

## Request to Fill Classified Positions

This form can be used to track the request process for filling vacant positions, and/or requesting new positions or increases in current positions. This form is not to be used for reclassification requests or reorganizations. Complete the sections immediately below, attach any documentation and forward the packet according to the listed steps. Each person in the chain will initial and date the document, and forward it as appropriate. If the request is denied at steps 1, 2 or 4, the individual or group denying the request will inform the requesting party. Steps 3 and 5 are recommendatory only.

*Note: Temporary (District or agency) employment in the requested area is limited to a maximum of 60 days. This limit is designed to encourage prompt review of the vacancy. (Education Code Sec. 88003)*

**1. This position is a**

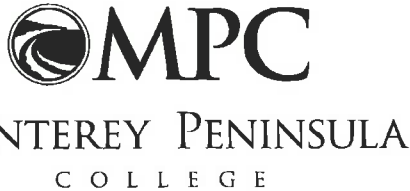
	<input checked="" type="checkbox"/> Replacement (No Changes)	<input type="checkbox"/> Replacement with requested changes *	<input type="checkbox"/> New Position (not a replacement)
Department:	Reading Center		
Position Title:	Instructional Specialist		
Last Incumbent or "New":	Sue Kostyshak		
Date of vacancy or Date of Board approval of new position:	December 17, 2014		
Salary Range:	\$10, 984		
Hours per week:	18		
Months per year:	8 ½		
Bilingual Required:	No		

\* Use the "Replacement (no changes)" column to provide information about the position as it currently exists. Use the "Replacement with Requested Changes" column to show the changes.

***On a separate sheet, answer the below questions regarding the position.***

2. Annual Cost of the Proposal (HR will complete). [See additional pages](#)
3. Source of Additional Funds: for New Positions or Replacements with requested increases of hours or work years: [N/A](#)
4. If requesting changes to the position, provide the justification/rationale, and consequences of not making the change. [N/A](#)
5. Explain how this position supports student learning. [See additional pages](#)
6. Explain what would happen if the position weren't approved. [See additional pages](#)
7. Bilingual (Spanish)
  - I am requesting this position be considered by the Vice President to be designated as Bilingual Required because:
  - No, this position should not be bilingual required
8. **Attach the Job Description to this request. All Classified Job Descriptions can be found online at: <http://www.mpc.edu/humanresources/Documents/Forms/AllItems.aspx>**  
[See additional pages](#)

Classification/Position: Instructional Specialist Date: 12-17-2014

steps	REPLACEMENT POSITION	Initials/ Date	steps	NEW OR CHANGED POSITION*	Initials/ Date
1	Chair/manager discusses vacant position with division/area and other relevant group(s).	DB	1	Chair/manager discusses the new/ vacant position with division/area and other relevant group(s).	
2	Chair/manager discusses with VP or designee. The VP may authorize short term help if funds in the budget and no additional cost.	MPCEA 8/15/15	2	Chair/manager discusses with VP or designee. The VP may authorize short term help if funds in the budget and no additional cost.	
3	VP discusses request with Vice Presidents and President		3	VP or designee discusses request with Advisory Group.	
4	President makes final decision. VP presents to College Council for information.	WT 2/12/15	4	VP discusses request with Vice Presidents and President. HR informs MPCEA.	
5	HR begins recruitment, takes recommendation to Governing Board, or takes other necessary steps .		5	College Council Reviews and makes a recommendation to the President. 2 Readings.*	
			6	President makes final decision and informs VP, Chair/manager. President directs HR to process request. (Board approval, recruitment, etc.)	
			7	HR begins recruitment, takes recommendation to Governing Board, or takes other necessary steps	

VP's Authorization for Bilingual: \_\_\_\_\_ DATE: \_\_\_\_\_

President's Authorization: \_\_\_\_\_ DATE: \_\_\_\_\_

Note #1: These steps may take more or less time depending upon time constraints (e.g. e-mail vs. meetings), and the nature of the position.

Note #2: If this process cannot be completed within 30 calendar days, the President may authorize action without completing this process and will inform the College Council.

Note #3: If the new or changed position is vital to core mission of the college, the President may authorize action without completing this process and will inform the College Council.

Note #4: Once recruitment begins, Education Code Section 88003 limits short term or substitute employment to 60 days.

\*New and changed positions must be presented to College Council for two readings and approved by the Board of Trustees. Positions included in MPCEA must be negotiated.

- Annual Cost of the Proposal (HR will complete).
  - \$11,478; please see email from Connie Andrews attached for documentation
 This position is an 18 hour per week part-time permanent 8.5 months per year and is categorically funded.

To: Cortney Schulz

Subject: RE: Annual Cost for RTF / Instructional Specialist-Reading Center

Message: TURNOVER.SAV.xlsx (15 KB)

CLASSIFIED POSITIONS, COSTS			SALARY COSTS AT RATES OF JULY 1, 2014				1/21/15
AREA	DEPT. (COST CENTER)	JOB TITLE	NOTES	SALARY	BENEFITS	H & W	TOTAL
Academic	Dept. 0330, Reading Ctr.	Instructional Spec., (18-hr., 8.5 mos.)	<i>S. Kostyshak, 14C &amp; 14D for 2014-15</i>	\$12,482	\$562		\$13,044
Academic	Dept. 0330, Reading Ctr.	Instructional Spec., (18-hr., 8.5 mos.)	<i>Cost of New Hire @ FY 2014-15</i>	\$10,984	\$494		\$11,478
<b>Turnover Savings @ Full Year 2014-15</b>				<b>\$1,498</b>	<b>\$68</b>	<b>\$0</b>	<b>\$1,566</b>

\* Benefits @ rate as of 7/1/14 for non-PERS member, or 4.50%.

POS .VACANT.DEPT0330

### Item 5. Explain how this position supports student learning:

- a) Strong reading skills are key to a student's success in college. The reading center supports students at all levels. For example, a student in a class rich with new vocabulary and a great deal of reading, such as anatomy and physiology, history, or CTE courses, might fail due to weak reading skills—despite the fact that they are very capable of learning the material.
- b) We work with basic skills students who are struggling to improve their reading and writing in order to be able to take required transfer level courses.
- c) We are the lab corequisite for reading courses: ENGL 322 and 302.
- d) The methodology we use is a very effective tool to help ENSL students with pronunciation, as well as to help strengthen reading and spelling skills that are weak because of second language acquisition issues.

### Item 6. Explain what would happen if the position weren't approved:

In Fall 2014, the Reading Center accommodated 11 sections of reading lab (ENGL 402 and 422) students; Spring 2015 lists 10 sections in the course schedule. As the English Department moves forward with plans to integrate reading and writing courses in Fall 2015, we anticipate enrollment to increase, including the need for services in Marina.

We have made some programmatic changes in order to accommodate more students with current staffing. Some of our tutoring is now in groups of three or more, though, ideally, reading instruction of this nature is best delivered individually or in groups of two.

When the number of ENGL 402 and 422 sections are fewer, we work with more students in ENGL 351/352, our interdisciplinary student population. So, in addition to a typical load of over 250 lab students, we also work with about 40 Eng. 351/352 students. This requires an additional 80 student contact hours per week. We continue to have a waiting list for ENGL 351/352.

Without the replacement of this position, we may not have adequate staff to cover the mandatory labs for English classes, students in ENGL 351 and 352 will miss out on instruction that will aid in their success, existing staff workloads, including the Reading Center Coordinator, will continue to increase.

### Item 8: Job Description

**Job Description/Title:** Inst. Spec. & Inst. Asst II → INSTRUCTIONAL SPECIALIST

**Approved, Bargaining Unit President:** 3/14/08

**Approved, MPC Associate Dean, Human Resources:** 2/28/2008

**Board Approved:** 6/24/08

**MONTEREY PENINSULA COLLEGE INSTRUCTIONAL SPECIALIST JOB SUMMARY** Under general supervision, assist students in the acquisition and reinforcement of specific skills. Receive limited supervision within a broad framework of standard District policies and procedures. Perform varied instructional support services, in a classroom environment, to meet the needs of small groups or individual students.

### EXAMPLES OF FUNCTIONS Essential Functions

- Plan, organize, and assume responsibility for small groups of students on specific subjects, in cooperation with and by assignment from the program supervisor.
- Provide supplemental instruction to individual and/or groups of students in one or more specialized areas.
- Maintain required records of student progress and review with program supervisor as needed.
- Confer with supervisor and/or instructors concerning programs and materials to meet student needs.
- Participate in meetings related to the needs of students in the instructional support services programs.
- Collect and evaluate data regarding students' progress; provide feedback to supervisor.
- Assist in performing related tasks such as writing letters, taking attendance, and correcting/grading tests.
- Serve as a resource person to teachers; recommend appropriate materials for subject area; share knowledge of particular subject area;
- Use web based programs and internet search skills as appropriate.
- Serve as information source regarding assigned department to students, staff, instructors and the community.
- Select, requisition and maintain an inventory of instructional supplies and materials; set up work areas and prepare materials and equipment needed; arrange for and operate special classroom equipment as needed.
- Administer/score/interpret student tests or assist students with self administered assessments; confer with instructors and supervisor as requested.
- Develop creative methods and teaching techniques within the suggested framework of the supervisor/ within guidelines of program.
- Assist instructors in the maintenance of specialized skill center operations, tasks and activities.
- Keep routine records of the business of the program.

#### **Other Duties**

- Serve on college committees as assigned.
- Perform other related duties as assigned.
- Attend staff development and in-service training programs as appropriate.

#### **EMPLOYMENT STANDARDS**

**Education and Experience** Any combination of education, experience and training which would indicate possession of the required knowledge, skills, and abilities listed herein. For example, completion of approximately two years of college level course work in the assigned instructional area with demonstrated specific knowledge and skills in that area, and two years of recent experience in an instructional/tutorial role.

**Knowledge** Knowledge of: skills and abilities to be reinforced in assigned instructional areas; basic functions and procedures associated with a classroom environment including learning, motivation and perceptions; instructional materials and objectives used at specific levels; application of curriculum as it applies to individual differences; basic needs and requirements of students in the area to which assigned; methodology for individualized instruction; basic clerical skills; word processing, spreadsheet programs, web based learning programs and internet search skills as needed to fulfill requirements of the job.

**Abilities** Ability to: successfully assist students in the acquisition and reinforcement of skills in assigned instructional area; deal effectively with a wide variety of personalities and situations requiring diplomacy, tact, friendliness, poise and firmness; demonstrate an understanding, patient and receptive attitude toward student learning; demonstrate required skills associated with the tasks of the job in assigned subject area; perform simple clerical tasks; use efficiently various types of office and classroom equipment; use web based learning programs and internet skills as needed; use appropriate and correct English spelling, grammar and punctuation; communicate satisfactorily in both oral and written form; use accurately and efficiently word processing and spreadsheet programs as needed; establish and maintain effective work relationships with those contacted in the performance of required duties; demonstrate an understanding of, sensitivity to and appreciation for, the academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

**PHYSICAL EFFORT/WORK ENVIRONMENT** Light to moderate physical effort; occasional standing or walking; periodic handling of lightweight parcels of up to 15 pounds (if assigned to Physical Education up to 45 pounds). Indoor work environment.