



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 type="checkbox"/> Replacement (No Changes)	<input checked="" type="checkbox"/> Replacement with requested changes *	<input type="checkbox"/> New Position (not a replacement)
Department:	Distance Education / IT	Distance Education	
Position Title:	Technology Resource Specialist	Online Instructional Technology Specialist	
Last Incumbent or "New":	Bruce Wilder		
Date of vacancy or Date of Board approval of new position:	October 4, 2013		
Salary Range:	22	26	
Hours per week:	40	40	
Months per year:	12	12	
Bilingual Required:	No	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.

*Please note: Pending the approval and ratification by CSEA.

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

2. Annual Cost of the Proposal (HR will complete).
3. Source of Additional Funds: for New Positions or Replacements with requested increases of hours or work years: NA
4. If requesting changes to the position, provide the justification/rationale, and consequences of not making the change.
5. Explain how this position supports student learning.
6. Explain what would happen if the position weren't approved.
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>**

Instructional Technology Specialist (Distance Education)

2. Annual Cost of the Proposal (HR will complete).

Range 26, A= \$3,863 * 12 months = \$46,356
+ \$13,974.94 (30.167% roll up)
+ \$22,367 (Fixed benefits costs)
= \$82,697.94

3. Source of Additional Funds: for New Positions or Replacements with requested increases of hours or work years:

The funding difference between range 22 and range 26 will come from savings in Academic Affairs that have been set aside for hourly temporary help. Note that the differences between range 22 and range 26 is \$4356 per year, a cost that is less than 1 FTES. MPC online registered a growth of over 35 FTES in Fall 2013 alone.

Note: The previous incumbent's salary was \$9096/year higher (due to step increase and longevity) than the starting step for this position at range 26.

4. If requesting changes to the position, provide the justification/rationale, and consequences of not making the change.

This position has recently been involved a 50/50 split in responsibilities between the IT and Distance Education departments reporting to both the Associate Dean of Instructional Technology and the Director of Information Systems. Responsibilities related to distance education have increased significantly as distance education and online courses have grown at MPC. As well, there has been significant growth in the use of the LMS to manage face to face classes.

This position serves as the primary point-person for the administration of the campus learning management system (lms) used to deliver distance education and online instruction as well as overseeing faculty and student support related to the LMS and online instruction. Distance education and online instruction at MPC includes fully-online courses, hybrid, and face-to-face courses that use online resources to supplement instruction.

This position is responsible for ensuring that faculty have access to course sections in the LMS, are oriented to the use of LMS tools, and receive guidance in preparing online instruction. In addition, through their involvement as LMS helpdesk coordinator, this position is responsible for ensuring that students can access LMS accounts, find and access online courses, and complete required online activities to be successful in their courses. The following data represents growth in distance education and online courses that illustrates increasing demands on this position.

MPC DE FTES 2011 - 2014

	Summer	Fall	Spring	Total
2011-2012	87.50	125.80	159.40	372.7
2012-2013	95.63	146.19	167.75	409.57
2013-2014	99.93	208.73	----	----

MPC DE HEADCOUNT 2011 - 2014

	Summer	Fall	Spring	Total
2011-2012	929	1,528	1,871	4,328
2012-2013	1,040	1,768	2,007	4,815
2013-2014	1,071	Est. 2,348	----	-----

MPC Online Access Information

Fall 2013: For fall 2013 MPC transitioned to a new version of the LMS and new server. Student and faculty accounts were reset and subsequently required additional communication of new account information and support access. As of the third day of class the following accounts were activated:

- Active Faculty Accounts: 149
- Active Student Accounts: 3113 (by the third day of classes)

Additionally, MPC Online serves as an additional virtual “face” of MPC and attracts a high number of people browsing to look for more information about MPC courses and distance education programs. This position takes the lead in maintaining MPC Online information as well as content (college information, student and faculty support resources, and information about degrees and programs). Current analytic data shows the following trends in user access (combined students, faculty, and visitors): Unique visitors for August 2013: **11,032**. Unique visitors from June 1 – August 28, 2013 (New system): **20,602**. Unique visitors from January 1 – May 30, 2013 (Old system): **61,890**

5. Explain how this position supports student learning.

Access is a precursor to learning and success. In order for students to access online course materials and complete required online assignments they must have access to the online course environment. This position leads campus efforts to provide a stable learning management system and ensure that faculty and students can adequately access and use the system.

As the lead in supporting faculty and student use of the system, this position plays a key role in supporting the design, development, and delivery of instruction for both fully-online and web-enhanced face-to-face courses. Well designed online courses—those using research-based and proven best practices—are more effective at promoting student learning. In addition, reducing barriers to student access to online tools and supporting success in the online environment are key functions of this position as it takes the lead on student support through the campus LMS helpdesk.

6. Explain what would happen if the position weren’t approved.

If this position is not approved then the college will be left without dedicated support to distance education—a significant area of growth in FTES for the college. The lack of support for distance education and online courses will impact both faculty and students. Without this position we will not have the resources to consult with faculty on the design and development of online instruction, assist in redesign or development of new online courses, provide classroom orientations to the campus LMS, or effectively respond to student and faculty support requests. The lack of support may lead to increased student frustration resulting in attrition in online courses and decrease in FTES.

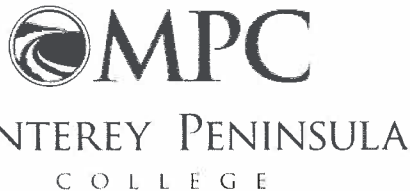
If the position is not filled then MPC will be without a position to manage our campus learning management system. Without this position the following responsibilities will be unfulfilled: enrolling and managing faculty accounts and ensuring the proper creation of student accounts and course access, managing course archives and rollovers for faculty, system monitoring and maintenance.

8. 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

9. 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>

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).	ef	1	Chair/manager discusses the new/ vacant position with division/area and other relevant group(s).	ef
2	Chair/manager discusses with VP. The VP may authorize short term help if funds in the budget and no additional cost.	ef	2	Chair/manager discusses with VP. The VP may authorize short term help if funds in the budget and no additional cost.	ef
3	VP discusses request with Vice Presidents and President	ef	3	VP discusses request with Advisory Group.	ef
4	President makes final decision. VP presents to College Council for information.		4	VP discusses request with Vice Presidents and President. HR informs MPCEA.	ef
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: Walter Tilly

DATE: 10/17/13

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.

~~Job Description/Title: Instructional Technology Specialist → Technology Resource Specialist~~
~~Approved, Bargaining Unit President: 3/14/08~~
~~Approved, MPC Associate Dean, Human Resources: 2/28/2008~~
~~Board Approved: 6/24/08~~

**DRAFT of UPDATED JOB DESCRIPTION
MONTEREY PENINSULA COLLEGE**

ONLINE INSTRUCTIONAL TECHNOLOGY SPECIALIST

JOB SUMMARY

Under the direction of the Associate Dean of Instructional Technology, provide instructional technology training and support for faculty campus-wide as well as technical training to classified staff and administrators within a broad framework of standard policies and procedures.

EXAMPLES OF FUNCTIONS

Essential Functions

Provide technical orientation about online instructional technology tools and resources to new fulltime and adjunct faculty; assist in preparing and presenting materials used for faculty orientation and training sessions.

Serve as an instructional technology resource for faculty which may include providing workshops and one-on-one help; train faculty and staff in the use online instructional technologies.

Respond to and follow through on faculty and staff requests/inquiries related to instructional technology.

Develop instructional media—including video, audio, and graphics—for the purpose of supporting face-to-face and online instruction.

Maintain the Instructional Technology lab software and hardware.

Keep current in and test new software for applicability to MPC needs; stay proficient in specialized software for online teaching and learning.

Manage the operation of the Learning Management System (LMS) and serve as the primary campus help-desk person for students and faculty using the LMS; troubleshoot problems with the online courses and train faculty in the use of the program; maintain competency in the software as new versions are released and update the faculty.

Orient MPC faculty and students in the use the campus learning management system when requested.

Serve as primary support to online classes.

Maintain an inventory of online courses offered at MPC.

Other Duties

Perform other related duties as assigned.

Participate on committees as assigned.

EMPLOYMENT STANDARDS

Education and Experience

Any combination of education, experience and training that would indicate possession of the required knowledge, skills and abilities listed herein. For example, completion of college coursework in instructional technology, computer science, education, or a related field; plus three years full-time professional experience working with computer applications for education and instruction;

Knowledge

Knowledge of: online course applications and learning management systems, operating systems and hardware, both for development of materials and their presentation; standard campus software; configuring media systems. Knowledge of the laws, guidelines, and principles associated with producing and providing accessible instructional materials and web-based content including: copyright law; Section 508 of the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act (FERPA).

Abilities

Ability to design, develop, implement, and evaluate online instruction and related instructional technologies. Ability to develop and deploy multimedia/video productions. Analyze technological/methodological problems—such as complex computer problems—and implement or recommend solutions. Prioritize tasks and perform several tasks simultaneously, accurately, and efficiently. Maintain knowledge of a variety of computer software packages related to instructional technology and online instruction; teach the use of the software to others; write software documentation as needed. Communicate effectively in both oral and written form while using appropriate and correct English grammar, punctuation and spelling. Establish and maintain effective working relationships with faculty, staff, and students across campus. 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

Primarily an indoor working environment in multiple locations. Moderate physical effort. May require stooping, bending, kneeling, periodic handling of objects up to 50 pounds, crawling and walking. Requires dexterity to wire and configure computer, media systems and peripherals.

~~Job Description/Title: Instructional Technology Specialist → Technology Resource Specialist~~
~~Approved, Bargaining Unit President: 3/14/08~~
~~Approved, MPC Associate Dean, Human Resources: 2/28/2008~~
~~Board Approved: 6/24/08~~

**DRAFT of UPDATED JOB DESCRIPTION
MONTEREY PENINSULA COLLEGE**

ONLINE INSTRUCTIONAL TECHNOLOGY SPECIALIST

JOB SUMMARY

Under the direction of the Associate Dean of Instructional Technology, provide instructional technology training and support for faculty campus-wide as well as technical training to classified staff and administrators within a broad framework of standard policies and procedures.

EXAMPLES OF FUNCTIONS

Essential Functions

Provide technical orientation about online instructional technology tools and resources to new fulltime and adjunct faculty; assist in preparing and presenting materials used for faculty orientation and training sessions.

Serve as an instructional technology resource for faculty which may include providing workshops and one-on-one help; train faculty and staff in the use online instructional technologies.

Respond to and follows through on faculty and staff requests/inquiries related to instructional technology.

~~Facilitate the use of presentation technology in campus wide forums as requested.~~

~~Develop instructional media—including video, audio, and graphics—for the purpose of supporting face-to-face and online instruction.~~

✱ Maintain the Instructional Technology Lab software and hardware.

Keep current in and test new software for applicability to MPC needs; stay proficient in specialized software for online teaching and learning.

Manage the operation of the Learning Management System (LMS) and serve as the primary campus help-desk person for students and faculty using the LMS; troubleshoot problems with the online courses and train faculty in the use of the program; maintain competency in the software as new versions are released and update the faculty.

~~Act as campus liaison to the hosting consortium.~~

Orient MPC faculty and students in the use the campus learning management system when requested.

~~Serve as an advisor for the equipment selection and design for multimedia classrooms~~

Serve as primary support to online classes when local help is not available.

Maintain an inventory of online courses offered at MPC.

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Other Duties

Perform other related duties as assigned.

Participate on committees as assigned.

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EMPLOYMENT STANDARDS

Education and Experience

Any combination of education, experience and training that would indicate possession of the required knowledge, skills and abilities listed herein. For example, completion of college coursework in instructional technology, computer science, education, or a related field; plus three years full-time professional experience working with computer applications for education and instruction.

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Deleted: of experience as a technician in network and personal computer support, or in instructional technology.

Knowledge

Knowledge of: online course applications and learning management systems, operating systems and hardware, both for development of materials and their presentation; standard campus software; configuring media systems Knowledge of the laws, guidelines, and principles associated with producing and providing accessible instructional materials and web-based content including: copyright law; Section 508 of the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act (FERPA).

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Abilities

Ability to design, develop, implement, and evaluate online instruction and related instructional technologies. Ability to develop and deploy multimedia/video productions. Analyze technological/methodological problems—such as complex computer problems—and implement or recommend solutions. Prioritize tasks and perform several tasks simultaneously, accurately, and efficiently. Maintain knowledge of a variety of computer software packages related to instructional technology and online instruction; teach the use of the software to others; write software documentation as needed. Communicate effectively in both oral and written form while using appropriate and correct English grammar, punctuation and spelling. Establish and maintain effective working relationships with faculty, staff, and students across campus. 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.

Ability to: analyze technological/methodological problems and implement or recommend solutions; prioritize tasks and do several tasks simultaneously; accurately and efficiently install new software; quickly learn the software in detail; teach the use of the software to others; write software documentation as needed; listen effectively; display expert and innovative use of hardware and software concepts and principles; apply specialized knowledge in instructional delivery systems; analyze system behavior and quickly and correctly interpret and resolve complex computer problems; write reports and memos as needed; use appropriate and correct English grammar, punctuation and spelling communicate effectively in both oral and written form; establish and maintain effective working relationships; demonstrate and 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

Primarily an indoor working environment in multiple locations. Moderate physical effort. May require stooping, bending, kneeling, periodic handling of objects up to 50 pounds, crawling and walking. Requires dexterity to wire and configure computer, media systems and peripherals.

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multimedia productions including the shooting of video, development/selecting graphics, designing the interface and producing the finished product.

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preparing presentation; digitize all types of media, edit images, sound and video; prepare DVD, VHS or CD end products

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I would not include this. Too specific.

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; contract for the installation as requested; facilitate vendor quotes.