

Public Session: 12:00 p.m.

A. Organizational Functions

1. Call to Order
2. Roll Call

Commissioners	Present	Absent
Dr. Joseph Metoyer Jr., Chair	X	
Joy Abbott, Vice Chair	X	
Barbara Greenstein	X	
Deborah Jansen		X
Lawrence Leone	X	

B. Director's Report

Budget for 2024-25

Director Carol Long, presented the fiscal year 24-25 budget for a first reading. The budget shows an 8.8% increase in total salary and benefits due to the following changes:

- Mandatory 11.2% increase in employee benefits
- Mandatory 4% increase in Commissioner benefits
- Mandatory step and column increase in salary

There are no increases anticipated for Total Operating Expenses and no discretionary increases being requested at this time.

Classification Studies

Staff presented four classification revisions and salary reallocations as part of the cyclical classification studies and three additional classification revisions that are not part of the current cyclical classification studies.

Status was provided on completion of cyclical studies for the following Occupational Groups. It was noted that once complete, studies for Student Services Clerks & Assistants, and KCRW will begin.

- Instructional Assistants
- Health Services
- Performing Arts

Reviews in process that are outside of the cyclical studies include requests for two new classification, five classification revisions, five position reclassifications, and three requests for salary reviews of individual positions.

Recruitment

Personnel Commission staff submitted four eligibility lists for approval: Grounds Manager, Human Resources Analyst – Employee & Labor Relations (Confidential), Mail Services Worker I, and Professional Development Coordinator. Update included 11 recruitments in process, six recruitments on hold, and two more recruitments that are upcoming.

Merit Rules Advisory Committee Update

The Merit Rules Advisory Committee did not meet in April but plans to meet the first week of May.

C. Public Comments: Non-Actionable Items from those in attendance.

1. Longevity-April 2024

10 YEARS

Christine Go, Tutoring Coordinator-Learning Disabilities,

Center for Students with Disabilities

Denise Henninger, Sharon Tree(?) and Alyssa Hernandez were present to recognize and congratulate Christine on 10 years with the College.

Sean Gordon, Community College Police Officer, SMC Police Department

15 YEARS

Larisa Grigoryan, Accountant, Fiscal Services

Carol Long read an email on behalf of Chris Bonvenuto who recognized and congratulated Larisa on 15 years with the College.

25 YEARS

Karen Monzon, Personnel Analyst, Personnel Commission

Carol Long, Treshawn Hall Baker, Olga Gorman Vasquez and Lugina Rogers recognized and congratulated Karen on 25 years with the College.

D. Comments from the Vice President of Human Resources

Vice President Sherri Lee-Lewis recognized and congratulated all Longevity recipients.

E. Comments from the President of CSEA

CSEA President Cindy Ordaz recognized and congratulated all Longevity recipients. She went on to address the Commissioners by recapping an email sent in September of 2023. Ordaz posed the following questions,

- How does the Personnel Commission plan to address the discrepancies in the salary alignment? Internally we have seen some instances where the salary is out of alignment within and between other job families.
- How does the Personnel Commission plan to ensure that all classifications are maintained and reviewed in a timely manner?

The issue is potentially a financial challenge for the district in that it complicates the Districts efforts towards accurate budget planning. Are there any specific strategies or initiatives that are being considered to enhance communication and collaboration between the Personnel Commission and our senior staff to address these issues?

- What mechanisms are in place to address these concerns raised by CSEA regarding the classification reviews? Can the Personnel Commission clarify how you can better

prioritize these reviews with other PC work to ensure that studies are completed in a timely manner?

She asked if the PC could respond to these items or questions in the form of a written update covering terms of actions that are going to be taken.

Chair Metoyer asked Ordaz whether CSEA meets with Director Long regularly. He wanted to know if CSEA was asking these same questions during the regular meetings with Carol. Ordaz stated there are questions specific to classifications that come up for review in those meetings and that they're being addressed as they come but CSEA is asking for a more proactive approach to address classifications that have not been reviewed in over 10 years.

Chair Metoyer asked Ordaz whether CSEA had a list of said classifications to which she replied that they have been trying to go through all of the Personnel Commission agendas and meeting minutes to collect that data for themselves. Some employees have come to CSEA claiming they haven't been reviewed in five years and they're kind of antsy, but rightfully so since inflation has gone up. In some instances, they are doing that work amongst themselves to look at what other community colleges are paying for their same classifications.

To reiterate, Ordaz stated that employees don't think that they're being paid what they're supposed to be which is why we're seeing so many requests.

Director Long replied, that we are currently in the process of completing the instructional assistants stating that staff has the tutoring coordinators and the health assistants left to complete and performing arts.

It's a fairly large group because of the number of classifications so its been divided into two groups and the first group should be coming up ready for presentation in about two months.

Following this, the only ones remaining are the student services clerks and assistants and KCRW.

All other classifications have been reviewed within the past 7 years

Currently we are planning to prioritize cyclical reviews and most position reclassification requests ahead of other requests until we have completed this first round of studies.

We plan to have discussions CSEA and Senior Staff between now and when we start our next group.

We want to look at the whole process and see how we can tighten things up a little bit without losing any communication pieces.

We've had a lot of discussion about the other community colleges that we review and so we've we want to take a look at that with CSEA and with senior staff as well.

Vice Chair Abbott asked Director Long for more information on the internal alignment concerns brought up by CSEA because she wasn't aware it's in the purview of the Personnel Commission to monitor what different groups are being paid. She thought the Commissions' main focus was to make sure the classifications reflect what's being performed and then make sure that we're not below market with other similar agencies. She asked for clarification about what the Commission role is and what CSEA thinks our role is with respect to internal alignment.

Carol Long replied that the Merit Rules only require us to review the classifications on a cyclical basis, and so they don't require us to review salary automatically. However, there is a section of the education code that says we're supposed to conduct salary studies when we're requested.

The language is kind of gray about what when how much.

Our current cyclical study plan includes conducting external salary surveys and reviewing internal alignment within the same occupational group.

If we have at least five comps, from our external salary reviews then we set salary at the 70th percentile of that group.

This is in compliance with a District wide philosophy that we set up with senior staff before we started our first group of cyclical studies.

The definition of internal alignment is not very specific and that leaves some room for discussion about who, what, when were, why.

Our internal process right now is that we review internal alignment within each occupational group.

So when we are talking about reviewing internal alignment, we're referring to ensuring the lead person is paid more than the people they're leading and supervisors are paid more than the lead people are paid.

We don't look at the internal alignment between two different occupational groups.

Determining the value of complexity and expertise required between classifications that fall within different occupational groups is more of a subjective judgement that can be challenging to defend.

There are promotional opportunities that go on between some occupational groups, such as administrative assistant and student services.

Commissioner Greenstein asked what the Board of Trustees role in this piece? And would the trustees ever initiate a request for looking at internal alignment.

Director Long replies

Generally we make a recommendation for salary to the PC. You approve at this level and then it goes to the board for final approval.

F. Comments from the President of Management Association

No Comments.

G. Comments from Personnel Commission Staff

No Comments.

H. Comments from the Personnel Commissioners

Commissioner Abbot remarked on the 2024-2025 Budget. She asked whether the increase was primarily related to health benefits. In addition to the Budget, Commissioner Abbott inquired on

the current AdHoc studies and how they are being prioritized in comparison to cyclical review as well as other reclassification requests.

She also inquired about whether NEOGOV would be raising the price of it's service. Director Long explained that could be a possibility but that the PC has not received any invoices or increases thus far.

I. Agenda Reports: Major Items of Business

Report Number	Subject	Page Number
1	Personnel Commission Budget Fiscal Year 2024-2025 Presentation of the Initial Personnel Commission Budget for Fiscal Year 2024-2025. First Reading. (No formal action will be taken at this meeting.)	
2	Classification Revisions: Human Resources Analyst – Employee and Labor Relations (Confidential)	
3	Position Reclassification: Information Systems Administrator to Information Systems Engineer	
4	Classification Description Revisions: ITEM PULLED Campus Store Operations Assistant	
5	Classification Description Revisions: ITEM PULLED Customer Service Assistant	
6	Classification Description Revisions, Salary Reallocation, and Retitle: Instructional Assistant – English to Instructional Tutor – English	
7	Classification Description Revisions, Salary Reallocation, and Retitle: Instructional Assistant – ESL to Instructional Tutor – ESL	
8	Classification Description Revisions and Salary Reallocation: Instructional Assistant – Learning Disabilities	
9	Classification Description Revisions, Salary Reallocation, and Retitle: Instructional Assistant – Math to Instructional Tutor – Math	
10	Approval of Advanced Step Placement: Community College Police Captain	

J. Consent Agenda

Report Number	Subject	Page Number
11	Establishment of Seniority List	
12	Ratification of Eligibility Lists	
13	Ratification of Meeting Minutes	
14	Ratification of Working Out of Class and Internal Limited Term Assignments	
15	Appointments to Provisional Assignments	
16	Ratification of Limited Term Assignments	
17	Appointments to Limited Term Positions	
18	Extension of Eligibility Lists	
19	Revised Expiration Dates of Eligibility Lists	
20	Personnel Commission Project Status Report	

K. Adjournment

Agenda Report Number	1
Subject	Personnel Commission Budget Fiscal Year 2024-2025 Presentation of the Initial Personnel Commission Budget for Fiscal Year 2024-2025. First Reading. (No formal action will be taken at this meeting.)
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

The attached proposed budget for the operation of the Personnel Commission Office for Fiscal Year 2024-2025 is submitted to the Personnel Commission for review and discussion by the Director of the Personnel Commission.

In accordance with Merit Rule 2.4.1 (A), the Personnel Director shall prepare and submit to the Commission a proposed operating budget for the next ensuing fiscal year. The budget shall be submitted for a first reading no later than the appropriate Commission meeting in April.

Summary

The Personnel Commission budget for FY 2024-25 reflects the following adjustments against the prior year's budget:

- 8.8% increase in total salary and benefits due to the following changes:
 - Mandatory 11.2% increase in employee benefits
 - Mandatory 4% increase in Commissioner benefits
 - Mandatory step and column increase in salary

There are no increases anticipated during the next fiscal year for Total Operating Expenses. Outside of the mandatory salary and benefits increases, the initial budget will remain flat. There are no discretionary increases being requested at this time.

Overall, the Personnel Commission is requesting a 8.5% increase to its budget for Fiscal Year 2024-2025.

PERSONNEL COMMISSION BUDGET 2024-2025

Description	Object	2023-24	2024-25	Difference	% Change	Remarks	
Administrative & Management	2110	\$ 449,061.00	\$ 513,037.00	\$ 63,976.00	14.2%	Step and Column increases	
Clerical	2120	\$ 747,510.00	\$ 778,275.00	\$ 30,765.00	4.1%		
Clerical Hourly (Temporary Staff)	2323	11,000.00	11,000.00	\$ -		Step and Column increases	
Clerical Overtime	2324	2,000.00	2,000.00	\$ -			
Personnel Commissioners	2380	7,725.00	7,725.00	\$ -		CalPERS-Mandated and Increase in Health & Welfare premiums	
Other Classified Hourly	2393	0.00	0.00	\$ -			
Benefits (Staff)	Various	\$ 668,498.00	\$ 743,560.00	\$ 75,062.00	11.2%	CalPERS-Mandated and Increase in Health & Welfare premiums	
Benefits (Commissioners)	Various	\$ 98,805.00	\$ 103,213.00	\$ 4,408.00	4%		
Total Salary & Benefits		\$ 1,984,599.00	\$ 2,158,810.00	\$ 174,211.00	8.8%		
Supplies	4550	\$ 4,396.00	\$ 4,396.00	\$ -		CalPERS-Mandated and Increase in Health & Welfare premiums	
Mileage	5210	\$ 150.00	\$ 150.00	\$ -			
Conf./Training/Staff Development	5220	\$ 6,200.00	\$ 6,200.00	\$ -			
Meeting Reimbursements	5241	\$ -	\$ -	\$ -			
Meals/Catering for Raters	5242	\$ 2,000.00	\$ 2,000.00	\$ -			
Dues & Memberships	5310	\$ 5,500.00	\$ 5,500.00	\$ -			
Repairs & Equipment Maintenance	5650	\$ 400.00	\$ 400.00	\$ -			
Legal	5730	\$ 15,000.00	\$ 15,000.00	\$ -			
Off Campus Printing	5820	\$ -	\$ -	\$ -			
Advertising	5830	\$ 6,500.00	\$ 6,500.00	\$ -			
Software Licensing	5840	\$ 18,400.00	\$ 18,400.00	\$ -			
Postage	5850	\$ -	\$ -	\$ -			
Other Contract Services	5890	\$ -	\$ -	\$ -			
Total Operating Expenses		\$ 58,546.00	\$ 58,546.00	\$0.00	0.0%		
Total Budget		\$ 2,043,145.00	\$ 2,217,356.00	\$ 174,211.00	8.5%		

Agenda Report Number	2
Subject	Classification Description Revisions: Human Resources Analyst – Employee and Labor Relations (Confidential)
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	John Linke, Supervising Personnel Analyst

BACKGROUND

Attached for your approval is a revised classification description for Human Resources Analyst – Employee and Labor Relations-Confidential. This classification was created in December 2009 and has been revised twice since its creation, most recently in 2020 as part of the cyclical classification review. The Personnel Commission is currently recruiting to fill two vacancies for this classification. The Department has requested minor additions to clarify the duties and scope of responsibility for this role. Additional minor changes are also being proposed to the distinguishing characteristics, knowledge, skills and abilities, and minimum qualifications; changes to minimum qualifications serve to clarify the scope of qualifying experience that is applicable to this role.

METHODOLOGY

Personnel Commission staff met with Department and executive leadership to review the current classification description and determine if the duties, minimum qualifications, and knowledge, skills, and abilities listed still accurately reflect the expectations of the job.

RESULTS

Revisions to job duties are being recommended to refine the scope of work performed by this role. Additionally, distinguishing characteristics are being updated to reflect changes in classification structure within the HR department, and minimum qualifications are being modified to more clearly define the range of qualifying experience for this role. Description changes will not warrant salary reallocation. Revisions were sent for review to Business Services, Human Resources, and executive leadership.

RECOMMENDATIONS

It is recommended that the Commission approve the attached revisions to the classification description for Human Resources Analyst – Employee and Labor Relations (Confidential).

Disposition by the Commission	
Motion Made By	Lawrence Leone
Seconded By	Barbara Greenstein
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	

Santa Monica Community College District
Personnel Commission

**Human Resources Analyst – Employee and Labor Relations
(Confidential)**

— page 1 of 4

CONCEPT OF THE CLASS

Under general supervision, positions in this classification perform a full range of journey-level professional human resources duties in the areas of labor and employee relations, Title IX, Title 5, and investigations.

Confidential positions in accord with Government Code 3562(d) and Educational Employment Relations Act (EERA) 3540.1(c) are required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

DISTINGUISHING CHARACTERISTICS

The Human Resources Analyst-Employee and Labor Relations performs a full range of journey-level, professional human resources duties in the areas of labor and employee relations, Title IX, Title 5, and corresponding workplace investigations.

The Human Resources Analyst-Leaves and Benefits performs a full range of journey-level, professional human resources duties in the areas of leaves management, disability interactive process, benefits, return to work program, and related data analysis and reporting.

~~The Compliance Administrator/Title IX Coordinator Assistant Director of Human Resources – Compliance and Title IX provides leadership and centralized support for District compliance with all requirements under Title IX of the Educational Amendments Act of 1972, California Title 5 Regulations the Americans with Disabilities Act (ADA), Sections 504 and 508 of the Rehabilitation Act of 1973, the Clery Act, the Violence Against Women Act (VAWA), and other federal and state anti-discrimination related laws and matters pertaining to discrimination, harassment, and sexual violence. District policies. The incumbent will serve as the college resource on Title IX requirements and compliance and will provide consultation as needed. This classification performs professional and management functions in investigations and compliance, and serves as the designated Title IX Coordinator for the District.~~

~~The Assistant Director of Human Resources – Employee and Labor Relations provides leadership and centralized support for the District's employee and labor relations functions, which includes performance management, disciplinary actions, collective bargaining, grievances, policy development, and other related areas.~~

ESSENTIAL DUTIES

Serves as a professional expert in the Human Resources Office on employee and labor relations matters such as discipline and grievances, laws and policies related to unlawful discrimination, and harassment including Title IX, Title 5 and other anti-discrimination laws, and investigations.

Conducts workplace investigations pertaining to unlawful discrimination and harassment, including sexual harassment, Title IX, and workplace violence and bullying, and sexual harassment.

Investigates a variety of matters related to employee relations and collective bargaining; advises management and supervisory personnel on disciplinary and performance issues, interpretation and

~~Human Resources Analyst – Employee and Labor Relations (Confidential) Page 2 of 5~~

implementation of applicable Collective Bargaining Agreements, and grievance policies and procedures, ~~and~~ recommends solutions to personnel related issues.

Responds to initial oral or written inquiries on routine compliance matters, labor and employee relations matters, and campus community concerns, including those related to discrimination and harassment, and ~~forwards more complex issues to~~ consults with the Vice President of Human Resources or designee regarding more complex issues.

Formulates and presents investigation findings and conclusions to management, prepares and edits related reports and may make recommendations for follow-up or further action.

Gathers, analyzes, organizes and compiles documentary evidence from multiple sources for investigative reports, proposed disciplinary actions, responses to state and federal government agencies, and administrative hearings, ~~and mediations~~.

Maintains confidential case files and logs on investigations and audio recordings of interviews.

Assists in responding to government agency complaints, including proceedings before the California ~~Department of Fair Employment and Housing Commission (DFEH)~~ Civil Rights Department (CRD), the Equal Employment Opportunity Commission (EEOC), the Department of Labor (DOL), and the Department of Education and Office for Civil Rights (OCR), etc.

Assists the Chief Negotiator in negotiations of wages, hours and other terms and conditions of employment; formulates and recommends effective bargaining strategies and techniques.

Assists management in developing and implementing new operational procedures to accommodate legislative changes; develops and monitors operational procedures to enhance workflow and program effectiveness.

Provides information and assistance to District personnel, staff and the public regarding a variety of HR matters.

Advises and assists in responding to employee and labor related grievances.

Makes presentations to District stakeholders, as requested.

Manages complex special projects assignments and requests, as assigned; compiles and evaluates statistical and other data to prepare various reports and inform the District's collective bargaining position.

Remains current on related laws, regulations and practices affecting compliance and labor and employee relations ~~employee matters~~; by subscribing to related literature, attending conferences, seminars, and/or enrolling in courses.

Participates in the design, coordination and/or implementation of workshops and training programs for the College community, which may include planning and organizing speakers, training content, participants, and event logistics, and developing and conducting trainings.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received

Under general supervision, the employee receives assignments from the Vice President of Human Resources or designee and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised

Positions in this classification do not supervise others, but provide lead direction to subordinate employees in the Human Resources Office.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Labor and employee relations practices

Federal, state and local laws, rules, regulations, court decisions and legal interpretations concerning discrimination, harassment, and employee and labor relations matters

Literature, periodicals and other resources concerning current trends in human resources and labor and employee relations

Investigative techniques and best practices

Report writing practices and techniques

Office equipment, practices and procedures

Basic principles and practices of training and development.

Principles of English composition, grammar, vocabulary and spelling

Computer programs that support this level of work, including human resources information systems and Microsoft Office

Research techniques

Basic recordkeeping practices and procedures

Ability to:

Communicate effectively, both orally and in writing, and explain complex technical information clearly and concisely

Research, analyze, interpret, apply, explain, and reach sound, independent conclusions in accordance with applicable laws, Memoranda of Understanding, and rules and regulations relating to labor and employee relations

Organize and synthesize complex information from various sources to write thorough, comprehensive and factual reports

Establish trust with interviewees, including complainants, witnesses and subjects of investigations, and exercise tact and discretion in sensitive situations

Apply human resources concepts and practices to advise management on a variety of issues and recommend solutions

~~Human Resources Analyst – Employee and Labor Relations (Confidential) – Page 4 of 5~~

Prepare and present trainings

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Exercise initiative and focus in completing work assignments

Plan, organize, and coordinate logistical operations for large-scale events

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Stay ~~abreast of~~ updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Model professional integrity and deal quickly and efficiently with breaches of misconduct

Analyze numerical data, make accurate calculations, and interpret statistical charts

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

~~Set priorities and organize and complete multiple complex assignments independently~~

~~Maintain confidential employee files~~

~~Establish and maintain effective working relationships with District management, staff, employee organization representatives, students, the public and others encountered in the course of work, in a diverse, multicultural and multi-ethnic educational environment~~

MINIMUM QUALIFICATIONS

Education Requirement:

Graduation from an ~~an accredited~~ four-year college or university, preferably with a major in Business Administration, Public Administration, Human Resources Management, or a closely related field.

Experience Requirement:

Three ~~(3)~~ years of increasingly responsible technical and analytical experience in labor and employee relations experience and/or discrimination and harassment within an Administrative Services or Human Resources department. Experience performing investigations related to labor and employee relations, unlawful discrimination and harassment, ~~and~~ Title IX is preferred.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

Professional in Human Resources (PHR), SHRM-Certified Professional (SHRM-CP), or similar certifications preferred.

~~Human Resources Analyst – Employee and Labor Relations (Confidential)~~ Page 5 of 5

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

<i>Job Family:</i>	Human Resources
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	12/16/09
<i>Class History:</i>	Human Resources Analyst –Employee and Labor Relations
<i>Revision Date(s):</i>	10/17/18, 11/18/20, 4/24/24

**Santa Monica Community College District
Personnel Commission**

**Human Resources Analyst – Employee and Labor Relations
(Confidential)**

CONCEPT OF THE CLASS

Under general supervision, positions in this classification perform a full range of journey-level professional human resources duties in the areas of labor and employee relations, Title IX, Title 5, and investigations.

Confidential positions in accord with Government Code 3562(d) and Educational Employment Relations Act (EERA) 3540.1(c) are required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

DISTINGUISHING CHARACTERISTICS

The **Human Resources Analyst-Employee and Labor Relations** performs a full range of journey-level, professional human resources duties in the areas of labor and employee relations, Title IX, Title 5, and corresponding workplace investigations.

The **Human Resources Analyst-Leaves and Benefits** performs a full range of journey-level, professional human resources duties in the areas of leaves management, disability interactive process, benefits, return to work program, and related data analysis and reporting.

The **Assistant Director of Human Resources – Compliance and Title IX** provides leadership and centralized support for District compliance with all requirements under Title IX of the Educational Amendments Act of 1972, California Title 5 Regulations and other anti-discrimination related laws and District policies. This classification performs professional and management functions in investigations and compliance, and serves as the designated Title IX Coordinator for the District.

The **Assistant Director of Human Resources – Employee and Labor Relations** provides leadership and centralized support for the District's employee and labor relations functions, which includes performance management, disciplinary actions, collective bargaining, grievances, policy development, and other related areas.

ESSENTIAL DUTIES

Serves as a professional expert in the Human Resources Office on employee and labor relations matters such as discipline and grievances, laws and policies related to unlawful discrimination and harassment including Title IX, Title 5 and other anti-discrimination laws, and investigations.

Conducts workplace investigations pertaining to unlawful discrimination and harassment, including sexual harassment, Title IX, and workplace violence and bullying.

Investigates a variety of matters related to employee relations and collective bargaining; advises management and supervisory personnel on disciplinary and performance issues, interpretation and implementation of applicable Collective Bargaining Agreements, and grievance policies and procedures; recommends solutions to personnel related issues.

Responds to initial oral or written inquiries on routine compliance matters, labor and employee relations matters, and campus community concerns, including those related to discrimination and harassment, and consults with the Vice President of Human Resources or designee regarding more complex issues.

Formulates and presents investigation findings and conclusions to management, prepares and edits related reports and may make recommendations for follow-up or further action.

Gathers, analyzes, organizes and compiles documentary evidence from multiple sources for investigative reports, proposed disciplinary actions, responses to state and federal government agencies, and administrative hearings.

Maintains confidential case files and logs on investigations and audio recordings of interviews.

Assists in responding to government agency complaints, including proceedings before the California Civil Rights Department (CRD), the Equal Employment Opportunity Commission (EEOC), the Department of Labor (DOL), and the Department of Education and Office for Civil Rights (OCR), etc.

Assists the Chief Negotiator in negotiations of wages, hours and other terms and conditions of employment; formulates and recommends effective bargaining strategies and techniques.

Assists management in developing and implementing new operational procedures to accommodate legislative changes; develops and monitors operational procedures to enhance workflow and program effectiveness.

Provides information and assistance to District personnel, staff and the public regarding a variety of HR matters.

Advises and assists in responding to employee and labor related grievances.

Makes presentations to District stakeholders, as requested.

Manages complex special assignments and requests, as assigned; compiles and evaluates statistical and other data to prepare various reports and inform the District's collective bargaining position.

Remains current on related laws, regulations and practices affecting compliance and labor and employee relations matters by subscribing to related literature, attending conferences, seminars, and/or enrolling in courses.

Participates in the design, coordination and/or implementation of workshops and training programs for the College community, which may include planning and organizing speakers, training content, participants, and event logistics, and developing and conducting trainings.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received

Under general supervision, the employee receives assignments from the Vice President of Human Resources or designee and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised

Positions in this classification do not supervise others, but provide lead direction to subordinate employees in the Human Resources Office.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Labor and employee relations practices

Federal, state and local laws, rules, regulations, court decisions and legal interpretations concerning discrimination, harassment, and employee and labor relations matters

Literature, periodicals and other resources concerning current trends in human resources and labor and employee relations

Investigative techniques and best practices

Report writing practices and techniques

Office equipment, practices and procedures

Basic principles and practices of training and development.

Principles of English composition, grammar, vocabulary and spelling

Computer programs that support this level of work, including human resources information systems and Microsoft Office

Research techniques

Basic recordkeeping practices and procedures

Ability to:

Communicate effectively, both orally and in writing, and explain complex technical information clearly and concisely

Research, analyze, interpret, apply, explain, and reach sound, independent conclusions in accordance with applicable laws, Memoranda of Understanding, and rules and regulations relating to labor and employee relations

Organize and synthesize complex information from various sources to write thorough, comprehensive and factual reports

Establish trust with interviewees, including complainants, witnesses and subjects of investigations, and exercise tact and discretion in sensitive situations

Apply human resources concepts and practices to advise management on a variety of issues and recommend solutions

Prepare and present trainings

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Exercise initiative and focus in completing work assignments

Plan, organize, and coordinate logistical operations for large-scale events

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Model professional integrity and deal quickly and efficiently with breaches of misconduct

Analyze numerical data, make accurate calculations, and interpret statistical charts

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

MINIMUM QUALIFICATIONS

Education Requirement:

Graduation from a four-year college or university, preferably with a major in Business Administration, Public Administration, Human Resources Management, or a closely related field.

Experience Requirement:

Three years of increasingly responsible technical and analytical experience in labor and employee relations and/or discrimination and harassment within an Administrative Services or Human Resources department. Experience performing investigations related to labor and employee relations, unlawful discrimination and harassment, and Title IX is preferred.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

Professional in Human Resources (PHR), SHRM-Certified Professional (SHRM-CP), or similar certifications preferred.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

<i>Job Family:</i>	Human Resources
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	12/16/09
<i>Class History:</i>	Human Resources Analyst –Employee and Labor Relations
<i>Revision Date(s):</i>	10/17/18, 11/18/20, 4/24/24

Agenda Report Number	3
Subject	Position Reclassification: Information Systems Administrator to Information Systems Engineer
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

BACKGROUND

In response to a reclassification request submitted for Yuriy Karpman’s position as Information Systems Administrator, a position study was initiated to determine if the incumbent’s assigned duties and responsibilities are appropriately classified. The incumbent has been in their position as an Information Systems Administrator since 2010. The Information Technology Department facilitates District operations by providing IT services in management information systems and applications, network services and infrastructure, technical support services, media services, and information security.

METHODOLOGY

After the Reclassification Request Form was submitted, the incumbent was asked to fill out a Position Description Questionnaire. Personnel Commission staff met with the incumbent and their supervisor, Matthew Kiaman, Director of Network Services, to gather additional details about the nature and level of duties assigned and performed, as well as the timeframe during which these duties were performed.

ANALYSIS

Key factors assessed when studying a position or classification include the knowledge required for the position, level of complexity, scope of responsibility, nature and purpose of contacts, and degree of decision-making authority.

According to the position study, the incumbent has responsible for designing, developing, and deploying new District-wide systems for over two years. The Information Systems Administrator provides services that are more focused on maintaining existing systems.

FINDINGS

- Yuriy Karpman qualifies for reclassification because his position has expanded over time to encompass duties and responsibilities that are commensurate with a higher-level classification with substantial impact on work complexity and knowledge required to effectively perform the job. These duties are required to support normal department and District operations and cannot be absorbed by other staff members without disrupting Department efficiency.
- Based on information gathered from the supervisor, Yuriy Karpman has been assigned to perform these duties through gradual accretion for at least two years.

- Based on the duties assigned and the knowledge, skills and abilities required, the Information Systems Engineer classification encompasses the majority of the incumbent’s duties and responsibilities.

Applicable Rules:

- In order to qualify for reclassification, the change in duties and responsibilities must occur through a gradual accretion of duties and not occasioned by the sudden assignment of wholly new duties. (Merit Rule 3.3.1.B (3))
- Merit Rule 3.3.2 defines gradual accretion of duties as “occurring over two (2) or more years of regular service.”
- Determination as to whether gradual accretion has occurred will be based on the date the incumbent began the performance of the newly acquired duties and responsibilities, and clear and convincing evidence of the employee’s continuing performance of the added duties and responsibilities. (Merit Rule 3.3.3 (B)(C))
- At least two (2) years must elapse before another request for reclassification can be initiated for the same position. (Merit Rule. 3.3.4.G)
- Changes in classification and salary resulting from the permanent reclassification of a position shall be effective no later than the first day of the month following the date on which the Personnel Commission takes action to approve reclassification of the position, provided the employee is eligible to be reclassified with their position without examination. (Merit Rule 3.3.7A(1))

RECOMMENDATION

It is recommended that the Commission reclassify Yuriy Karpman’s position from Information Systems Administrator to Information Systems Engineer, with a reclassification effective date of May 1, 2024.

Disposition by the Commission	
Motion Made By	Joy Abbott
Seconded By	Barbara Greenstein
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	

Agenda Report Number	4
Subject	Classification Description Revisions: Campus Store Operations Assistant
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Amy Gurjian, Classification & Compensation Manager

BACKGROUND

Attached for your approval is a revised classification description for Campus Store Operations Assistant at the Campus Store. This classification was created in May 1996 and was last revised and retitled in 2018 as part of the cyclical classification review. With the shift towards more online and hybrid learning models, the demand for physical course materials has decreased, and the use of online course materials and other cost effective and equity enhancing solutions has accelerated. The Department requested duty changes to clarify assigned responsibilities.

METHODOLOGY

Personnel Commission staff worked with Elease Juarez, Campus Store Manager, to update the description. This study is not part of the cyclical review process. Further review of this job discipline will be conducted once it is scheduled again on the cyclical review calendar. Revisions were sent for review to the incumbents, CSEA, Business Services, Human Resources, and the Superintendent/President.

RECOMMENDATIONS

It is recommended that the Commission approve the attached revisions to the classification description for Campus Store Operations Assistant.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Campus Store Operations Assistant

CONCEPT OF THE CLASS

Under general supervision, the Campus Store Operations Assistant classification assists with the daily operational activities of the Campus Store, directly supporting e-commerce requests, and provides information to patrons requesting course material and merchandise supplies.

DISTINGUISHING CHARACTERISTICS

The **Campus Store Operations Coordinator** oversees the daily operations of the Campus Store, trains and provides work direction to staff, oversees cashiering and other support functions, including customer service, and record-keeping activities of the Campus Store.

The **Campus Store Operations Assistant** assists with the daily operational activities of the Campus Store, directly supporting e-commerce requests, and provides information to patrons requesting course material and merchandise supplies.

Customer Service Assistant provides cashiering and customer service to students and staff to support Auxiliary Services functions, including the campus store.

ESSENTIAL DUTIES

Assists with the daily operations of the Campus Store.

Receives and updates prices in inventory control system for supplies, ~~course materials~~ and general merchandise.

Assists with the receipt of merchandise, ~~course materials~~ and supplies; verifies items received against purchase orders or invoices for accuracy and damage.

~~Prepare and return unused and outdated course materials to publisher; update inventory control system~~

Shelves and displays ~~course materials~~ supplies and merchandise on campus store sales floor.

Responds to questions in person, email or telephone by providing information relating to the availability, selection, and location of merchandise and course materials.

Maintains the Campus Store's e-commerce website for ~~course materials~~, price changes, new items, and promotions.

Prepares shipping of online orders, processes refunds and/or exchanges.

Monitors Campus Store inventory and provides recommendations on re-ordering needs.

Participates in annual year-end inventory.

Inputs, processes or retrieves data related to student records, course material information, stock and vendor identification data, supplies charge accounts, and/ or employee worker schedules.

May train and provide direction to student employees and/or seasonal employees.

~~Explains refund policy to Campus Store customers; processes refunds, returns and exchanges of course materials, merchandise, and fees according to established policies and procedures.~~

Explains course material opt-out processes and refund policies to Campus Store customers.

Uses course material management software to service students with questions around course material access, formats and shipping details, and assists faculty with questions related to adoptions and course materials for their classes.

Sorts, prioritizes and distributes incoming mail.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature, and are generally listed in descending order of importance.

SUPERVISION

Supervision Received:

Positions in this classification receive general supervision from the Campus Store Manager.

Supervision Exercised:

Positions in this classification do not supervise other regular classified staff. However, they may serve as lead workers providing guidance and assistance to student workers and temporary employees.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Principles, practices and terminology related to cash handling, sales and record-keeping

Retail merchandising, stock display, inventory control and rotation

Basic clerical and bookkeeping methods

Effective customer service techniques

Basic arithmetic

Ability to:

Perform basic mathematical calculations

Perform basic, accurate data input and retrieval

Interpret, apply, explain and reach sound decisions in accordance with applicable laws and regulations, and District policies and procedures

Operate a computer using word processing and other business software and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay abreast of technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Graduation from High School or GED equivalent.

Experience Requirement:

One (1) year experience in a general merchandise retail operation.

Education/Experience Equivalency:

Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

WORKING ENVIRONMENT & PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. The employee is regularly required to lift, carry, push, or pull up to 25 pounds. While performing the duties of this job, the noise level in the work environment is usually quiet. May be required to stand for long periods of time.

CLASS DETAIL

Job Family:	Business Administration & Fiscal Services
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	11/02/06 05/1996
Class History:	Established May, 1996
Revision Date(s):	11/02/06 May Study 4/24/2024

**Santa Monica Community College District
Personnel Commission**

Campus Store Operations Assistant

CONCEPT OF THE CLASS

Under general supervision, the Campus Store Operations Assistant classification assists with the daily operational activities of the Campus Store, directly supporting e-commerce requests, and provides information to patrons requesting course material and merchandise supplies.

DISTINGUISHING CHARACTERISTICS

The **Campus Store Operations Coordinator** oversees the daily operations of the Campus Store, trains and provides work direction to staff, oversees cashing and other support functions, including customer service, and record-keeping activities of the Campus Store.

The **Campus Store Operations Assistant** assists with the daily operational activities of the Campus Store, directly supporting e-commerce requests, and provides information to patrons requesting course material and merchandise supplies.

Customer Service Assistant provides cashing and customer service to students and staff to support Auxiliary Services functions, including the campus store.

ESSENTIAL DUTIES

Assists with the daily operations of the Campus Store.

Receives and updates prices in inventory control system for supplies and general merchandise.

Assists with the receipt of merchandise and supplies; verifies items received against purchase orders or invoices for accuracy and damage.

Shelves and displays supplies and merchandise on campus store sales floor.

Responds to questions in person, email or telephone by providing information relating to the availability, selection, and location of merchandise and course materials.

Maintains the Campus Store's e-commerce website for price changes, new items, and promotions.

Prepares shipping of online orders, processes refunds and/or exchanges.

Monitors Campus Store inventory and provides recommendations on re-ordering needs.

Participates in annual year-end inventory.

Inputs, processes or retrieves data related to student records, course material information, stock and vendor identification data, supplies charge accounts, and/ or employee worker schedules.

May train and provide direction to student employees and/or seasonal employees.

Explains course material opt-out processes and refund policies to Campus Store customers.

Uses course material management software to service students with questions around course material access, formats and shipping details, and assists faculty with questions related to adoptions and course materials for their classes.

Sorts, prioritizes and distributes incoming mail.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature, and are generally listed in descending order of importance.

SUPERVISION

Supervision Received:

Positions in this classification receive general supervision from the Campus Store Manager.

Supervision Exercised:

Positions in this classification do not supervise other regular classified staff. However, they may serve as lead workers providing guidance and assistance to student workers and temporary employees.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Principles, practices and terminology related to cash handling, sales and record-keeping

Retail merchandising, stock display, inventory control and rotation

Basic clerical and bookkeeping methods

Effective customer service techniques

Basic arithmetic

Ability to:

Perform basic mathematical calculations

Perform basic, accurate data input and retrieval

Interpret, apply, explain and reach sound decisions in accordance with applicable laws and regulations, and District policies and procedures

Operate a computer using word processing and other business software and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay abreast of technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Graduation from High School or GED equivalent.

Experience Requirement:

One year experience in a general merchandise retail operation.

Education/Experience Equivalency:

Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

WORKING ENVIRONMENT & PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. The employee is regularly required to lift, carry, push, or pull up to 25 pounds. While performing the duties of this job, the noise level in the work environment is usually quiet. May be required to stand for long periods of time.

CLASS DETAIL

<i>Job Family:</i>	Business Administration & Fiscal Services
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	05/1996
<i>Class History:</i>	
<i>Revision Date(s):</i>	11/02/06, 4/24/2024

Agenda Report Number	5
Subject	Classification Description Revisions: Customer Service Assistant
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Amy Gurjian, Classification & Compensation Manager

BACKGROUND

Attached for your approval is a revised classification description for Customer Service Assistant at the Campus Store. This classification was created in May 1996 and was last revised and retitled in 2017 as part of the cyclical classification review. The Department requested a minor duty change to clarify assigned responsibilities.

METHODOLOGY

Personnel Commission staff worked with Elease Juarez, Campus Store Manager, to update the description. This study is not part of the cyclical review process. Further review of this job discipline will be conducted once it is scheduled again on the cyclical review calendar. Revisions were sent for review to the incumbents, CSEA, Business Services, Human Resources, and the Superintendent/President.

RECOMMENDATIONS

It is recommended that the Commission approve the attached revisions to the classification description for Customer Service Assistant.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Customer Service Assistant

CONCEPT OF THE CLASS

Under general supervision, positions in this classification provide cashiering and customer service to students and staff to support auxiliary functions, including the campus store.

DISTINGUISHING CHARACTERISTICS

The **Customer Service Assistant** provides cashiering and customer service to students and staff to support Auxiliary Services functions, including the campus store.

The **Enterprise Business Services Clerk** performs a variety of clerical accounting duties related to the collection, counting and reconciliation of large sums of money collected from the Bursar's Office, student fees, events, programs, and departments.

The **Enterprise Business Services Specialist** serves as a lead worker and performs a variety of clerical accounting duties related in to the collection, reconciliation, and disbursement of large sums of money collected from the Bursar's Office, student fees, events programs, and departments. Incumbents serve as a lead worker, assigning, scheduling, monitoring, and verifying the work of permanent and/or temporary staff. Work is reviewed by an assigned manager. This position resolves routine to moderately difficult problems.

ESSENTIAL DUTIES

Provides customer service to students and staff, and responds to inquiries regarding district policies in a professional and helpful manner.

Operates a cash register to accurately process various campus store fees.

Follows operational procedures to assist in opening and/or closing which may include generating cash register reports, verifying beginning cash balance, securing the safe, and locking/unlocking doors.

Issues contracts and explains procedures and deadlines related to course material rentals.

~~Processes refunds, returns and exchanges of course materials, merchandise, and fees according to established policies and procedures. May prepare and return unused and outdated course materials to publisher.~~

Processes returns and assists in exchanging course materials during drop/add periods and merchandise refunds, returns and exchanges according to established policies and procedures.

Trains and provides work direction to temporary staff on use of cash registers and cash handling procedures.

Verifies proper identification according to established procedures to process payments, or provide information related to District charges.

Maintains supplies, assists with stocking/re-stocking, maintains shelves, displays, or sales areas in a neat and orderly fashion.

Assists in taking inventory according to established procedures.

May assist with crowd control during peak periods by greeting and directing students.

May assist in providing general information to students and the public regarding campus locations and services.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature, and are generally listed in descending order of importance.

SUPERVISION

Supervision Received:

Positions in this classification receive general supervision from an assigned manager. Work direction may be received from a lead worker in the assigned department.

Supervision Exercised:

Positions in this classification do not supervise other regular classified staff. However, they may provide guidance, training and/or assistance to student workers and temporary employees.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Cashiering practices and procedures

Cash verification systems and procedures

Customer service techniques and practices

Basic arithmetic

Basic clerical and record keeping methods

Ability to:

Handle cash and balance a cash drawer

Serve as a role model and provide outstanding customer service

Follow rules, regulations, laws, and policy related to and disbursement

Operate a computer using word processing and other business software and standard office equipment including a cash register

Perform basic mathematical calculations

Respond to inquiries from the public in a tactful manner

Interpret and apply policies, procedures and regulations

Communicate effectively, both orally and in writing

Work in fast-paced and busy environment with multiple tasks and interruptions

Role model exceptional internal and external customer service

Stay abreast of technology changes and to adapt to new technologies

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Graduation from High School or GED equivalent.

Experience Requirement:

One year cashiering work experience providing customer service.

Licensure and/or Certification:

None.

Special Requirement:

Some positions may be required to work flexible or alternative work schedules that may include nights and/or weekends.

WORKING ENVIRONMENT & PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Working Environment:

While performing the duties of this job the employee is regularly required to stand for long periods. Other physical requirements include: dexterity of hands and fingers are needed to operate a cash register; seeing to read a variety of materials, hearing and speaking to exchange information; reaching overhead, above the shoulders and horizontally to pick up and/or display merchandise; bending at the waist, kneeling or crouching to obtain or display merchandise. The employee is regularly required to lift, carry, push, or pull up to 25 pounds. Employees work in a fast paced, noisy environment with frequent interruptions.

CLASS DETAIL

Job Family: Business Administration & Fiscal Services

FLSA Status: Non-exempt

Personnel Commission Approval Date: 10/21/09

Class History: Bookstore Sales Clerk

Revision Date(s): 09/20/17, 4/24/2024

**Santa Monica Community College District
Personnel Commission**

Customer Service Assistant

CONCEPT OF THE CLASS

Under general supervision, positions in this classification provide cashiering and customer service to students and staff to support auxiliary functions, including the campus store.

DISTINGUISHING CHARACTERISTICS

The **Customer Service Assistant** provides cashiering and customer service to students and staff to support Auxiliary Services functions, including the campus store.

The **Enterprise Business Services Clerk** performs a variety of clerical accounting duties related to the collection, counting and reconciliation of large sums of money collected from the Bursar's Office, student fees, events, programs, and departments.

The **Enterprise Business Services Specialist** serves as a lead worker and performs a variety of clerical accounting duties related in to the collection, reconciliation, and disbursement of large sums of money collected from the Bursar's Office, student fees, events programs, and departments. Incumbents serve as a lead worker, assigning, scheduling, monitoring, and verifying the work of permanent and/or temporary staff. Work is reviewed by an assigned manager. This position resolves routine to moderately difficult problems.

ESSENTIAL DUTIES

Provides customer service to students and staff, and responds to inquiries regarding district policies in a professional and helpful manner.

Operates a cash register to accurately process various campus store fees.

Follows operational procedures to assist in opening and/or closing which may include generating cash register reports, verifying beginning cash balance, securing the safe, and locking/unlocking doors.

Issues contracts and explains procedures and deadlines related to course material rentals.

Processes returns and assists in exchanging course materials during drop/add periods and merchandise refunds, returns and exchanges according to established policies and procedures.

Trains and provides work direction to temporary staff on use of cash registers and cash handling procedures.

Verifies proper identification according to established procedures to process payments, or provide information related to District charges.

Maintains supplies, assists with stocking/re-stocking, maintains shelves, displays, or sales areas in a neat and orderly fashion.

Assists in taking inventory according to established procedures.

May assist with crowd control during peak periods by greeting and directing students.

May assist in providing general information to students and the public regarding campus locations and services.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature, and are generally listed in descending order of importance.

SUPERVISION

Supervision Received:

Positions in this classification receive general supervision from an assigned manager. Work direction may be received from a lead worker in the assigned department.

Supervision Exercised:

Positions in this classification do not supervise other regular classified staff. However, they may provide guidance, training and/or assistance to student workers and temporary employees.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Cashiering practices and procedures

Cash verification systems and procedures

Customer service techniques and practices

Basic arithmetic

Basic clerical and record keeping methods

Ability to:

Handle cash and balance a cash drawer

Serve as a role model and provide outstanding customer service

Follow rules, regulations, laws, and policy related to and disbursement

Operate a computer using word processing and other business software and standard office equipment including a cash register

Perform basic mathematical calculations

Respond to inquiries from the public in a tactful manner

Interpret and apply policies, procedures and regulations

Communicate effectively, both orally and in writing

Work in fast-paced and busy environment with multiple tasks and interruptions

Role model exceptional internal and external customer service

Stay abreast of technology changes and to adapt to new technologies

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Graduation from High School or GED equivalent.

Experience Requirement:

One year cashiering work experience providing customer service.

Licensure and/or Certification:

None.

Special Requirement:

Some positions may be required to work flexible or alternative work schedules that may include nights and/or weekends.

WORKING ENVIRONMENT & PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Working Environment:

While performing the duties of this job the employee is regularly required to stand for long periods. Other physical requirements include: dexterity of hands and fingers are needed to operate a cash register; seeing to read a variety of materials, hearing and speaking to exchange information; reaching overhead, above the shoulders and horizontally to pick up and/or display merchandise; bending at the waist, kneeling or crouching to obtain or display merchandise. The employee is regularly required to lift, carry, push, or pull up to 25 pounds. Employees work in a fast paced, noisy environment with frequent interruptions.

CLASS DETAIL

Job Family:	Business Administration & Fiscal Services
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	10/21/09
Class History:	Bookstore Sales Clerk
Revision Date(s):	09/20/17, 4/24/2024

Agenda Report Number	6
Subject	Classification Description Revisions, Salary Reallocation, and Retitle: Instructional Assistant – English to Instructional Tutor – English
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Julia Britt, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Instructional Assistant — English**.

As part of the cyclical review process, we are reviewing classifications in the Instructional Assistance job discipline. The Instructional Assistant — English assists students enrolled in English and other courses that require writing at the college level by providing tutoring sessions to help students achieve academic success.

The Instructional Assistant — English classification was established in 1986. It was revised in November of 2006 as part of the Hay study. There are currently ten permanent incumbents in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2022-23. Incumbents and CSEA were invited to participate in a class study orientation on May 10, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by June 2, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, minimum qualifications and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed. Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities) and minimum qualifications.

The salary survey of standard benchmark agencies was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the Instructional Assistant — English. The survey resulted in seven moderate to strong matches, which are identified and presented below.

AGENCY	JOB TITLE	MIN	MAX	MEDIAN	STUDENT COUNT
Santa Monica College	Instructional Assistant-English	\$4,497	\$5,466	\$4,982	37,693
Cerritos College	Instructional Laboratory Technician I	\$4,655	\$5,583	\$5,119	28,748
Foothill De Anza CCD	Instructional Associate, Discipline	\$5,741	\$7,684	\$6,713	49,434
Glendale College	Instructional Lab Technician	\$4,539	\$5,793	\$5,166	20,762
Long Beach City College	Instructional Assistant	\$4,596	\$5,656	\$5,126	34,365
Los Angeles CCD	Instructional Assistant, Language Arts	\$4,917	\$6,092	\$5,505	157,089
Mt. San Antonio College	Tutorial Services Assistant	\$3,979	\$5,078	\$4,529	63,728
North Orange County CCD	Instructional Assistant	\$5,397	\$6,503	\$5,950	57,354
	Average	\$4,832	\$6,055	\$5,444	
	25th Percentile	\$4,568	\$5,619	\$5,122	
	50th Percentile	\$4,655	\$5,793	\$5,166	
	75th Percentile	\$5,157	\$6,297	\$5,727	
	80th Percentile	\$5,301	\$6,421	\$5,861	
	90th Percentile	\$5,535	\$6,975	\$6,255	
	SMC % RANK	15.4%	12.8%	12.7%	

SMC Difference From AVG	-7.4%	- 10.8%	-9.3%
SMC Difference From MED	-3.5%	-6.0%	-3.7%

The current salary range for Instructional Assistant — English is Range 23 on the Classified Employee Salary Schedule. In this survey, SMC is in the 13th median percentile compared to all benchmark agencies with comparable classifications; that is, 87% of market comparables were paid higher than the SMC classification.

SALARY ALLOCATION

It is recommended that the salary for Instructional Assistant — English be reallocated from Range 23 to Range 28 on the Classified Employee Salary Schedule, a 12.88% increase. The proposed increase would place the median salary for this classification at the 71st percentile compared to the market median. Salary reallocation is justified given that it meets the College’s goal to target base median salary at the 70th percentile. One range lower would place the salary below the 70th percentile ranking as compared to the market median.

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
Tutoring Coordinators (Various Disciplines)	34	\$5,876	\$7,143	15.76%
<i>Instructional Tutor - English (Proposed)</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Tutor - Math (Proposed)*</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Tutor - ESL (Proposed)*</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Assistant - Learning Disabilities (Proposed)*</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>12.88%</i>
Instructional Assistant - ESL (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - English (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - Math (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - Learning Disabilities (Current)	23	\$4,497	\$5,466	

**Proposed in a subsequent agenda item*

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions and salary reallocation for the retitled Instructional Tutor — English as follows:

FROM: Range 23 – Classified Employee Salary Schedule
TO: Range 28 – Classified Employee Salary Schedule

Disposition by the Commission	
Motion Made By	Lawrence Leone
Seconded By	Barbara Greenstein
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	<p>Instructional Assistant Jessica Thomas, read a statement written by herself and a colleague, Caron Tate.</p> <p>"I would like to recommend that the title of "Instructional Tutor" should instead be "Writing Specialist." Many of us have found that the title "Tutor" carries a negative connotation with our students, especially for traditionally minoritized and racially marginalized students. The role of " Tutor" has historically been used as a tool for intervention or punishment for low grades rather than what it actually is: a specialization. Therefore, some of the current English IAs were hoping for the title of "Writing Specialist" not only to highlight our specialization but also to present a more neutral and professional tone to students who may be used to the punitive connotations associated with the term "Tutor."</p> <p>Additionally, IAs at the Writing & Humanities Tutoring Center are part of the reason that SMC remains No. 1 in UC transfers. We lead synchronous transfer workshops with students and, during the fall semester, our transfer-related tutoring appointments account for 40% or more of the appointments we take. Therefore, the work we do with students that focuses on transfer, scholarships, and internship applications should be mentioned under Essential Duties and Knowledge, Skills, and Abilities since it</p>

	<p>accounts for a major part of our responsibilities.”</p> <p>Wendy Demorst, Manager in the area, wanted to provide her input about the situation and the title of Instructional Tutor.</p> <p>English is very specific because there is a whole profession of tutors across the country and they have tutor certification which none of our tutors have been required to do.</p> <p>So I felt it was very important to maintain that title of tutor so that our tutors can start being a part of that professional community and as such get the professional development that they need.</p> <p>I also wanted to point out that as far as when we talk about transfer essays being a part of their position, that is true that it is a part of their position to help students with writing assignments.</p> <p>I don't think necessarily that we need to require having a bachelor's degree.</p> <p>I recognized that there were a lot of people who may minor in English, or they may have an AA in English.</p> <p>This is a Community College, not a four year college.</p> <p>And we were talking about trying to have a diversified pool of people.</p> <p>We don't want to have people not be able to apply for these positions if they have been tutors in the past.</p>
--	--

**Santa Monica Community College District
Personnel Commission**

Instructional ~~Tutor~~Assistant – English

CONCEPT OF THE CLASS

~~Under general supervision, positions in this classification assist students with reading and writing English through testing and tutoring students to help them achieve academic success enrolled in English courses and other courses that require writing at the College. The Instructional Tutor will work closely with students to enhance their understanding of English language and literature, foster critical thinking skills, and promote effective communication by assessing their skill level and providing individualized tutoring in order to help them achieve academic success and develop confidence in their English language abilities.~~

DISTINGUISHING CHARACTERISTICS

~~The Instructional Tutor – English assists students with understanding English language and literature, developing critical thinking skills, and improving communication skills through tutoring sessions, in order to help students achieve academic success.~~

~~The Tutoring Coordinators independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.~~

ESSENTIAL DUTIES

~~Assesses students' composition and reading skill needs and provides specialized tutoring, individually and in groups.~~

~~Provides one-on-one or group tutoring sessions both in-person and online to students seeking assistance with English coursework, including reading, writing, grammar, and literary analysis, not limited to the English department, to help students achieve academic success.~~

~~Assists International, and ESL-enrolled students with English grammar assignments and workbooks targeted to learning English as a second or other language.~~

~~Creates a supportive and engaging learning environment that encourages student participation and active learning.~~

~~Assesses student needs and tailors tutoring sessions to address individual learning styles and areas of improvement.~~

~~Helps students develop effective study strategies, time management skills, and self-directed learning abilities during tutoring sessions.~~

~~Assists students with specific classroom assignments related to English grammar, composition, and reading.~~

~~Assists students in understanding and interpreting assigned readings, texts, and literary works to improve students' reading and writing skills.~~

~~Administers, proctors, and grades tests to evaluate the level of the students.~~

~~Explains work assignments made by instructors and reviews students' completed assignments.~~

Offers guidance and feedback on written assignments, including essays, research papers, and creative writing projects to improve students' writing skills.

~~Cheeks and corrects grammar on writing assignments.~~

Facilitates discussions with students and leads workshops on writing techniques, critical analysis, and effective communication skills to help students develop their language skill sets.

Utilizes educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

~~Maintains accurate and detailed records of students' individualized learning programs and progress.~~

Collaborates with faculty and staff to identify student needs and implement targeted intervention strategies.

~~Records, and keeps logs of student attendance in the lab.~~

Maintains accurate records of tutoring sessions, student progress, and attendance in order to document which students and skill areas may need tutoring.

~~Demonstrates the proper operation and care of the lab equipment.~~

~~Performs clerical duties such as preparation of files and filing, answering phones, and recording attendance, grades, and assignments.~~

Stays current with best practices in English instruction and tutoring methodologies through professional development opportunities.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise other classified positions.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

English language, including grammar, composition, and literary analysis

~~Knowledge of English grammar, composition, and reading at the college level.~~

~~Knowledge of principles, techniques, learning strategies, and procedures of student tutoring procedures.~~

Instructional technologies and resources to support student learning

Basic record-keeping techniques

~~Knowledge of materials and equipment used in the Writing, Reading, and English Lab.~~

~~Knowledge of personal computer based software programs that support this level of work, including word processing, spreadsheet, and data management.~~

Ability to:

~~Ability to a~~Assess students' individual learning skills and needs

~~Ability to u~~nderstand and carry-out oral and written instructions

~~Ability to a~~ssist students with learning and applying the concepts, principles and terminology of English grammar, composition, and reading

Participate in professional development opportunities and stay updated on current trends in English education

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

~~Ability to explain work assignments to students.~~

~~Ability to demonstrate the use of lab materials and equipment.~~

~~Ability to administer, proctor, and score tests, individually and in small groups.~~

~~Ability to communicate effectively with instructors, students, and staff.~~

~~Ability to establish and maintain cooperative working relationships with those contacted in the course of work.~~

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent with at least 18 units of college coursework in English, literature, or a related field. Successful completion of eighteen (18) semester hours of college coursework in English, including grammar, composition, and reading.

Experience Requirement:

One ~~(4)~~-year of experience tutoring students at college level English.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

Special Requirements:

Willingness and ability to work varied hours, including evenings and weekends.

WORKING CONDITIONS AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. ~~The employee is regularly required to lift, carry, push, or pull up to 25 pounds.~~ While performing the duties of this job, the noise level in the work environment is usually a quiet buzz.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	11/09/06 <u>01/86</u>
<i>Class History:</i>	January 1986 <u>None</u>
<i>Revision Date(s):</i>	Hay Study -11/09/06

**Santa Monica Community College District
Personnel Commission
Instructional Tutor – English**

CONCEPT OF THE CLASS

Under general supervision, positions in this classification assist students enrolled in English courses and other courses that require writing at the College. The Instructional Tutor will work closely with students to enhance their understanding of English language and literature, foster critical thinking skills, and promote effective communication by assessing their skill level and providing individualized tutoring in order to help them achieve academic success and develop confidence in their English language abilities.

DISTINGUISHING CHARACTERISTICS

The **Instructional Tutor – English** assists students with understanding English language and literature, developing critical thinking skills, and improving communication skills through tutoring sessions, in order to help students achieve academic success.

The **Tutoring Coordinators** independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

ESSENTIAL DUTIES

Provides one-on-one or group tutoring sessions both in-person and online to students seeking assistance with English coursework, including reading, writing, grammar, and literary analysis, not limited to the English department, to help students achieve academic success.

Assists International, and ESL-enrolled students with English grammar assignments and workbooks targeted to learning English as a second or other language.

Creates a supportive and engaging learning environment that encourages student participation and active learning.

Assesses student needs and tailors tutoring sessions to address individual learning styles and areas of improvement.

Helps students develop effective study strategies, time management skills, and self-directed learning abilities during tutoring sessions.

Assists students in understanding and interpreting assigned readings, texts, and literary works to improve students' reading and writing skills.

Offers guidance and feedback on written assignments, including essays, research papers, and creative writing projects to improve students' writing skills.

Facilitates discussions with students and leads workshops on writing techniques, critical analysis, and effective communication skills to help students develop their language skill sets.

Utilizes educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Collaborates with faculty and staff to identify student needs and implement targeted intervention strategies.

Maintains accurate records of tutoring sessions, student progress, and attendance in order to document which students and skill areas may need tutoring.

Stays current with best practices in English instruction and tutoring methodologies through professional development opportunities.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise other classified positions.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

English language, including grammar, composition, and literary analysis

Principles, techniques, learning strategies, and student tutoring procedures

Instructional technologies and resources to support student learning

Basic record-keeping techniques

Ability to:

Assess students' individual learning skills and needs

Understand and carry-out oral and written instructions

Assist students with learning and applying the concepts, principles and terminology of English grammar, composition, and reading

Participate in professional development opportunities and stay updated on current trends in English education

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent with at least 18 units of college coursework in English, literature, or a related field.

Experience Requirement:

One year of experience tutoring students at college level English.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

Special Requirements:

Willingness and ability to work varied hours, including evenings and weekends.

WORKING CONDITIONS AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. While performing the duties of this job, the noise level in the work environment is usually a quiet buzz.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	01/86
Class History:	None
Revision Date(s):	11/09/06, 4/24/24

Agenda Report Number	7
Subject	Classification Description Revisions, Salary Reallocation, and Retitle: Instructional Assistant – ESL to Instructional Tutor – ESL
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Julia Britt, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Instructional Assistant – ESL**.

As part of the cyclical review process, we are reviewing classifications in the Instructional Assistance job discipline. The Instructional Assistant – ESL assists students by providing tutoring sessions to students whose native language is not English to enable them improve skills in English reading/writing, grammar, and vocabulary in order to achieve academic success.

The Instructional Assistant – ESL classification was established in 1986. It was revised in November of 2006 as part of the Hay study. There are currently no permanent incumbents in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2022-23. Incumbents and CSEA were invited to participate in a class study orientation on May 10, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by June 2, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, minimum qualifications and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed. Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities) and minimum qualifications.

The salary survey of standard benchmark agencies was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the Instructional Assistant — ESL. The survey resulted in seven moderate to strong matches, which are identified and presented below.

AGENCY	JOB TITLE	MIN	MAX	MEDIAN	STUDENT COUNT
Santa Monica College	Instructional Assistant-ESL	\$4,497	\$5,466	\$4,982	37,693
Cerritos College	Instructional Laboratory Technician I	\$4,655	\$5,583	\$5,119	28,748
Foothill De Anza CCD	Instructional Associate, Discipline	\$5,741	\$7,684	\$6,713	49,434
Glendale College	Instructional Lab Technician	\$4,539	\$5,793	\$5,166	20,762
Long Beach City College	Instructional Assistant	\$4,596	\$5,656	\$5,126	34,365
Los Angeles CCD	Instructional Assistant, Language Arts	\$4,917	\$6,092	\$5,505	157,089
Mt. San Antonio College	Tutorial Services Assistant	\$3,979	\$5,078	\$4,529	63,728
North Orange County CCD	Instructional Assistant	\$5,397	\$6,503	\$5,950	57,354
	Average	\$4,832	\$6,055	\$5,444	
	25th Percentile	\$4,568	\$5,619	\$5,122	
	50th Percentile	\$4,655	\$5,793	\$5,166	
	75th Percentile	\$5,157	\$6,297	\$5,727	
	80th Percentile	\$5,301	\$6,421	\$5,861	
	90th Percentile	\$5,535	\$6,975	\$6,255	
	SMC % RANK	15.4%	12.8%	12.7%	
	SMC Difference From AVG	-7.4%	-	-9.3%	
	SMC Difference From MED	-3.5%	-6.0%	-3.7%	

The current salary range for Instructional Assistant — ESL is Range 23 on the Classified Employee Salary Schedule. In this survey, SMC is in the 13th median percentile compared to all benchmark agencies with comparable classifications; that is, 87% of market comparables were paid higher than the SMC classification.

SALARY ALLOCATION

It is recommended that the salary for Instructional Assistant — ESL be reallocated from Range 23 to Range 28 on the Classified Employee Salary Schedule, a 12.88% increase. The proposed increase would place the median salary for this classification at the 71st percentile compared to the market median. Salary reallocation is justified given that it meets the College’s goal to target base median salary at the 70th percentile. One range lower would place the salary below the 70th percentile ranking as compared to the market median.

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
Tutoring Coordinators (Various Disciplines)	34	\$5,876	\$7,143	15.76%
<i>Instructional Tutor - English (Proposed)**</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Tutor - Math (Proposed)*</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Tutor - ESL (Proposed)</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Assistant - Learning Disabilities (Proposed)*</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>12.88%</i>
Instructional Assistant - ESL (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - English (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - Math (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - Learning Disabilities (Current)	23	\$4,497	\$5,466	

**Proposed in a subsequent agenda item*

***Proposed in a previous agenda item*

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions and salary reallocation for the retitled Instructional Tutor — ESL as follows:

FROM: Range 23 – Classified Employee Salary Schedule

TO: Range 28 – Classified Employee Salary Schedule

Disposition by the Commission	
Motion Made By	Joy Abbott
Seconded By	Barbara Greenstein
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Instructional ~~Tutor~~Assistant – ESL

CONCEPT OF THE CLASS

Under general supervision, positions in this classification assist students at the English as a Second Language (ESL) department with reading and writing English through testing and tutoring students in order to help them achieve academic success.

DISTINGUISHING CHARACTERISTICS

The Instructional Tutor – English as a Second Language assists students at the ESL department with reading and writing English as a second language through testing and tutoring students.

The Instructional Tutor – English assists students enrolled in English courses at the College with understanding language and literature, developing critical thinking skills, and improving communication skills through tutoring sessions.

ESSENTIAL DUTIES

Assesses students' composition and reading skill needs and provides specialized tutoring, individually and in groups to increase student's skill level in reading and writing.

Assists students with specific classroom assignments related to English grammar, composition, and reading to facilitate student learning.

~~Administers, proctors, and grades tests to evaluate the level of the students.~~

Explains work assignments made by instructors and reviews students' completed assignments to ensure understanding of assignment expectations.

Checks and ~~corrects grammar on~~ assists with the correction of grammar errors in writing assignments to help students learn from their mistakes.

Maintains accurate and detailed records of students' individual tutoring sessions to keep track of student progress learning programs and progress.

Records, ~~and keeps logs of~~ what topics are reviewed with students during tutoring sessions attendance in the lab, in order to document which skill areas may need tutoring.

~~Demonstrates the proper operation and care of the lab equipment.~~

~~Performs clerical duties such as preparation of files and filing, answering phones, and recording attendance, grades, and assignments.~~

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise other classified positions.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

~~Knowledge of College-level~~ English grammar, composition, and reading ~~at the college level~~

Correct pronunciation of North American English

~~Knowledge of p~~Principles, techniques, learning strategies, and ~~procedures of~~ student tutoring procedures

~~Knowledge of materials and equipment used in the Writing, Reading, and English Lab.~~

~~Knowledge of personal computer based software programs that support this level of work, including word processing, spreadsheet, and data management~~

Basic record-keeping techniques

Ability to:

~~Ability to a~~Assess students' individual learning skills and needs

~~Ability to a~~Assist students in learning and applying the concepts, principles, and terminology of English grammar, composition, and reading

~~Ability to e~~Explain work assignments to students

~~Ability to demonstrate the use of lab materials and equipment.~~

~~Ability to administer, proctor, and score tests, individually and in small groups.~~

~~Ability to c~~Communicate effectively with instructors, students, and staff

~~Ability to u~~nderstand and carry-out oral and written instructions

~~Ability to establish and maintain cooperative working relationships with those contacted in the course of work.~~

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing.

Stay updated on technology changes and adapt to new technologies.

Role model exceptional internal and external customer service.

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

~~Successful completion of eighteen (18) semester hours of college coursework~~ Associate's degree or equivalent with at least 18 units of college coursework in English, including grammar, composition, and reading, linguistics and/or foreign language. Work toward and/or completion of TESL or TEFL certificate would be desirable.

Experience Requirement:

One ~~(1)~~ year of experience tutoring students at college level English.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

WORKING CONDITIONS AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. ~~The employee is regularly required to lift, carry, push, or pull up to 25 pounds.~~ While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	11/09/06 <u>01/86</u>
Class History:	January 1986 <u>None</u>
Revision Date(s):	Hay Study 11/09/06 <u>4/24/24</u>

**Santa Monica Community College District
Personnel Commission**
Instructional Tutor – ESL

CONCEPT OF THE CLASS

Under general supervision, positions in this classification assist students at the English as a Second Language (ESL) department with reading and writing English through testing and tutoring students in order to help them achieve academic success.

DISTINGUISHING CHARACTERISTICS

The **Instructional Tutor – English as a Second Language** assists students at the ESL department with reading and writing English as a second language through testing and tutoring students.

The **Instructional Tutor – English** assists students enrolled in English courses at the College with understanding language and literature, developing critical thinking skills, and improving communication skills through tutoring sessions.

ESSENTIAL DUTIES

Assesses students' composition and reading skill needs and provides specialized tutoring, individually and in groups to increase student's skill level in reading and writing.

Assists students with specific classroom assignments related to English grammar, composition, and reading to facilitate student learning.

Explains work assignments made by instructors and reviews students' completed assignments to ensure understanding of assignment expectations.

Checks and assists with the correction of grammar errors in writing assignments to help students learn from their mistakes.

Maintains accurate and detailed records of students' individual tutoring sessions to keep track of student progress.

Records and keeps logs of what topics are reviewed with students during tutoring sessions in order to document which skill areas may need tutoring.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise other classified positions.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

College-level English grammar, composition, and reading

Correct pronunciation of North American English

Principles, techniques, learning strategies, and student tutoring procedures

Basic record-keeping techniques

Ability to:

Assess students' individual learning skills and needs

Assist students in learning and applying the concepts, principles, and terminology of English grammar, composition, and reading

Explain work assignments to students

Communicate effectively with instructors, students, and staff

Understand and carry-out oral and written instructions

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures
Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information
Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent with at least 18 units of college coursework in English, including grammar, composition, and reading, linguistics and/or foreign language. Work toward and/or completion of TESL or TEFL certificate would be desirable.

Experience Requirement:

One year of experience tutoring students at college level English.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:
None.

WORKING CONDITIONS AND PHYSICAL DEMANDS

Disclosure:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:
While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	01/86
Class History:	None
Revision Date(s):	11/09/06, 4/24/24

Agenda Report Number	8
Subject	Classification Description Revisions and Salary Reallocation: Instructional Assistant – Learning Disabilities
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Julia Britt, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Instructional Assistant — Learning Disabilities**.

As part of the cyclical review process, we are reviewing classifications in the Instructional Assistance job discipline. The Instructional Assistant — Learning Disabilities assists students in the Learning Disabilities Program by testing, tutoring, and arranging support services to students with documented learning disabilities, to help them achieve academic success.

The Instructional Assistant — Learning Disabilities classification was established in 1986. It was revised in November of 2006 as part of the Hay study, and then again in October 2007. There are currently two permanent incumbents in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2022-23. Incumbents and CSEA were invited to participate in a class study orientation on May 10, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by June 2, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, minimum qualifications and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed. Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities) and minimum qualifications.

The salary survey of standard benchmark agencies was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the Instructional Assistant — Learning Disabilities. The survey resulted in seven moderate to strong matches, which are identified and presented below.

AGENCY	JOB TITLE	MIN	MAX	MEDIAN	STUDENT COUNT
Santa Monica College	Instructional Assistant-Learning Disabilities	\$4,497	\$5,466	\$4,982	37,693
Cerritos College	Instructional Laboratory Technician I	\$4,655	\$5,583	\$5,119	28,748
Foothill De Anza CCD	Instructional Associate, Discipline	\$5,741	\$7,684	\$6,713	49,434
Glendale College	Instructional Lab Technician	\$4,539	\$5,793	\$5,166	20,762
Long Beach City College	Instructional Assistant	\$4,596	\$5,656	\$5,126	34,365
Los Angeles CCD	Instructional Assistant, Language Arts	\$4,917	\$6,092	\$5,505	157,089
Mt. San Antonio College	Tutorial Services Assistant	\$3,979	\$5,078	\$4,529	63,728
North Orange County CCD	Instructional Assistant	\$5,397	\$6,503	\$5,950	57,354
	Average	\$4,832	\$6,055	\$5,444	
	25th Percentile	\$4,568	\$5,619	\$5,122	
	50th Percentile	\$4,655	\$5,793	\$5,166	
	75th Percentile	\$5,157	\$6,297	\$5,727	
	80th Percentile	\$5,301	\$6,421	\$5,861	
	90th Percentile	\$5,535	\$6,975	\$6,255	
	SMC % RANK	15.4%	12.8%	12.7%	

SMC Difference From AVG	-7.4%	- 10.8%	-9.3%
SMC Difference From MED	-3.5%	-6.0%	-3.7%

The current salary range for Instructional Assistant — Learning Disabilities is Range 23 on the Classified Employee Salary Schedule. In this survey, SMC is in the 13th median percentile compared to all benchmark agencies with comparable classifications; that is, 87% of market comparables were paid higher than the SMC classification.

SALARY ALLOCATION

It is recommended that the salary for Instructional Assistant — Learning Disabilities be reallocated from Range 23 to Range 28 on the Classified Employee Salary Schedule, a 12.88% increase.

The proposed increase would place the median salary for this classification at the 71st percentile compared to the market median. Salary reallocation is justified given that it meets the College’s goal to target base median salary at the 70th percentile. One range lower would place the salary below the 70th percentile ranking as compared to the market median.

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
Tutoring Coordinators (Various Disciplines)	34	\$5,876	\$7,143	15.76%
<i>Instructional Tutor - English (Proposed)**</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Tutor - Math (Proposed)*</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Tutor - ESL (Proposed)**</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Assistant - Learning Disabilities (Proposed)</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>12.88%</i>
Instructional Assistant - ESL (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - English (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - Math (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - Learning Disabilities (Current)	23	\$4,497	\$5,466	

**Proposed in a subsequent agenda item*

***Proposed in a previous agenda item*

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions and salary reallocation for Instructional Assistant — Learning Disabilities as follows:

FROM: Range 23 – Classified Employee Salary Schedule

TO: Range 28 – Classified Employee Salary Schedule

Disposition by the Commission	
Motion Made By	Lawrence Leone
Seconded By	Barbara Greenstein
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Instructional Assistant – Learning Disabilities

CONCEPT OF THE CLASS

Under general supervision, positions in this classification assist in the Learning Disabilities Program by testing, and tutoring, and arranging support services to students with documented learning disabilities—disabled students—in order to help them—to achieve academic success.

DISTINGUISHING CHARACTERISTICS

The Instructional Assistant – Learning Disabilities assists in the Learning Disabilities Program by testing, tutoring, and arranging support services to students with documented learning disabilities in order to help them achieve academic success.

The Tutoring Coordinators independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

ESSENTIAL DUTIES

Tutors students individually and in small groups using individualized training materials and strategies approved by the Learning Disability Specialists and instructors, to help students achieve academic success.

Administers standardized achievement/psycho-educational tests to certify learning as part of a learning disabilities assessment—ed students and to determine program eligibility and educational needs.

Scores/Grade standardized achievement psycho-educational tests and submits results to the Chancellor's Office by Computer Assisted Records System (CARS).

Assists students to develop proper study skill techniques, such as strategies for reading textbooks, note-taking, and listening skills—

Reviews strategies for reading textbooks, note-taking, and improving listening skills during tutoring sessions to assist students with developing proper study skill techniques.

Maintains accurate and detailed records of students' individualized learning programs and progress to ensure compliance with state special education funding requirements—eligibility for disability services to maintain compliance with the Chancellor's Office funding criteria.

Confers with the Learning Disability Specialists and instructors regarding changes or modifications in individual learning programs, to stay updated on program offerings.

Performs clerical duties such as preparation of files, filing, answering phones, sending and receiving student records, and photocopying forms.

May refer students to other services on the campus, to better address individual student needs.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received

~~Under general supervision, This position the employee receives supervision assignments from the Director, Disabled Student Programs and Services, or assigned manager, and is expected to carry them through to completion with substantial independence. The employee receives assignments and is expected to carry them through to completion with substantial independence.~~

Level of Supervision Exercised

Positions in this classification do not supervise others.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

~~Knowledge of college~~College-level math, reading interpretation, and writing

~~Knowledge of p~~Psychological theory as it applies to individual differences in the learning process

~~Knowledge of p~~Principles, techniques, learning strategies, and procedures of student tutoring procedures

Educational support services for students with learning disabilities

Modern office procedures and practices

Basic record-keeping techniques

Ability to:

~~Ability to a~~Assess ~~learning disabled students' learning skill and needs~~the learning needs of students with learning disabilities

~~Ability to i~~Implement individualized educational programs, using special materials and modalities

~~Ability to a~~Administer and score standardized achievement psycho-educational tests individually and in small groups

~~Ability to c~~ommunicate effectively with instructors, students, and staff

~~Ability to u~~nderstand and carry-out oral and written instructions

~~Ability to e~~stablish and maintain cooperative working relationships with those contacted in the course of work

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

~~Successful completion of eighteen (18) semester hours of college coursework in Special Education, Learning Theory, Learning Disabilities, or Developmental Psychology or completion of a BA/BS in any subject, Associate's degree or equivalent with at least 18 units of college coursework in Special Education, Learning Theory, Learning Disabilities, Developmental Psychology, or a closely related field.~~

Experience Requirement:

Experience tutoring students with ~~Learning~~ learning Disabilities ~~disabilities~~ is desirable.

Education/Experience Equivalency:

~~Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on a year-for-year basis. An equivalent combination of experience, education, and/or training may substitute for the listed minimum requirements.~~

Licensure and/or Certification:

None.

WORKING CONDITIONS AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. ~~The employee is regularly required to fit, carry, push, or pull up to 25 pounds.~~ While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

Job Family: Instructional Support (Student Services/Classroom)

FLSA Status: Non-exempt

Personnel Commission Approval Date: ~~11/09/06~~ 01/86

Class History: Instructional Assistant, ~~January 1986~~ 01/86

Revision Date(s): ~~April 1986~~ 04/86, ~~May Study~~ 11/09/06, 10/17/07, 4/24/24

**Santa Monica Community College District
Personnel Commission**

Instructional Assistant – Learning Disabilities

CONCEPT OF THE CLASS

Under general supervision, positions in this classification assist in the Learning Disabilities Program by testing, tutoring, and arranging support services to students with documented learning disabilities in order to help them achieve academic success.

DISTINGUISHING CHARACTERISTICS

The **Instructional Assistant – Learning Disabilities** assists in the Learning Disabilities Program by testing, tutoring, and arranging support services to students with documented learning disabilities in order to help them achieve academic success.

The **Tutoring Coordinators** independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

ESSENTIAL DUTIES

Tutors students individually and in small groups using individualized training materials and strategies approved by the Learning Disability Specialists and instructors, to help students achieve academic success.

Administers standardized achievement tests as part of a learning disabilities assessment to determine program eligibility and educational needs.

Scores standardized achievement tests and submits results to the Chancellor's Office by Computer Assisted Records System (CARS).

Reviews strategies for reading textbooks, note-taking, and improving listening skills during tutoring sessions to assist students with developing proper study skill techniques.

Maintains accurate and detailed records of students' eligibility for disability services to maintain compliance with the Chancellor's Office funding criteria.

Confers with the Learning Disability Specialists and instructors regarding changes or modifications in individual learning programs to stay updated on program offerings.

Performs clerical duties such as preparation of files, filing, answering phones, sending and receiving student records, and photocopying forms.

May refer students to other services on the campus to better address individual student needs.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received

Under general supervision, the employee receives assignments from the Director, Disabled Student Programs and Services, or assigned manager, and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised

Positions in this classification do not supervise others.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

College-level math, reading interpretation, and writing

Psychological theory as it applies to individual differences in the learning process

Principles, techniques, learning strategies, and student tutoring procedures

Educational support services for students with learning disabilities

Modern office procedures and practices

Basic record-keeping techniques

Ability to:

Assess the learning needs of students with learning disabilities

Implement individualized educational programs, using special materials and modalities

Administer and score standardized achievement tests individually and in small groups

Understand and carry-out oral and written instructions

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent with at least 18 units of college coursework in Special Education, Learning Theory, Learning Disabilities, Developmental Psychology, or a closely related field.

Experience Requirement:

Experience tutoring students with learning disabilities is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

WORKING CONDITIONS AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	01/86
<i>Class History:</i>	Instructional Assistant, 01/86
<i>Revision Date(s):</i>	04/86, 11/09/06, 10/17/07, 4/24/24

Agenda Report Number	9
Subject	Classification Description Revisions, Salary Reallocation, and Retitle: Instructional Assistant – Math to Instructional Tutor – Math
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Julia Britt, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Instructional Assistant — Math**.

As part of the cyclical review process, we are reviewing classifications in the Instructional Assistance job discipline. The Instructional Assistant — Math assists students enrolled in Math and other courses at the college that require application of math knowledge by providing tutoring sessions to help students achieve academic success.

The Instructional Assistant — Math classification was established in 1986. It was revised in November of 2006 as part of the Hay study. There are currently nine permanent incumbents in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2022-23. Incumbents and CSEA were invited to participate in a class study orientation on May 10, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by June 2, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, minimum qualifications and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed. Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities) and minimum qualifications.

The salary survey of standard benchmark agencies was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the Instructional Assistant — English. The survey resulted in seven moderate to strong matches, which are identified and presented below.

AGENCY	JOB TITLE	MIN	MAX	MEDIA N	STUDENT COUNT
Santa Monica College	Instructional Assistant-Math	\$4,497	\$5,466	\$4,982	37,693
Cerritos College	Instructional Laboratory Technician I	\$4,655	\$5,583	\$5,119	28,748
Foothill De Anza CCD	Instructional Associate, Discipline	\$5,741	\$7,684	\$6,713	49,434
Glendale College	Instructional Lab Technician	\$4,539	\$5,793	\$5,166	20,762
Long Beach City College	Instructional Assistant	\$4,596	\$5,656	\$5,126	34,365
Los Angeles CCD	Instructional Assistant, Language Arts	\$4,917	\$6,092	\$5,505	157,089
Mt. San Antonio College	Tutorial Services Assistant	\$3,979	\$5,078	\$4,529	63,728
North Orange County CCD	Instructional Assistant	\$5,397	\$6,503	\$5,950	57,354
	Average	\$4,832	\$6,055	\$5,444	
	25th Percentile	\$4,568	\$5,619	\$5,122	
	50th Percentile	\$4,655	\$5,793	\$5,166	
	75th Percentile	\$5,157	\$6,297	\$5,727	
	80th Percentile	\$5,301	\$6,421	\$5,861	
	90th Percentile	\$5,535	\$6,975	\$6,255	
	SMC % RANK	15.4%	12.8%	12.7%	

SMC Difference From AVG	-7.4%	- 10.8%	-9.3%
SMC Difference From MED	-3.5%	-6.0%	-3.7%

The current salary range for Instructional Assistant — Math is Range 23 on the Classified Employee Salary Schedule. In this survey, SMC is in the 13th median percentile compared to all benchmark agencies with comparable classifications; that is, 87% of market comparables were paid higher than the SMC classification.

SALARY ALLOCATION

It is recommended that the salary for Instructional Assistant — Math be reallocated from Range 23 to Range 28 on the Classified Employee Salary Schedule, a 12.88% increase. The proposed increase would place the median salary for this classification at the 71st percentile compared to the market median. Salary reallocation is justified given that it meets the College’s goal to target base median salary at the 70th percentile. One range lower would place the salary below the 70th percentile ranking as compared to the market median.

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
Tutoring Coordinators (Various Disciplines)	34	\$5,876	\$7,143	15.76%
<i>Instructional Tutor - English (Proposed)**</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Tutor - Math (Proposed)</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Tutor - ESL (Proposed)**</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>0.00%</i>
<i>Instructional Assistant - Learning Disabilities (Proposed)**</i>	<i>28</i>	<i>\$5,076</i>	<i>\$6,170</i>	<i>12.88%</i>
Instructional Assistant - ESL (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - English (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - Math (Current)	23	\$4,497	\$5,466	0.00%
Instructional Assistant - Learning Disabilities (Current)	23	\$4,497	\$5,466	

***Proposed in a previous agenda item*

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions and salary reallocation for the retitled Instructional Tutor — Math as follows:

FROM: Range 23 – Classified Employee Salary Schedule

TO: Range 28 – Classified Employee Salary Schedule

Disposition by the Commission	
Motion Made By	Lawrence Leone
Seconded By	Barbara Greenstein
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Instructional TutorAssistant – Math

CONCEPT OF THE CLASS

Under general supervision, positions in this classification assist students enrolled in math courses at Santa Monica College. The instructional tutor will work closely with students to enhance their understanding of mathematical concepts, problem solving skills, and critical thinking abilities by assessing their skill level and providing individualized tutoring in order to help them achieve academic success and develop confidence in their mathematical abilities in the Math Laboratory by assessing their skill level and providing individualized tutoring in order to help them to achieve academic success.

DISTINGUISHING CHARACTERISTICS

The Instructional Tutor – Math assists students with understanding mathematical concepts, developing problem-solving skills, and improving critical thinking abilities through tutoring sessions, in order to help students achieve academic success.

The Tutoring Coordinators independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

ESSENTIAL DUTIES

~~Assesses students' math skills and needs, and provides specialized individual tutoring to students~~

Conducts one-on-one or group tutoring sessions, both in-person and online, to students seeking assistance with math coursework, including algebra, calculus, statistics, and other math-related subjects in order to help students achieve academic success.

~~Assists students with specific classroom assignments related to mathematical problem-solving, and comprehension of basic mathematics concepts~~

Creates a supportive and collaborative learning environment that encourages student engagement and active participation.

~~Reinforces the terminology, concepts, and problem-solving techniques presented to students in the classroom~~

Assesses students' individual needs and develop personalized tutoring strategies to address specific learning styles and areas of improvement.

Assists students in understanding and applying mathematical concepts, principles, and problem-solving techniques.

Helps students develop effective study habits, time management skills, and independent learning strategies.

Assists students with the use of computer-based mathematical problem-solving tools, and calculators to enhance their understanding of mathematical concepts.

~~Reviews students completed assignments to determine specific learning needs~~

Reviews and provides feedback on students' homework assignments, practice exercises, and problem sets to help improve students' math understanding.

Utilizes instructional materials, textbooks, and online resources to supplement tutoring sessions and reinforce learning objectives.

Facilitates discussions, leads workshops, or provides mini-lessons on challenging math topics for students as needed to help develop mathematical skill sets.

Utilizes technology and educational software to enhance the learning experience and provide additional resources for students.

~~May assist instructors in assessing student progress~~

Collaborates with faculty and staff to identify student needs, monitor progress, and implement appropriate interventions.

Maintains accurate records of tutoring sessions, student progress, and attendance in order to document which students and skill areas may need tutoring.

Stays current with best practices in math instruction and tutoring methodologies through professional development opportunities.

Assists student workers with answering student questions and completing required reports.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise others.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

~~Knowledge of~~ Mathematics, including arithmetic, algebra, statistics, trigonometry, and first-year calculus

~~Knowledge of p~~Principles, techniques, learning strategies, and ~~procedures of student~~ tutoring procedures

~~Knowledge of m~~aterials and equipment used in the Math Lab

~~Knowledge of computer based mathematical tools~~ Instructional technologies and computer tools related to mathematics

Basic record-keeping techniques

Ability to:

~~Ability to assess students' individual learning skills and needs~~

~~Ability to assist students in learning and applying basic principles of mathematics~~

~~Ability to communicate effectively with instructors, students, and staff~~

~~Ability to understand and carry-out oral and written instructions~~

Adapt tutoring approaches to meet individual student needs

Participate in professional development opportunities and stay updated on current trends in math education

~~Ability to establish and maintain cooperative working relationships with those contacted in the course of work~~

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent with at least 18 units of college coursework in mathematics, applied mathematics, or a related field. ~~Successful completion of eighteen (18) semester hours of college-level coursework in mathematics, including algebra, trigonometry, and first-year calculus.~~

Experience Requirement:

One (1) year of experience tutoring students in mathematics.

Education/Experience Equivalency:

Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

Special Requirements:

[Willingness and ability to work varied hours, including evenings and weekends.](#)

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. ~~The employee is regularly required to lift, carry, push, or pull up to 25 pounds.~~ While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	11/09/06 01/86
<i>Class History:</i>	Instructional Assistant—Math January 1986 None
<i>Revision Date(s):</i>	Hay Study-11/09/06, 4/24/24

**Santa Monica Community College District
Personnel Commission**

Instructional Tutor – Math

CONCEPT OF THE CLASS

Under general supervision, positions in this classification assist students enrolled in math courses at Santa Monica College. The instructional tutor will work closely with students to enhance their understanding of mathematical concepts, problem solving skills, and critical thinking abilities by assessing their skill level and providing individualized tutoring in order to help them achieve academic success and develop confidence in their mathematical abilities.

DISTINGUISHING CHARACTERISTICS

The **Instructional Tutor – Math** assists students with understanding mathematical concepts, developing problem-solving skills, and improving critical thinking abilities through tutoring sessions, in order to help students achieve academic success.

The **Tutoring Coordinators** independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

ESSENTIAL DUTIES

Conducts one-on-one or group tutoring sessions, both in-person and online, to students seeking assistance with math coursework, including algebra, calculus, statistics, and other math-related subjects in order to help students achieve academic success.

Creates a supportive and collaborative learning environment that encourages student engagement and active participation.

Assesses students' individual needs and develop personalized tutoring strategies to address specific learning styles and areas of improvement.

Assists students in understanding and applying mathematical concepts, principles, and problem-solving techniques.

Helps students develop effective study habits, time management skills, and independent learning strategies.

Assists students with the use of computer-based mathematical problem-solving tools and calculators to enhance their understanding of mathematical concepts.

Reviews and provides feedback on students' homework assignments, practice exercises, and problem sets to help improve students' math understanding.

Utilizes instructional materials, textbooks, and online resources to supplement tutoring sessions and reinforce learning objectives.

Facilitates discussions, leads workshops, or provides mini-lessons on challenging math topics for students as needed to help develop mathematical skill sets.

Utilizes technology and educational software to enhance the learning experience and provide additional

resources for students.

Collaborates with faculty and staff to identify student needs, monitor progress, and implement appropriate interventions.

Maintains accurate records of tutoring sessions, student progress, and attendance in order to document which students and skill areas may need tutoring.

Stays current with best practices in math instruction and tutoring methodologies through professional development opportunities.

Assists student workers with answering student questions and completing required reports.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise others.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Mathematics, including arithmetic, algebra, statistics, trigonometry, and first-year calculus

Principles, techniques, learning strategies, and student tutoring procedures

Materials and equipment used in the Math Lab

Instructional technologies and computer tools related to mathematics

Basic record-keeping techniques

Ability to:

Assess students' individual learning skills and needs

Assist students in learning and applying basic principles of mathematics

Understand and carry-out oral and written instructions

Adapt tutoring approaches to meet individual student needs

Participate in professional development opportunities and stay updated on current trends in math education

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent with at least 18 units of college coursework in mathematics, applied mathematics, or a related field.

Experience Requirement:

One year of experience tutoring students in mathematics.

Education/Experience Equivalency:

Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

Special Requirements:

Willingness and ability to work varied hours, including evenings and weekends.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is occasionally required to stand and walk. While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	01/86
<i>Class History:</i>	None
<i>Revision Date(s):</i>	11/09/06, 4/24/24

Agenda Report Number	10
Subject	Approval of Advanced Step Placement: Community College Police Captain
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

It is requested that the Personnel Commission approve an initial salary placement for Kevin Kilgore, Community College Police Captain, at **Range M33, Step E** on the Classified Management Salary Schedule.

The Minimum Qualifications for this position include a Bachelor’s degree, and at least six years of experience as a sworn Police Officer. They must also possess or be eligible to obtain P.O.S.T. Advanced and Supervisory Certificates at the time of appointment.

This candidate possesses an Bachelor’s degree in Criminal Justice Management, a Master’s degree in Public Administration, 18 years of experience in a public safety management role at the level of Lieutenant, Deputy Chief, or Chief; and an additional 8 ½ years as a sworn Police Officer. In addition, he also possesses P.O.S.T. Advanced, Supervisory, and Management Certificates.

Merit Rule 12.2.4 B (4) Salary on Employment

The maximum initial salary placement is the third step on the salary schedule, unless approval for higher initial salary placement is granted by the Personnel Commission, Superintendent/President, and the appropriate appointing authority. In order to be considered for initial salary placement above Step C, candidates must have more than four (4) additional years of training and experience beyond the years indicated in the class qualifications, and two or more of the criteria listed in 12.2.4.B.3. must be present.

Disposition by the Commission	
Motion Made By	Lawrence Leone
Seconded By	Joy Abbott
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	

J. Consent Agenda

Report Number	Subject	Page Number
11	Establishment of Seniority List	74
12	Ratification of Eligibility Lists	76
13	Ratification of Meeting Minutes	77
14	Ratification of Working Out of Class and Internal Limited Term Assignments	78
15	Appointments to Provisional Assignments	81
16	Ratification of Limited Term Assignments	82
17	Appointments to Limited Term Positions	83
18	Extension of Eligibility Lists	84
19	Revised Expiration Dates of Eligibility Lists	85
20	Personnel Commission Project Status Report	86

Disposition by the Commission	
Motion Made By	Barbara Greenstein
Seconded By	Joy Abbott
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	

Agenda Report Number	11
Subject	Establishment of Seniority List
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

As part of the continuing practice to update and maintain Seniority Lists for the District, we present the following seniority list for approval:

Accounting Manager-Foundation

It is recommended that the Personnel Commission certify the seniority list effective April 24, 2024.

13.1.4 SENIORITY LISTS

- A. Seniority lists shall be prepared or updated for each class as necessary. When each list is initially established, it shall be approved by the Personnel Director and certified by the Personnel Commission before it is used.

- B. When a seniority list is initially established or updated, the list shall be made available to the employee(s) for review during a five (5) working day period before it is approved.

- C. During the prescribed review period, an employee who believes that an error has been made on his/her seniority computation shall notify the Personnel Director, who shall review the computations together with any additional information provided by the employee. The Personnel Director shall determine if a recomputation is appropriate and present an appropriate recommendation for action by the Personnel Commission.

- D. Seniority lists that are maintained will be available for inspection in the Classified Personnel Department.

"ACCOUNTING MANAGER-FOUNDATION" Seniority List

Classification: **Accounting Manager-Foundation**

Range: M24

Monthly Base Salary Range as of July 1, 2023: \$ 9372 to \$ 11392

PC Certification Date: April 24, 2024

Review Period: April 10 to 16, 2024

EMPLOYEE NAME	SENIORITY BASE DATE (Date of Hire in Classification)	ADJUSTED DAYS and HOURS in CLASSIFICATION	DISTRICT HIRE DATE in PERMANENT STATUS	CURRENT MONTHS PER YEAR	CURRENT HOURS PER WEEK	CURRENT CLASSIFICATION IF NOT Accounting Manager-Foundation
Chanaiwa, Isom Taziwa	3/8/2023	No	3/8/2023	12	40	

Edited By: Brent Heximer, AA II, PC

Compiled by: Karen Monzon, Personnel Analyst

Approved by: Carol Long, Director of the Personnel Commission

Updated: April 10, 2024

Agenda Report Number	12
Subject	Ratification of Eligibility Lists
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

It is recommended that the Personnel Commission approve the following Eligibility Lists.

Classification	Number of Promotional Candidates	Total Number of Candidates	Expiration Date
Associate Programmer Analyst	0	19	4/25/2025
Grounds Manager	3	3	4/4/2025
Human Resources Analyst- Employee and Labor Relations- Confidential	2	2	4/22/2025
Mail Services Worker I	0	18	4/8/2025
Professional Development Coordinator	3	3	4/24/2025

Agenda Report Number	13
Subject	Ratification of Meeting Minutes
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

It is recommended that the Personnel Commission approve the following Minutes:

1. Regular Meeting Minutes – March 20, 2024
2. Special Meeting Minutes – March 27, 2024

Agenda Report Number	14
Subject	Ratification of Working Out of Class and Internal Limited Term Assignments
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

It is recommended that the Personnel Commission approve the following provisional working out of class assignments.

I. Provisional Working Out of Class Assignment

Name/Permanent Class	Provisional Assignment	Assignment Dates
Jorge Saldana, Custodian	Lead Custodian	4/1/2024 to 6/30/2024

**Unless otherwise noted, WOC assignments are paid at 100%.*

II. Extension to Provisional Working Out of Class Assignment

Name/Permanent Class	Provisional Working Out of Class Assignment	Dates of Current Assignment	Extended Dates
Roger Acevedo, Grounds Worker	Grounds Supervisor	11/2/2023 to 3/29/2024	4/1/2024 to 4/16/2024

III. Correction to Provisional Working Out of Class Assignment

Name/Permanent Class	Provisional Working Out of Class Assignment	Corrected Dates
Tyrone Taylor, Custodian	Custodial Operations Supervisor	3/8/2024 to 6/30/2024

3.2.10

A. CONCEPT OF WORKING OUT OF CLASSIFICATION

1. Each classified employee shall be required to perform the duties of the position approved by the Board and classified by the Personnel Commission for the class to which he or she is assigned. An employee may be required to perform other related duties consistent with the concept of the classification to which the position is assigned.
2. Classified employees shall not be required to perform duties and responsibilities which are not fixed and prescribed for their positions or are not consistent with the concept of the classification of their current position for any period of time which exceeds five (5) working days within a fifteen (15)

calendar day period, or equivalent (i.e., four 10-hour working days within a fifteen (15) calendar day period) except as provided by this rule.

3. Working out of class assignments are designed for temporary situations and shall not be used to place an employee in a long-term or permanent assignment in a higher or different classification. No employee shall be assigned to work out of class beyond the time limits specified in Merit Rule 7.2 (Provisional Appointments) and Merit Rule 7.4 (Limited Term Appointments).

B. Procedure for Supervisor Requesting Approval for Working Out of Class

3. The Director of Classified Personnel will advise the Office of Human Resources of the findings and shall present those findings, including the recommended pay differential, to the Personnel Commission for approval. Confirmation of this approval shall then be sent by the Personnel Commission to the Supervisor and the employee, and forwarded to the Board of Trustees for final approval.

Agreement between Santa Monica Community College and CSEA, Chapter 36, Article 11

11.7 Work out of Classification

11.7.1 Definition:

Working out of classification assignments shall not exceed a period of ninety (90) working days per fiscal year and no more than ninety (90) days in any one hundred eighty (180) day period.

11.7.3 Compensation:

- a. In the event that an employee is assigned duties at a higher classification as defined above and those duties make up at least fifty percent (50%) of the employee's daily assignments, the employee salary shall be adjusted as set forth in Section 11.4.1.
- b. If those duties make up less than fifty percent (50%) of the employee's daily assignment, the District shall pay the employee equal to one half (1/2) of the stipend that would have been paid under sub division a (above)

11.4 Salary on Promotion

- 11.4.1 When an employee is promoted to a position in a higher salary range, he/she shall receive the next higher dollar amount above his/her present rate of pay, but not less than the minimum of the new salary range. If that amount is less than a one-step (5%) increase, the employee shall be placed at the next higher step over that authorized above.

RECOMMENDATION

It is recommended that the Personnel Commission approve the requests for working out-of-class for the appropriate stipend as indicated under subdivision a of CSEA, Chapter 36, Article 11.7.3.b. (above).

Agenda Report Number	15
Subject	Appointments to Provisional Assignments
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Tatiana Morrison, Personnel Technician

The Personnel Commission is advised that the following persons have been appointed to the following provisional assignments, not to exceed 90 working days pursuant to Section 7.2 of the Rules and Regulations of the Classified Service of the Santa Monica Community College District.

Candidate	Position	Department	Duration*
Nonna Ter-Avanesova	Accompanist-Dance	Dance	2/12/2024-6/30/2024
Frances Viggiani	Events Assistant	SMC Performing Arts Center	3/22/2024-6/30/2024
Seyedeh Sarvena Emadi Estarabad	Events Assistant	SMC Performing Arts Center	4/19/2024-6/30/2024
Paul Gabriel Martinez	Theatre Arts Operations Assistant	Theatre Arts	1/23/2024-6/30/2024
Anthony Storniolo	Theatre Technical Specialist	Facilities	4/22/2024-6/30/2024
Jonathan Reyes-Flores	Theatre Technical Specialist	SMC Performing Arts Center	7/1/2023-6/30/2024

*Assignment ending dates may be adjusted as not to exceed 90 working days in a fiscal year

Agenda Report Number	16
Subject	Ratification of Limited Term Assignments
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

The Personnel Commission is requested to ratify the classification of the following Limited Term positions pursuant to Section [7.4.2(C)] of the Rules and Regulations of the Classified Service of the Santa Monica Community College District:

Classification	Department	Effective Dates
Custodian	Operations	10/1/23-5/13/2024
Mail Services Worker I	Procurement, Contracts & Logistics	12/1/2023-3/25/2024
Student Services Clerk	Financial Aid & Scholarships	4/9/2024-6/30/2024

Agenda Report Number	17
Subject	Appointment of Limited Term Assignments
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

The Personnel Commission is requested to ratify the classification of the following Limited Term positions pursuant to Section [7.4.2(C)] of the Rules and Regulations of the Classified Service of the Santa Monica Community College District:

Candidate	Classification	Department	Effective Dates
Earl Minor	Custodian	Operations	10/1/23-5/13/2024
Erik Miles	Mail Services Worker I	Procurement, Contracts & Logistics	12/1/2023-3/25/2024
Juliana Padilla	Student Services Clerk	Financial Aid & Scholarships	4/9/2024-6/30/2024

Agenda Report Number	18
Subject	Extension of Eligibility Lists
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

The Personnel Commission Office is requesting that the following eligibility list(s) be extended as listed below:

Classification	Original Expiration Date	Current Expiration Date	Number of Candidates on List	Number of Ranks on List	Proposed Expiration Date
Accompanist-Music Performance	8/25/2023	4/25/2024	8	6	8/25/2024

The Personnel Commission staff believes there are a sufficient number of available eligibles remaining to fill any future vacancies anticipated for the next six months.

Merit Rule 6.2.3 (C) Duration of Eligibility List
6.2.3 (C)

B. An eligibility list may be extended by the Personnel Commission for one or more periods, not to exceed a total of two years from the time the list was first established. The personnel Director shall base his/her recommendation for extension of an eligibility list on the following factors:

1. a sufficient number of available eligibles remain to fill expected future vacancies;
2. the composition of the list reflects appropriate representation of ethnic minorities,
3. underrepresented groups, or non-traditional candidates;
4. the field of competition in the occupational area has not changed dramatically.

RECOMMENDATION

It is recommended that the Personnel Commission approve extending the eligibility list shown above for an additional six months.

Agenda Report Number	19
Subject	Revised Expiration Dates of Eligibility Lists
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

The Personnel Commission Office is requesting that expiration dates for the following eligibility list(s) be revised as indicated below:

Classification	Original Expiration Date	Current Expiration Date	Number of Candidates on List	Number of Ranks on List	Revised Expiration Date
Enterprise Business Services Clerk (Open List)	8/8/2023	8/8/2024	13	8	4/24/2024
Grounds Equipment Operator (Open List)	3/30/2024	6/30/2024	3	3	4/24/2024
International Student Services Specialist	1/4/2024	7/4/2024	5	4	4/24/2024
Library Assistant	9/8/2023	9/8/2024	14	8	4/24/2024
Media Resources Assistant	8/18/2023	8/18/2024	7	4	4/24/2024
Recycling Program Specialist	12/12/2023	6/12/2024	5	5	4/24/2024

Merit Rule 6.2.3 (C) Duration of Eligibility List
6.2.3 (C)

C. An eligibility list may be extended by the Personnel Commission for one or more periods, not to exceed a total of two years from the time the list was first established. The personnel Director shall base his/her recommendation for extension of an eligibility list on the following factors:

5. a sufficient number of available eligibles remain to fill expected future vacancies;
6. the composition of the list reflects appropriate representation of ethnic minorities,
7. underrepresented groups, or non-traditional candidates;
8. the field of competition in the occupational area has not changed dramatically.

RECOMMENDATION

It is recommended that the Personnel Commission approve extending the eligibility list shown above for an additional six months.

Agenda Report Number	20
Subject	Personnel Commission Project Status Report
Date	April 24, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

Recruitment

Title	Assigned to	Open Date	Close Date	Agenda Date
Cosmetology Assistant	JB	1/31/2024	2/23/2024	
Laboratory Technician - Life Science	AF	3/20/2024	4/10/2024	
Administrative Assistant I	AF	3/28/2024	4/18/2024	
Theatre Arts Program Assistant	AF	12/4/2023	1/2/2024	
Campus Safety Officer	JG	1/27/2023	9/12/2023	6/21/2023
Community College Police Dispatcher	JG	10/20/2022	12/15/2023	
Community College Police - Lateral	JG	10/30/2023		
Police Recruit	JG			
Senior Grounds Equipment Operator	JG			
Senior Information Technology Support Specialist	JL			
Associate Programmer Analyst	JL	1/17/2024	1/30/2024	
Custodial Operations Manager	JL	9/5/2023	9/25/2023	
Mechanical Systems Manager	JL	1/9/2024	1/30/2024	
Database Administrator	JL	3/4/2024	3/22/2024	
HR Analyst - Employee & Labor Relations	JL	3/13/2024	4/2/2024	4/24/2024
Event Scheduling Specialist	TM			
Events Assistant	TM	10/20/2021		
Mail Services Worker I	TM	2/1/2024	2/23/2024	4/24/2024
Skilled Maintenance Worker II	TM			
Theatre Technical Specialist (Cont.)	TM	10/15/2021		
Student Judicial Affairs Specialist	OV	4/5/2024	4/26/2024	
Student Services Assistant	OV	4/5/2024	4/26/2024	
Case Manager (NEW CD)	OV			
Program Coordinator - Community Education	OV	4/18/2024	5/8/2024	
Emergency and Safety Coordinator				
Web Content Developer				

Classification and Compensation

Title	Type of Request	Progress	Assigned to	PDQ	Date Completed
Instructional Assistant - English	Cyclical Review	Stakeholder Review	JB	6/2/2023	2/15/2024
Instructional Assistant - ESL	Cyclical Review	Stakeholder Review	JB	6/2/2023	2/15/2024
Instructional Assistant - Learning Disabilities	Cyclical Review	Stakeholder Review	JB	6/2/2023	2/15/2024
Instructional Assistant - Math	Cyclical Review	Stakeholder Review	JB	6/2/2023	2/15/2024
Warehouse & Mail Services Manager	Description Revision	Research & Planning	JB		
Digital Marketing Manager	New Class	Research & Planning	JB		
Disabled Student Services Assistant	Cyclical Review	Stakeholder Review	JB	6/2/2023	12/13/2023
Senior Graphics Designer	Position Review	Research & Planning	JB		
Accounting Specialist	Salary Reallocation	Research & Planning	AF	4/18/2023	
Administrative Assistant II	Position Review	Stakeholder Review	AF	2/2/2022	3/6/2024
Administrative Assistant III	Cyclical Review	Post Approval	AF	11/18/2022	11/16/2023
Class Scheduling Specialist	Position Review	Research & Planning	AF	1/4/2024	
Curriculum Specialist	Position Review	Research & Planning	AF	11/20/2023	
Campus Store Operations Assistant	Description Revision	Stakeholder Review	AG		4/2/2024
Course Materials Buyer	Description Revision	Stakeholder Review	AG		
Customer Service Assistant	Description Revision	Stakeholder Review	AG		
Events Assistant	Cyclical Review	Research & Planning	JG	12/20/2023	
Stage Construction Technician	Cyclical Review	Research & Planning	JG	12/20/2023	
Stage Construction Technician - Sound	Cyclical Review	Research & Planning	JG	12/20/2023	
Stage Construction Technician -Lighting	Cyclical Review	Research & Planning	JG	12/20/2023	
Theater Technician	Cyclical Review	Research & Planning	JG	12/20/2023	
Theatre Technical Specialist	Cyclical Review	Research & Planning	JG	12/20/2023	
Director of Facilities Programming	Cyclical Review	Upcoming	JG	12/20/2023	
Lead Theater Technician	Cyclical Review	Research & Planning	JG	12/20/2023	
Planetarium Staff Administrator	Cyclical Review	Upcoming	JG	12/20/2023	
Production Manager	Cyclical Review	Upcoming	JG	12/20/2023	
Stage Design Technician	Cyclical Review	Research & Planning	JG	12/20/2023	
Theatre Technical Director	Cyclical Review	Research & Planning	JG	12/20/2023	
DSPS Specialist	Description Revision	Hold	JL		11/25/2022
Human Resources Specialist	Salary Reallocation	Upcoming	JL		
Senior Technology User Support Specialist	Cyclical Review	Upcoming	JL	11/3/2023	
Costume Designer	Cyclical Review	Development	TM	12/20/2023	
Dance Production Specialist	Cyclical Review	Research & Planning	TM	12/20/2023	
Senior Veterans Resource Specialist	Salary Reallocation	Upcoming	OV	1/17/2023	2/9/2023
Tutoring Coordinator - Business	Cyclical Review	Research & Planning	OV	10/13/2023	
Tutoring Coordinator - English & Humanities	Cyclical Review	Research & Planning	OV	10/13/2023	
Tutoring Coordinator - Learning Disabilities	Cyclical Review	Research & Planning	OV	7/20/2023	
Tutoring Coordinator - Math	Cyclical Review	Research & Planning	OV	10/13/2023	
Tutoring Coordinator - Modern Language	Cyclical Review	Research & Planning	OV	10/13/2023	
Tutoring Coordinator - Science	Cyclical Review	Research & Planning	OV	10/13/2023	
Career Education Specialist	Cyclical Review	Hold	OV	11/15/2022	2/1/2023
Clinical Placement Specialist	Cyclical Review	Upcoming	OV		
Health Assistant	Cyclical Review	Upcoming	OV		
Health Center Supervisor	Cyclical Review	Upcoming	OV		
Health Sciences Learning Lab Specialist	Cyclical Review	Upcoming	OV		
Instructional Media Specialist	Position Review	Upcoming	OV	10/11/2023	
Nurse Practitioner	Cyclical Review	Upcoming	OV		
Registered Nurse - Health Services	Cyclical Review	Upcoming	OV		

K.Adjournment at 1:11 p.m.

Disposition by the Commission	
Motion Made By	Lawrence Leone
Seconded By	Barbara Greenstein
Ayes	4
Nays	0
Abstentions	0
Amendments/Comments	

Weekday	Month	Day	Year	Time	Venue
Wednesday	May	15	2024	12:00 p.m.	Board Room/ Business Bldg. Room 117
Thursday	June	20	2024	12:00 p.m.	Board Room/ Business Bldg. Room 117

As required by law, the agenda for the April 24, 2024, Regular Meeting of the Santa Monica College Personnel Commission was posted on the Official District Website no later than 72 hours prior to the date and time of this meeting.