Classified Professionals
Staffing Request Form

Please fill out one form for each classified staff position that you are requesting for your division/unit. This form is to be submitted as an appendix in your program review each fiscal year and a copy should be forwarded to the classified prioritization chair. For positions requested outside the program review cycle (e.g., retirements, resignations, grant/categorical funded positions), this form should be submitted to the classified prioritization chair and will be used for information/tracking purposes. (Please see the program review website for more information.)

Division/Unit: English Department/ Language arts
Position Title Requested: Instructional Assistant III

Request Number (i.e., 1 + # of times position requested, but not granted, in past five program reviews): 1

Please indicate if this is a request for/to:
☐ Fill a currently vacant position (Must attach District job description; see Classified Prioritization Chair for assistance.)
   ____ hours per week   ____ months per year

☐ Increase of an existing position (Must attach District job description; see Classified Prioritization Chair for assistance.)
   from: ☐ 9, ☐ 10, ☐ 11 month to: ☐ 10, ☐ 11, ☐ 12 month
   from: ____ % to: ____ %

☐ New position (Must attach proposed job description; see Classified Prioritization Chair for assistance.)
   ____ hours per week   ____ months per year

Estimate Increase / Proposed Annual Salary Cost: (assume step 1 for vacant position) $ 52,613.00

Funding Source:
☐ General 100 %
☐ Categorical ____ %
☐ Grant ____ %
☐ Grant name: __________________

Justification:

Why is this position necessary?
As of Fall 2015, the WRAC Center has moved to its new permanent location and has opened a new computer lab (room 196). The feedback has, in general, been positive; however, one of the problems with WRAC (including the computer labs (196/354)) is that it lacks consistent in-person staffing, including a lack of IT support for daily maintenance of the computers, printers, and the SARS machine. The WRAC labs and Center, which support thousands of students each semester, would run more efficiently if we had regular support. The new location of the tutoring center is fantastic, but it feels a bit isolated from the regular Learning Connection staff. This essentially means that the tutors – student workers – have limited support and direct supervision. The Learning Connection staff is fantastic, but they are overwhelmed with work. Prior to our move to the “temporary” location in the mezzanine of the library, WRAC had three IAs. The loss of these three positions has made it difficult to maintain a sense of identity and consistency with the services we provide. Having a full time IA designated specifically for WRAC would help make things run more smoothly: registering students for English/GNST 115; offering assistance to 115 instructors (as well as any instructor who utilizes WRAC/the computer labs) average of 24 classes. This averages to about 14,000 students a semester coming in as a class to use the computer classrooms.

With the addition of the new computer classroom (196) in Fall 2015 the technological demands are already increasing. Additional IT staff support would better serve the labs and the maintenance of the SARS tracking system.

In addition to the labs, hundreds of students visit the WRAC Center every semester, many coming multiple times: Spring 2014. 660 students visited WRAC for a total of 2422 visits: Fall 14. 437 students
Where will the individual work? To whom will the person report? Are there any special equipment/facilities needs to be considered?
The IA will work primarily in the WRAC Center as well as in the two computer labs (196/354) when needed. The IA will report to the Dean of Language Arts.

What is the consequence of not funding this position?
As stated above, the consequences of not funding this position mean that the WRAC Center and two computer classrooms will continue to have essentially no regular, permanent staffing beyond the student tutors. This will potentially lead to problems with the services that the WRAC Center provides as well as student workers being left without direct supervision or support. This puts a tremendous strain on the Learning Connection staff as well who often have to help out when problems or questions arise.

What alternative approaches have been considered in meeting the programmatic demands of this request?
Right now various staff -- administrative staff, faculty, and student workers -- step up when they need to in order to get everything done. In general, though, there has been no "alternative approach."

How will the campus community (students, staff, faculty, and community) be positively impacted by filling this position?
Given that essentially all students at Chabot take English classes (as well as other classes that contain reading and writing), the WRAC Center has the potential to support every student on campus. Students who use tutoring, including WRAC tutoring, in general have better success in their classes than students who do not use tutoring. A full-time IA will help shape a strong sense of identity for WRAC and will help strengthen our varied services by providing consistent staffing to support the tutors, the WRAC Center Coordinator, faculty & staff who use the Center, and the many students who come to the Center throughout the year.

What other personnel currently provide support to this program and these students?
Currently Learning Connection staff help support the WRAC Center as well as the WRAC Coordinator and other faculty who support our services (primarily English/GNST 115 instructors). Most important, our tutors go beyond to help support Chabot students and to help support the Center more generally. They often wind up doing things that either are not a part of their required duties or that distract them from their primary duty, which is one on one tutoring sessions.