

## 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<br>(No Changes) | <input type="checkbox"/> Replacement with<br>requested changes * | <input type="checkbox"/> New Position<br>(not a replacement) |
|--|---|--|--|
| Department:  | Math Learning Center  |  |  |
| Position Title:  | Instructional Specialist  |  |  |
| Last Incumbent or "New":   | Edison Mesa   |  |  |
| Date of vacancy or<br>Date of Board approval of<br>new position: |   |  |  |
| Salary Range:  | \$16.58   |  |  |
| Hours per week:  | 18  |  |  |
| Months per year:   | 7 months & 19 days  |  |  |
| 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).
3. Source of Additional Funds: for New Positions or Replacements with requested increases of hours or work years:
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>

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

:\$9490.39. This is not a new position. Salary and benefits are already budgeted for next year in the general fund.

**3 Source of Additional Funds: for New Positions or Replacements with requested increases of hours or work years:** N/A Not a new position; no requested increase of hours.

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

**5 Explain how this position supports student learning.**

Continuing to provide an instructional specialist for our lower division and basic skills math students will greatly improve the MLC experience for these students. Currently there is often a long wait time to get questions answered and these math students are often unable to work on their own while waiting for a tutor. The person selected to this instructional specialist position will have the sensitivity and expertise necessary to effectively work with lower division and basic skills math students and will be able to do outreach in the classrooms at the beginning of the semester. They will be able to recruit more students and keep them coming back to the MLC, increasing our attendance.

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

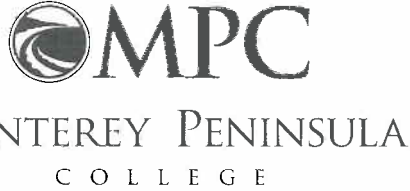
With the Student Success Task Force recommendations and the new restriction of only being able to take a class 3 times, our lower division and basic skills math students are at even more risk than they were before. Students who don't succeed in three attempts will either drop out or go to another college to complete their math requirements and will likely take their other classes there as well. In either case this will result in a loss of FTES to MPC. With more pressure for completion, we anticipate that the need for assistance in the MLC will increase. The MLC is already unable to meet the demand for drop-in tutoring. Without additional staff, wait times will go from inconvenient to unreasonable. Students are already leaving the MLC when they see it is busy and they know there are not enough tutors to help, reducing the hours of positive attendance the MLC could have.

The MLC's action plan includes developing and implementing courses to be offered for credit FTES through the MLC (similar to what is done in the ESSC). Very little progress can be made without additional staff in the MLC. Hiring this position will allow the Coordinator (when he or she is hired) to move forward with this plan.

## 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.

Classification/Position: \_\_\_\_\_ Date: \_\_\_\_\_

| 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).                              | <i>[Handwritten initials]</i>           | 1     | Chair/manager discusses the new/ vacant position with division/area and other relevant group(s).   |               |
| 2  | Chair/manager discusses with VP. The VP may authorize short term help if funds in the budget and no additional cost. | <i>[Handwritten initials]</i>           | 2     | Chair/manager discusses with VP. 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  | <i>[Handwritten initials]</i>           | 3     | VP discusses request with Advisory Group.  |               |
| 4  | President makes final decision. VP presents to College Council for information.                                      | <i>[Handwritten initials]</i><br>8/7/13 | 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: Walter T. Kelly DATE: 8/7/13

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.