

Fall 2022 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2023, for the Fall 2022 application process.

Current or Proposed Position Name: *

Medical Assisntnt progarm coordintor

Author(s): *

Dr. Ritu Malhotra

Is this a campus-wide or program/department position? *

If you're not sure how to answer this question, please refer to the IPC Past & Present Positions website (<https://www.canadacollege.edu/ipc/reassignment-archive.php>).

Campus-Wide Position

Program/Department Position

Is this a New, Renewal, or Revision Application? *

A New Reassignment Application is for a position that has never been funded by the College before. A Renewal Application is for a position that has been previously funded by the College. A Revision to Existing Position Application can be used to revise a currently held position that is not currently up for renewal.

- New Reassignment Application
- Renewal Application
- Revision to Existing Position Application

Change to Reassign Time Allocation

Are you requesting more or less reassign time than in the past? *

- Yes
- No

Time Change Explanation

Explain why more or less reassigned time is being requested. *

The COVID-19 pandemic has put extreme stress on the health care workforce in the United States, leading to workforce shortages as well as increased health care worker burnout, exhaustion, and trauma. More time is being spent co-coordinating with the preceptors to ensure adequate and appropriate opportunities for the program and students as well as with other responsibilities to ensure the best deliverable for the program.

Revisions to Existing Positions

What revisions do you need to request for your current position? *

Amount of Reassignment & Duration

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week.

Fall (FTE) *

0.4

Spring (FTE) *

0.4

Total Annual (FTE) *

0.8

How many semesters of reassigned time are being requested? *

Please note, the majority of reassignment positions are filled for two year, or four semester terms. But if you need reassign time for a different amount of time, please select that below

6 (3 years)



Position Responsibilities

Instructions for Duties List

-We recommend writing your duties list in a simple bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.

-Next to each duty or responsibility include an amount of reassignment time that will be used for that item. This can be done based on weekly hours, semester hours or a percentage of total time.

-Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/docs/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties.

-If you're submitting a RENEWAL application, please note that you can reference past applications (<https://canadacollege.edu/ipc/reassignment-archive.php>) for your position and copy and paste that duties list to revise here.

Example Duties List - College-Wide Position

-Promoting a culture of instructional assessment campus-wide by:

--Helping faculty find meaningful results through the effective design and analysis of assessment methods; and

--Offering assistance and training to individuals and departments; and

--Serving as a voting member of IPC; and

--Attending and participating in meetings supporting program review (e.g., PBC Program Review Work Group).

[Approximately 50% of time allocation]

-Facilitating and managing local assessment cycle by:

--Communicating with faculty regularly regarding their assessment plans; and

--Facilitating the implementation of the local assessment cycle college-wide; and

--Managing the assessment cycle process and all materials required; and

--Eliciting feedback and propose changes to cycle.

[Approximately 30% of time allocation]

-Providing the college with assessment expertise by:

--Attending workshops and conferences on assessment best practices and accreditation-related topics; and

--Attending division and/or department meetings; and

--Sharing this expertise via Flex Day, workshops, and the like;.

[Approximately 10% of time allocation]

-Collaborating with Accreditation Liaison Officer and designated work groups/taskforces related to assessment to:

--Contribute to accreditation reports; and

--Ensure assessment work aligns and complies with ACCJC standards and processes.

[Approximately 10% of time allocation]

Example Duties List - Program/Department-Wide Position

Cañada's current ESL department work around AB705 implementation for ESL:

- Align ESL courses with ESL Pathway as it relates to the AB705 mandates
- Create an ESL Pathway that gives the students the tools to succeed and continue pursuing certificates and degrees.
- Review and update ESL Course Outlines and curriculum to make sure that off campus-beginning classes transition to on-campus advanced ESL.
- Work with English Department to connect our Pathway.
[Approximately 30% of time allocation]

- Collaborate with other departments to ensure students are succeeding.
[Approximately 5% of time allocation]

- UC/ CSU GE (Humanities Area) transferability for ESL 400 (although still not TLC)
- Disseminate and share information with ESL Department and Cañada College and the various departments that will be involved in the implementation of this mandate
[Approximately 20% of time allocation]

- District meetings with Vice Chancellor Aaron McVean to discuss action plan
- Biweekly meetings with ESL faculty at CSM and Skyline
[Approximately 20% of time allocation]

Additional work for Spring 2020:

[Approximately 25% of time allocation]

- Continued work on placement of students using multiple measures or other approved placement methods (without high school transcripts, which are rarely available for our students; all 3 ESL departments are advocating for a placement test)
- Regular meetings with PRIE to inform gathering student info and data
- Coding ESL courses (CB21 coding)
- Aligning CB21 coding with adult schools
- Creating an action plan
- Collaboration across campus to implement new procedures and policies for Fall 2020

Guided by the format of the examples above, please provide a comprehensive list of all duties or responsibilities of this position. *

Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties. Also, please note that this list is meant to be a general overview of the responsibility of this position, and it is not meant to be a daily plan of all work.

I. Screening and Recruitment of part time adjunct faculty

- Recruiting and training new adjunct part time faculty for the Medical Assisting department. To maintain proper execution of the courses in the program I need to recruit/have a minimum four faculty the year around.
- I am responsible for writing and maintaining job descriptions, screening all candidates, setting up and performing interviews, organizing and arranging a face to face teaching demonstrations performing onboarding and grooming new hires.
- Assist Dean in the hire and evaluation of adjunct faculty.
- A nuanced schedule is created for the adjunct faculty keeping their availability around their other jobs in mind in conjunction with best times for class schedules for students to maintain a functional model.
- Coach and mentor adjunct faculty as a single point of contact.
- Guide and direct on administrative tasks (Web Smart, Census, course syllabus requirements, etc.) and keep them in compliance with state and federal laws and also district mandates.
- Assist with preparing Canvas shells for MEDA classes – industry experts do not have any online teaching experience or Canvas experience when they begin (they take the QOTL class in their first semester.)
- Train the adjunct faculty members to continue maintaining their own Canvas course materials and to follow procedures and protocols. This requires ongoing support.
- Lead discussions and action on expanding curricular offerings required with recommendations from Advisory Board Members.

II. Continuous course revision in response to changing healthcare environment.

- With the ongoing challenge and shifts in teaching medical courses, since the pandemic and its aftermath there is continuous need to find new, creative ways to teach students hands-on methodologies and deliver training through simulations and on virtual platforms via hybrid/online and in person delivery platforms.
- Collaborate with recruiters from Kaiser Permanente and engage in resume writing workshops and interview techniques. This involves providing exposure to students against a panel of recruiters.
- Continue to maintain safety measures/ schedules in clinical labs to adhere to these new guidelines.
- There is constant planning and research required to identify and implement the right resources for the same while accommodating bigger cohorts (especially with interest /enrollments gradually increasing in my program).
- Keep counsellors abreast with latest changes and work with them to facilitate a smooth transition for both students (including international students and veterans)
- Work with Veteran students that request Credit by examination.
- Continue to stay abreast with constant changes in delivery methods and implement them into the various medical assisting courses and clinical courses.
- Biannual curriculum updates for all courses to reflect required course content and technological

amendments with the new advances.

- Order and maintain equipment and special supplies to create a safe and precautionary environment in the lab, while maintaining the required & evolving mandates.
- Work with international students and counsellors on course equivalencies, visa issues and additional industry specific academic advising.
- Conduct research on areas of medical growth in the field and consult with the Advisory Board to create new courses to expand the program.

III. Advertising and promoting Medical Assisting Program to hospitals and medical facilities, healthcare providers, caregivers and community clinics and creating alliances for better opportunities for student engagement and training.

Health care is a team effort. It requires effective collaboration between health care educators and healthcare providers and third party organizations to ensure well trained professionals are made available for hire so that the health care needs of the community are attended to effectively. Medical Assisting Program Coordinators are the human face of the school for the program.

- Secure clinical clerkship training sites in the midst of the furlough at hospitals and private doctor practices.
- Negotiation of contracts. This required calling and visiting some of the agencies to create mutually beneficial alliances for better opportunities for students.
- I work with the district for the language and negotiations involved in securing a legal clerkship training contract document.
- Secure and monitor unpaid internship training for Medical assisting students so that our students can get a chance to receive shadowing experience with professionals in the field. Most such training opportunities convert into employment opportunities for our students.
- I am the point of contact for both students and the facility and provide ongoing support especially in the point of conflict. I am always working with seeking contracts with facilities in the peninsula and across the bridge in the east bay.
- Outreach for dual enrollment.
- Plan and execute class projects, hold presentations on campus and outside campus with high schools in the community such as Sequoia high school to collaborate and promote the Medical Assisting Program.
- Participate in marketing the Medical assisting program during college outreach, marketing campaigns.
- Work with other experts to design paper pamphlets and digital advertisements for my program, including videos, print, digital, web, and social media.
- Meet with new potential students over Zoom conference, phone and in person to disseminate information regarding not only to the program itself but about Cañada College.
- Advise and mentor new, continuing and returning students of program.
- Advise students on possible Career opportunities.
- Documentation and Maintenance of records.
- Revamp the course to stay abreast with the latest change and stay at par with other community colleges.
- Maintain the required documents and contract / student records involving any external training. I support both students and the facility managers.
- Work closely with counselors on program changes, additions, deletions, and course substitutions from other colleges, transcript evaluations to evaluate and approve all course substitution requests for the program.

Percentage of time spent in performing the following activities.-

Recruitment of adjunct faculty	10%
Course Research and upgrades	15%
Program Marketing	15%
Community Outreach	40%
Student Support	15%
Advisory board	5%

Identify which goals and strategic initiatives from the college's Education Master Plan are being supported by this position. Check all that apply. *

For more information about the Education Master Plan (EMP), please refer to the Cañada College Collaborates website (<https://canadacollege.edu/prie/canada-collaborates.php>).

- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1 (Make Registration Easier)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #2 (Connect Students to the Academic Program(s) and Classes They Need)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #3 (Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #4 (Improve the Financial Stability of Students)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #1 (Support innovative teaching that creates more equitable and antiracist learning environments)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #2 (Create and sustain an inclusive, antiracist, and equity-minded campus culture)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #3 (Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps)
- EMP Goal #3: Community Connections - Strategic Initiative #1 (Better share what Cañada offers)
- EMP Goal #3: Community Connections - Strategic Initiative #2 (Be the best college choice for local high school students)
- EMP Goal #3: Community Connections - Strategic Initiative #3 (Strengthen K-16 pathways and transfer)
- EMP Goal #3: Community Connections - Strategic Initiative #4 (Help students explore and find employment in fields of their choice)
- EMP Goal #3: Community Connections - Strategic Initiative #5 (Help meet the basic needs of Cañada students and other community members)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #1 (Ensure the physical campus is accessible)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #2 (Provide adequate access to technology)



EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #3 (Manage resources effectively)

Final Questions

How would your program be impacted if this position is not funded? *

This is essential we maintain oversight over continued program delivery as per industry standards, promote engagement and awareness of the various resources available in the program at the school, improve capacity and enrollments, and strengthen communities by collaborating and creating partnerships and bringing growth with innovative solutions to health education. Without that the program would collapse.

There is an incontestable need to have a full-time faculty/ designated coordinator to oversee and take care of the execution and development of the program. Hence indisputable funding is required for this position.

Anything else you would like us to know? For example, awards, recognition from the community, student highlights, etc.

None at present

Please enter the name of your Dean or VP who we can contact for approval of this application. *

Hyla Lacefield

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Google Forms

Reassignment Application Final Recommendation Form

Be sure to fill this form out for each of the applications received for the departments and/or programs that you supervise. Your feedback will be attached to the corresponding application, which will then be shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) *

Medical Assistant Program Coordinator

Supervisor's Final Recommendation *

- Fully Support Application
- Support with Reservation
- Do Not Support (Explanation Required)

Comment or Explanation:

I 100% support this application, but I recommend 2 years for the duration so as to be consistent with the other regular Career Education coordinators. The only two who have been granted 3 years have served in the position for a decade or more, and I don't recommend that for most. Dr. Malhotra does an amazing job managing a very complex program, with a robust externship program that has a significant number of students hired directly into their placements, partly due to the care and attention she takes not only with the training, but in matching students to appropriate positions where they can thrive. Medical Assisting has been particularly challenging during COVID, and Dr. Malhotra has done an incredible job of strengthening the program even when things are most challenging.

Signature *

Enter your name below as your signature.

Hyla Lacefield

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