to the college community following a tragic event;
- g) Promoting positive mental health wellness in the college and beyond, including:
- conducting group counselling as a non-instructional activity;
 - creating and facilitating clinical and nonclinical groups/workshops for students;
 - advocating for students within the College community and for mental health initiatives, policies, and procedures to support students' mental health wellness;
 - participating in college, regional and provincial committees;
 - promoting fair and equal access throughout the College by eliminating barriers and ensuring adherence to the Ontario Human Rights Code;
 - creating and facilitating educational workshops for faculty, administration and staff to facilitate increased understanding of student needs and accommodations;
 - organizing and/or assisting with mental health educational or professional development opportunities for the college community through workshops, presentations, classroom visits, events, and/or online offerings;
 - collaborating with academic faculty and units to develop and support in-house mental health education, career education, and health teaching, both in and outside the classroom;
 - participating in the orientation of new students to the College.
- h) Supervising interns from postsecondary institutions on field placement/practicum
- i) Engaging in research related to counselling work, as needed
- j) Teaching, as assigned mutually agreed to

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, liaising with community service programs and agencies, professional development and control of supplies and equipment.

If there is a conflict between the standards of practice of a governing body and a member's work environment, the member's obligation is to the governing body.

CLASS DEFINITION

PROFESSOR

~~Under the direction of the senior academic officer of the College or designate,~~ a **A** Professor 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. 73

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

Aligns the class definition of a professor with those of other faculty members cover by the collective agreement.