

ACAP

Austin Competency Analysis Profile Adjunct Faculty Orientation

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Preface

Austin Community College would like to express our sincere appreciation to our faculty and staff 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 Resources and Technology 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 that has been developed and validated by subject matter experts who perform the occupation. The competency list included in this document will be used to develop an online orientation for Adjunct Faculty.

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 (SME). These lists evolve from a well-established job analysis process involving academic, 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.

Target Job Titles

ACAP: Adjunct Faculty Orientation

Adjunct Professor

Adjunct Faculty

Adjunct Instructor

Adjunct Lecturer

Part-Time Instructor/Faculty

Adjunct Faculty Orientation Competencies

The following 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 *entry-level* adjunct faculty to access the necessary resources to begin their positions. 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 training development to ensure subject matter expert input that is relative and meaningful to the program. These *Competencies* are intended to include all basic, necessary skills to begin the job, but may be supplemented with additional competencies as department chairs, mentors, and deans 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 Units

Unit 1: College Organization

Unit 2: Human Resources Information

Unit 3: Environmental Health and Safety

Unit 4: Instructional Procedures for Adjunct Faculty

Unit 5: Evaluation

Unit 6: Support Services

Unit 7: Administrative Functions

ACAP:

Adjunct Faculty Orientation

Unit 1 College Organization

Competency 1.1 Review the mission of the College

Competency Builders:

- 1.1.1. Review a brief history of ACC
- 1.1.2. Review the mission statement of the College
- 1.1.3. Review the Statement of Values and Ideals

Competency 1.2 Review the internal organization of the College

Competency Builders:

- 1.2.1 Locate the organizational Charts on the ACC website
- 1.2.2 Identify the official College publications available online at ACC
- 1.2.3 Review programs, services, policies and procedures governing students at ACC
- 1.2.4 Discuss the structure of the governing body of ACC, including Board and Councils
- 1.2.5 Identify the recognized internal employee associations and the purpose of each at ACC

Competency 1.3 Review the external accrediting and regulating authority

Competency Builders:

- 1.3.1 Identify the College's regional accrediting agency (SACSCOC) and its importance
- 1.3.2 Identify the state regulating agency (THECB) and its purview

Unit 2 Human Resources Information

Competency 2.1 Complete the hiring process

Competency Builders

- 2.1.1 Complete necessary hiring documentation
- 2.1.2 Determine appropriate pay rate
- 2.1.3 Review retirement and benefits information
- 2.1.4 Review payroll schedules online
- 2.1.5 Contact department chair regarding assignments

Competency 2.2 Determine health insurance eligibility

Competency Builders

- 2.2.1 Review health insurance options, if eligible
- 2.2.2 Submit necessary health insurance information, if eligible
- 2.2.3 Review guidelines for work related injuries and Workers' Compensation

Competency 2.3 Decide on personal employee information for the College

Competency Builders

- 2.3.1 Review ADA requirements and contact information for assistance as needed at the College
- 2.3.2 Report change of personal information in a timely fashion

Competency 2.4 Review pertinent employee documents and policies located in the employee handbook online

Competency Builders

- 2.4.1 Adhere to ACC's drug free and tobacco free workplace policies
- 2.4.2 Review the Equal Employment Opportunity Policy
- 2.4.3 Review policies for reporting harassment (sexual, racial, etc.)
- 2.4.4 Review policies for reporting complaints and grievances

Competency 2.5 Review available transportation, wellness and assistance programs

Competency Builders

- 2.5.1 Register vehicle and obtain parking permit for on campus parking
- 2.5.2 Apply for free green parking permit if vehicle qualifies
- 2.5.3 Access transportation programs (carpooling, green car, metro pass, etc.)
- 2.5.4 Access Employee Assistance Programs, if needed
- 2.5.5 Access wellness programs

Unit 3 Environmental Health and Safety

Competency 3.1 Comply with Environment, Health and Safety regulations

Competency Builders:

- 3.1.1 Review Environmental Health and Safety and Emergency Preparedness information
- 3.1.2 Join emergency alert messaging system
- 3.1.3 Adhere to policies regarding inclement weather
- 3.1.4 Follow protocol for Lock Out/Tag Out procedures when applicable
- 3.1.5 Cooperate with inspectors from local, state, and federal agencies
- 3.1.6 Report unsafe and hazardous conditions
- 3.1.7 Follow policy guidelines regarding unsafe conditions
- 3.1.8 Dial 211 to report any emergency

Competency 3.2 Follow evacuation procedures

Competency Builders:

- 3.2.1 Become familiar with your campus Emergency Teams
- 3.2.2 Maintain Safety Plans posted in the classroom
- 3.2.3 Review ADA evacuation procedures
- 3.2.4 Comply with evacuation procedures without exception

Unit 4 Instructional Procedures for Adjunct Faculty

Competency 4.1 Manage the classroom to provide a quality learning environment

Competency Builders:

- 4.1.1 Refer to the list of check points listed in the Faculty Handbook for the first week of classes (Lighthouse, office keys, ACC email address, voicemail set up, office hours, certified attendance by census date, etc.)
- 4.1.2 Follow procedures regarding student attendance
- 4.1.3 Distribute course information sheet and syllabus to all students which clearly state course objectives, requirements, assignments as well as grading criteria (Department Chair may furnish these to faculty if a standard syllabus is used)

Competency 4.2 Follow protocol and procedures in assigned duties

Competency Builders:

- 4.2.1 Teach assigned class(es) at location and time assigned, with the established text and other supplementary materials
- 4.2.2 Meet classes at the prescribed time, and for the duration of scheduled time; exceptions must be approved by supervisor
- 4.2.3 Post and maintain required office hour(s) per each section taught
- 4.2.4 Contact department chair when absence is unavoidable
- 4.2.5 Record assignment preferences in online eStaffing as appropriate
- 4.2.6 Meet all College timelines for submitting student records/grades
- 4.2.7 Meet with Department Chair and assigned Mentor

Competency 4.3 Follow procedures for unique student activities

Competency Builders:

- 4.3.1 Review procedures for obtaining prior approval for field trips, guest lecturers
- 4.3.2 Review the attendance and grade stipulations regarding field trips
- 4.3.3 Inform campus Administrative Office and campus Police of a guest lecturer prior to the guest's arrival
- 4.3.4 Inform guest(s) of procedure for parking on campus

Competency 4.4 Adhere to Copyright and Fair Use laws

Competency Builders:

- 4.4.1 Adhere to ACC's Administrative Rules regarding ownership policies of materials produced while employed by ACC
- 4.4.2 Refer to Library Services regarding copyright and fair use applications

Competency 4.5 Identify distance learning support if teaching distance classes

Competency Builders:

- 4.5.1 Complete the mandatory Distance Learning Training
- 4.5.2 Contact the Distance Learning Office with questions
- 4.5.3 Define the purpose of the Virtual College of Texas, if teaching distance classes

Competency 4.6 Participate in the four primary avenues of involvement in the College (direct communication with administrators, advisory committees, AFA and internal communication)

Competency Builders:

- 4.6.1 Recognize your membership in the Adjunct Faculty Association
- 4.6.2 Exercise your rights and privileges as a member of the Adjunct Faculty Association
- 4.6.3 Communicate directly with administrators
- 4.6.4 Identify opportunities to participate in Advisory Committee meetings

Competency 4.7 Maintain current communications

Competency Builders:

- 4.7.1 Read all administrative memos and other materials
- 4.7.2 Check your campus mailbox(s) frequently
- 4.7.3 Check your voicemail and ACC email frequently

Unit 5 Evaluation

Competency 5.1 Identify purpose of evaluations

Competency Builders:

- 5.1.1 Explain how evaluations affect eligibility lists
- 5.1.2 Refer to student and supervisor evaluations to revise instruction

Competency 5.2 Follow the procedures for adjunct faculty evaluations

Competency Builders:

- 5.2.1 Conduct faculty evaluations by students on a semester basis based on schedule
- 5.2.2 Respond to faculty evaluations by students using the faculty input form
- 5.2.3 Submit professional portfolios per departmental requirements
- 5.2.4 Review the process of evaluation by supervisors
- 5.2.5 Submit upward evaluations

Competency 5.3 Participate in appropriate professional development

Competency Builders:

- 5.3.1 Complete ADA Training within the first 30 days, then every 2 years
- 5.3.2 Complete Sexual Harassment Prevention Training within the first 30 days, then every 2 years
- 5.3.3 Complete required number of professional development hours each year
- 5.3.4 Utilize employee vouchers and tuition reimbursement programs
- 5.3.5 Utilize the Faculty Center for Teaching and Learning which is in the Faculty Development Office

Unit 6 Support Services

Competency 6.1 Identify services and resources located on your campus

Competency Builders:

- 6.1.1 Locate Duplication Centers and copy machines at your campus
- 6.1.2 Secure login code from your Department
- 6.1.3 Locate Student Accessibility Services
- 6.1.4 Locate Faculty Resource Centers at your campus
- 6.1.5 Identify open access student computer labs
- 6.1.6 Identify labs that may be used for classroom activities
- 6.1.7 Follow procedures to submit request to reserve computer classrooms
- 6.1.8 Identify the instructional designer at your campus
- 6.1.9 Review the services offered through the Media Centers
- 6.1.10 Schedule a meeting with the campus librarian to review services available there for you and your students
- 6.1.11 Follow procedures for requesting purchase of library materials
- 6.1.12 Locate Adjunct Faculty Office(s) on campuses
- 6.1.13 Comply with Student Accessibility Services
- 6.1.14 Locate the SAS office
- 6.1.15 Limit student accommodations to those listed in their letter
- 6.1.16 Comply with all accommodations including testing
- 6.1.17 Respect student privacy
- 6.1.18 Work with SAS to ensure accessibility compliance
- 6.1.19 Report student discipline matters to the campus Dean of Student Services

Competency 6.2 Discuss the purpose of the Testing Center

Competency Builders:

- 6.2.1 Locate the list of approved courses for use at the Testing Center
- 6.2.2 Comply with Testing Center submission deadlines
- 6.2.3 Contact the Office of Distance Learning for information on the use of the Testing Centers

Competency 6.3 Apply technology resources

Competency Builders:

- 6.3.1 Contact Tech Support for a variety of support strategies
- 6.3.2 Request domain access login to access campus computers, if needed
- 6.3.3 Activate your ACCeID
- 6.3.4 Use your ACC email address for all official communications
- 6.3.5 Check your voicemail and ACC email frequently
- 6.3.6 Identify software that is available to you as an ACC employee

Unit 7 Administrative Functions

Competency 7.1 Utilize Online Services to document and access relevant data

Competency Builders:

- 7.1.1 Document as appropriate
- 7.1.2 Maintain and update records as required
- 7.1.3 Write and submit reports or evaluations
- 7.1.4 Retrieve student records

Competency 7.2 Protect student information

Competency Builders:

- 7.2.1 Keep student information confidential according to rules and policies
- 7.2.2 Protect documents with student information according to rules and policies
- 7.2.3 Adhere to FERPA

Glossary

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

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.

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

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 advisors would qualify with certificates or degrees in the programs based on an ACAP.

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