

ACAP

Austin Competency Analysis Profile

Academic Transfer Department Chairs

Conducted

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Preface

Austin Community College would like to express our sincere appreciation to our business, industry, labor, and community partners who donated their time and expertise toward the identification and validation of competencies in the following Austin Competency Analysis Profile.

Introduction

The ACAP (Austin Competency Analysis Profile) initiative comes out of the Instructional Development Services of Instructional Services at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation to develop curriculum. The product is a competency list, employability skills, and academic skill levels that have been developed and validated by subject matter experts who perform the occupation. This list will be used to develop programs that address the needs of business and industry by equipping current and aspiring supervisors with the skills required in a workplace environment.

ACAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts. These lists evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

Target Job Titles

ACAP: Academic Transfer Department Chairs

Department Chair
Program Chair

Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts. This panel of experts has determined that these skills will adequately prepare faculty in becoming a Department/Program Chair. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes needed to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure business and industry input that is relative and meaningful to the workplace. These *Competencies* are intended to include all basic, necessary skills for this occupational area, but may be supplemented with additional competencies as faculty and advisory committee members see the need to do so.

Key Terms:

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Entry Level—position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

ACAP: Academic Transfer Department Chairs

Unit 1 Department Management

Unit 2 Curriculum/Instruction

Unit 3 Students

Unit 4 Faculty

Competencies

ACAP: Academic Transfer Department Chairs

Unit 1 Department Management

Competency 1.1 Lead specific academic area

Competency Builders:

- 1.1.1 Use Institutional processes to facilitate decision making
- 1.1.2 Foster atmosphere of collegiality for internal decision making
- 1.1.3 Represent the department on college councils, committees, and in college processes
- 1.1.4 Develop department initiatives that support the college's mission, goals, and strategic plans
- 1.1.5 Implement department initiatives

Competency 1.2 Facilitate Communication

Competency Builders:

- 1.2.1 Inform the dean of decisions involving changes in the department and issues related to other departments and the college as a whole
- 1.2.2 Initiate and maintain communication with administrative staff, faculty, students, and external entities (as appropriate)
- 1.2.3 Explain department policies to faculty, staff, students, and/or public
- 1.2.4 Facilitate department meetings
- 1.2.5 Prepare and/or oversee the preparation of required reports
- 1.2.6 Communicate updates/changes in courses and programs to appropriate personnel (e.g. advising)

Competency 1.3 Manage department policies and procedures

Competency Builders:

- 1.3.1 Develop departmental policies and procedures
- 1.3.2 Evaluate departmental policies and procedures, and revise as appropriate
- 1.3.3 Implement policy and procedures

Competency 1.4 Manage department administrative staff

Competency Builders:

- 1.4.1 Facilitate hiring of departmental staff
- 1.4.2 Supervise departmental staff
- 1.4.3 Evaluate departmental staff
- 1.4.4 Monitor performance improvement
- 1.4.5 Ensure compliance of departmental staff with institutional policy
- 1.4.6 Select and supervise assistant department chairs on an annual basis (as applicable)

Competency 1.5 Manage department faculty

Competency Builders:

- 1.5.1 Facilitate hiring of departmental adjunct faculty
- 1.5.2 Assure faculty efforts meet the needs of the department's instructional program
- 1.5.3 Supervise departmental faculty
- 1.5.4 Oversee evaluation of departmental faculty (including required conferences with low performing faculty)
- 1.5.5 Monitor performance improvement
- 1.5.6 Ensure faculty compliance with institutional policies
- 1.5.7 Manage status and eligibility for adjunct faculty
- 1.5.8 Ensure faculty participation on committees
- 1.5.9 Maintain faculty evaluation data according to institutional policies
- 1.5.10 Ensure that new faculty are oriented to the policies and procedures of the department and the College
- 1.5.11 Evaluate faculty credentials

Competency 1.6 Oversee new full time faculty hiring

Competency Builders:

- 1.6.1 Request new faculty positions
- 1.6.2 Recommend members for the interview committee for faculty positions
- 1.6.3 Recommend new faculty to dean for final approval
- 1.6.4 Ensure that new faculty are oriented to the policies and procedures of the department and the College
- 1.6.5 Evaluate faculty credentials

Competency 1.7 Manage department resources

Competency Builders:

- 1.7.1 Request expenditures, including travel, operating and equipment.
- 1.7.2 Approve purchase of instructional supplies, equipment etc.
- 1.7.3 Oversee approved instructional and operating budgets for assigned areas and functions
- 1.7.4 Develop departmental budget and allocates resources
- 1.7.5 Maintain and compute expenses and expenditures
- 1.7.6 Oversee property and equipment
- 1.7.7 Maintain property inventory
- 1.7.8 Provide departmental support for obtaining and maintaining external grant funds or donations, if appropriate
- 1.7.9 Ensure effective use of administrative services
- 1.7.10 Work with campus managers to ensure effective use of dedicated spaces
- 1.7.11 Ensure adequate supplies

Competency 1.8 Manage course offerings and assignments

Competency Builders:

- 1.8.1 Make faculty assignments
- 1.8.2 Approve faculty for distance learning courses
- 1.8.3 Maintain eligibility list
- 1.8.4 Make and review updates to college catalogue

- 1.8.5 Monitor faculty workloads
- 1.8.6 Develop initial course schedules
- 1.8.7 Recommend classes for cancellation
- 1.8.8 Recommend alterations to course schedule
- 1.8.9 Approve final course schedule

Competency 1.9 Oversee use of departmental facilities

Competency Builders:

- 1.9.1 Project space and equipment needs
- 1.9.2 Consult with campus managers on classroom assignments
- 1.9.3 Work with college officials to address safety issues

Unit 2 Curriculum/Instruction

Competency 2.1 Maintain quality of curriculum and instruction

Competency Builders:

- 2.1.1 Develop departmental plans (e.g. assessment plans, master plan)
- 2.1.2 Ensure compliance of guidelines from outside of the college, including
ACGM - Academic Course Guide Manual, SACSCOC - Southern Association of
Colleges and Schools Commission on Colleges, THECB - Texas Higher Education
Coordinating Board)
- 2.1.3 Guide continuous quality improvement in all courses and programs
- 2.1.4 Ensure compliance of course master syllabi with college requirements
- 2.1.5 Evaluate faculty credentials
- 2.1.6 Encourage professional development in the field
- 2.1.7 Coordinate selection of textbooks and other instructional materials

Competency 2.2 Oversee development of curriculum

Competency Builders:

- 2.2.1 Ensure alignment of program learning outcomes to courses
- 2.2.2 Evaluate effectiveness of curriculum
- 2.2.3 Update/revise curriculum as needed
- 2.2.4 Develop department-appropriate opportunities for student engagement (e.g. internship, service learning)
- 2.2.5 Foster innovation in teaching that supports multiple modalities (e.g. visual, audio)
- 2.2.6 Attempt to align curriculum with articulation and transfer agreements

Competency 2.3 Oversee development of programs/degree plans

Competency Builders:

- 2.3.1 Coordinate common course selection across degree plans within area of study
- 2.3.2 Review and revise degree plans as needed
- 2.3.3 Facilitate development of new courses as needed
- 2.3.4 Attempt to align degree plans with articulation and transfer agreements

Unit 3 Students

Competency 3.1 Support student engagement and success

Competency Builders:

- 3.1.1 Provide academic and career advising to students
- 3.1.2 Refer students to appropriate college and community resources (e.g. SAS, advising/counseling, financial aid)
- 3.1.3 Facilitate cooperative education opportunities (e.g. mentoring, learning communities)
- 3.1.4 Facilitate external learning experiences for students (e.g. service learning, experiential learning, internships)
- 3.1.5 Facilitate recruitment events
- 3.1.6 Facilitate outreach opportunities with current students and alumni

Competency 3.2 Address student issues and/or complaints

Competency Builders:

- 3.2.1 Address student complaints against instructors, in accordance with policies and procedures
- 3.2.2 Adhere to policies and procedures regarding student academic and/or discipline issues
- 3.2.3 Investigate and resolve student-faculty issues in accordance with college policies
- 3.2.4 Refer students to appropriate college officials

Competency 3.3 Address administrative issues

Competency Builders:

- 3.3.1 Assist students in resolving registration/add-drop issues
- 3.3.2 Oversee Course Challenge exams (if applicable)
- 3.3.3 Review and approve grade change requests including processing incomplete grade changes
- 3.3.4 Review and approve course substitutions/waivers (as appropriate)
- 3.3.5 Review and approve class limit override and informal class transfers

Unit 4 Faculty

Competency 4.1 Support faculty engagement and success

Competency Builders:

- 4.1.1 Foster an atmosphere of collegiality and respect
- 4.1.2 Encourage department - specific professional development opportunities
- 4.1.3 Encourage faculty to explore a variety of teaching styles in order to continuously develop an individual teaching style
- 4.1.4 Recognize faculty accomplishments and awards
- 4.1.5 Refer faculty to appropriate college and community resources

Competency 4.2 Resolve faculty issues and/or complaints

Competency Builders:

- 4.2.1 Assist faculty in finding appropriate support services
- 4.2.2 Address departmental faculty complaints, in accordance with policies and procedures
- 4.2.3 Review and resolve faculty - student issues, in accordance with policies and procedures
- 4.2.4 Adhere to policies and procedures regarding faculty discipline issues
- 4.2.5 Refer faculty to appropriate college officials

Glossary

ACAP—*Austin Competency Analysis Profile*—a well-established job analysis process unique to Austin Community College involving business, industry, labor, and community agency representatives from throughout the Austin area.

Advanced Competencies—the occupation and academic competencies needed to advance in a given occupation.

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Core Competencies—the essential occupational and academic competencies needed to enter and remain in a given occupation.

Employability Competencies—underlying skills, abilities, and knowledge as they relate to work ethics, work habits, and personal growth and development.

Entry Level—refers to the requirements necessary for someone entering into the occupation (without previous on-the-job experience).

Performance Level—refers to the level at which an employee would need to function effectively having gained on-the-job knowledge.

SME—*Subject Matter Expert*—incumbent worker in a given occupation that is knowledgeable about the job.

Target Job Titles—titles that may be assigned to the types of jobs aligned with an ACAP. Possible titles of jobs for which students would qualify with certificates or degrees in the programs based on an ACAP.

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