

ACAP

Austin Competency Analysis Profile Workforce Department Chair

Conducted

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Preface

Austin Community College would like to express our sincere appreciation to our Department Chairs 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. The competency list included in this document will be used to develop training for Department Chairs.

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. 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: Workforce Department Chair

Department Chair
Program Chair

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* Department Chairs. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes Department Chairs need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum 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 for this job function, 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: ACAP Units

Unit 1: Department Management

Unit 2: Curriculum/Instruction

Unit 3: Student Relations

Unit 4: Faculty Relations

Unit 5: Community Relations

ACAP: Workforce Department Chair

Unit 1 Department Management

Competency 1.1 Provide leadership for specific workforce area

Competency Builders:

- 1.1.1 Establish departmental mission
- 1.1.2 Facilitate decision making
- 1.1.3 Represent the department on College councils, committees, and in College processes
- 1.1.4 Develop department objectives that directly support the College's mission, goals, and strategic plans
- 1.1.5 Implement department objectives
- 1.1.6 Implement College objectives
- 1.1.7 Implement advisory committee objectives

Competency 1.2 Manage college policies and procedures

Competency Builders:

- 1.2.1 Interpret new College initiatives
- 1.2.2 Implement new College initiatives
- 1.2.3 Ensure compliance with college procedures and requirements (e.g. Lighthouse, grade certification, attendance certification, e-staffing, e-time, p-card)
- 1.2.4 Gather data for College wide reporting
- 1.2.5 Attend department chair meetings
- 1.2.6 Develop and maintain administrative schedule

Competency 1.3 Communicate information to stakeholders in a professional manner

Competency Builders:

- 1.3.1 Inform the dean of decisions involving changes in the department
- 1.3.2 Initiate and maintain communication with administrative staff, faculty, students, industry, school districts, educational institutions, external community, state, and national agencies
- 1.3.3 Interpret department policies to faculty, staff, students, and/or public
- 1.3.4 Facilitate department meetings
- 1.3.5 Maintain departmental marketing (e.g., website)
- 1.3.6 Participate in outreach activities

Competency 1.4 Manage department policies and procedures

Competency Builders:

- 1.4.1 Develop and maintain administrative schedule
- 1.4.2 Implement and/or reinforce changes based on policy decision
- 1.4.3 Facilitate the administrative support operations to ensure effective use of clerical services, proper space allocation and adequate supplies
- 1.4.4 Prepare and/or oversee the preparation of required reports including budget recommendations, student follow-up, release time/stipend reports, faculty LEH, and accreditation reports

Competency 1.5 Manage department non-faculty personnel

Competency Builders:

- 1.5.1 Hire departmental staff
- 1.5.2 Supervise departmental staff
- 1.5.3 Evaluate departmental staff
- 1.5.4 Monitor performance improvement
- 1.5.5 Facilitate professional development opportunities for departmental staff
- 1.5.6 Ensure compliance with human resources requirements (e.g., ADA, sexual harassment)
- 1.5.7 Ensure compliance with human resources policies (e.g., FMLA, sexual harassment, workman's compensation)
- 1.5.8 Resolve staff issues and/or complaints
- 1.5.9 Manage disciplinary process

Competency 1.6 Manage the new faculty hiring process

Competency Builders:

- 1.6.1 Implement human resources hiring process (e-hire)
- 1.6.2 Request new faculty positions
- 1.6.3 Facilitate advertising of new faculty positions
- 1.6.4 Recommend members for interview committee
- 1.6.5 Chair interview committee
- 1.6.6 Verify faculty credentials (faculty qualifications table)
- 1.6.7 Recommend new faculty to dean and vice president for final approval
- 1.6.8 Ensure that new faculty are oriented to the objectives of the department and the college (e.g., new faculty orientation, mentoring)
- 1.6.9 Ensure completion of new faculty onboarding (e.g., ID, parking permit, keys)

Competency 1.7 Manage department's fiscal resources

Competency Builders:

- 1.7.1 Recommend 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 allocate 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 for the necessary research and department support to obtain/maintain external grant funds or donations, if appropriate
- 1.7.9 Manage grants, MOUs, and external contracts (e.g., reporting, budgeting, compliance)

Competency 1.8 Manage course offerings and assignments

Competency Builders:

- 1.8.1 Make faculty assignments
- 1.8.2 Approve Distance Learning assignments
- 1.8.3 Maintain eligibility list
- 1.8.4 Make and review updates to college catalog
- 1.8.5 Monitor faculty LEH workloads
- 1.8.6 Recommend classes for cancellation
- 1.8.7 Develop course schedules that meet student needs (e.g., block scheduling)
- 1.8.8 Approve final course schedule
- 1.8.9 Compile and analyze data for decision making
- 1.8.10 Manage alternate course offerings (e.g., early college start, dual credit, continuing education, contract training, high school academies)

Competency 1.9 Oversee use of facilities and equipment

Competency Builders:

- 1.9.1 Plan space and equipment needs
- 1.9.2 Ensure maintenance of instructional space and equipment
- 1.9.3 Assign classrooms
- 1.9.4 Address safety issues with internal and external regulatory bodies (e.g., insurance, EHS)
- 1.9.5 Establish guidelines for use of facilities and equipment as appropriate

Competency 1.10 Manage Department Assessment Processes

Competency Builders:

- 1.10.1 Identify College assessment processes (Discipline Assessment Cycle, Instructional Program Review)
- 1.10.2 Ensure departmental mission alignment to ACC mission
- 1.10.3 Design or modify assessment plans
- 1.10.4 Conduct assessment (e.g., gather data, review data, use data to create objectives for new cycles)
- 1.10.5 Report assessment results (TRACDAT)

Competency 1.11 Manage Accreditation Processes

Competency Builders:

- 1.11.1 Maintain awareness of accreditation process
- 1.11.2 Convey accreditation requirements to faculty and staff
- 1.11.3 Align practices with the accreditation requirements
- 1.11.4 Compile data
- 1.11.5 Conduct self-evaluation and/or external review
- 1.11.6 Monitor adherence to accreditation requirements
- 1.11.7 Maintain systematic plan of evaluation
- 1.11.8 Report evaluation results

Unit 2 Curriculum/Instruction

Competency 2.1 Facilitate advisory committees

Competency Builders:

- 2.1.1 Recruit and maintain Advisory Committee membership
- 2.1.2 Facilitate Advisory Committee meetings
- 2.1.3 Communicate with Advisory Committee membership
- 2.1.4 Gather workforce needs data
- 2.1.5 Post committee minutes

Competency 2.2 Oversee development of curriculum

Competency Builders:

- 2.2.1 Integrate local workforce needs into program planning
- 2.2.2 Ensure alignment of program learning outcomes to courses
- 2.2.3 Coordinate textbook selection
- 2.2.4 Facilitate opportunities for students to participate in experiential learning
- 2.2.5 Facilitate development of stackable credentials

- 2.2.6 Coordinate common course selection within Area of Study
- 2.2.7 Maintain and recommend approval of new and revised award plans
- 2.2.8 Present changes to the Curriculum Committee
- 2.2.9 Utilize the Curriculum Management System (CMS)
- 2.2.10 Ensure curriculum aligns with articulation, transfer agreements, and/or accrediting bodies
- 2.2.11 Follow protocols for establishing a new award

Competency 2.3 Maintain quality of curriculum and instruction

Competency Builders:

- 2.3.1 Maintain a curriculum that responds to community and workforce needs
- 2.3.2 Develop unit plans (e.g., assessment plans, master plan)
- 2.3.3 Guide continuous quality improvement in all courses and programs
- 2.3.4 Evaluate instructional methods and tools (e.g., Blackboard, technology)
- 2.3.5 Implement chosen instructional methods and technology tools
- 2.3.6 Ensure course master syllabi compliance
- 2.3.7 Evaluate effectiveness of curriculum
- 2.3.8 Evaluate faculty performance
- 2.3.9 Update/revise curriculum as needed
- 2.3.10 Utilize the Curriculum Management System (CMS)
- 2.3.11 Communicate updates/changes to Area of Study advisors

Competency 2.4 Manage curriculum compliance

Competency Builders:

- 2.4.1 Ensure GIPWE/ACGM/SACSCOC/THECB guidelines compliance
- 2.4.2 Respond to changes in compliance requirements (GIPWE/ACGM/SACSCOC/THECB and other accrediting bodies)
- 2.4.3 Ensure course master syllabi compliance

Unit 3 Student Relations

Competency 3.1 Support student engagement and success

Competency Builders:

- 3.1.1 Develop cooperative education opportunities (e.g., mentoring, learning communities)
- 3.1.2 Develop external learning experiences for students (e.g., service learning, experiential learning)

- 3.1.3 Provide academic and career advising to students
- 3.1.4 Coordinate recruitment events
- 3.1.5 Coordinate outreach opportunities with current students and alumni
- 3.1.6 Refer students to appropriate college and community resources (e.g., SAS, advising/counseling, financial aid)
- 3.1.7 Process student paperwork (e.g., work study, Capital Idea, governmental forms)
- 3.1.8 Coordinate and assist with end of program completion processes (e.g., graduation, transfer applications)
- 3.1.9 Support student chapters of professional organizations

Competency 3.2 Resolve student issues and/or complaints

Competency Builders:

- 3.2.1 Address student complaints
- 3.2.2 Adhere to protocol regarding student complaints
- 3.2.3 Adhere to protocol regarding student discipline issues
- 3.2.4 Review and resolve student-faculty issues

Competency 3.3 Resolve administrative issues

Competency Builders:

- 3.3.1 Serve as contact for registration/add-drop issues
- 3.3.2 Approve administration of course challenge exams
- 3.3.3 Approve grade change requests
- 3.3.4 Process incomplete grade changes
- 3.3.5 Approve course substitutions/waivers
- 3.3.6 Approve class limit override and informal class transfers

Unit 4 Faculty Relations

Competency 4.1 Support faculty engagement and success

Competency Builders:

- 4.1.1 Provide professional development opportunities
- 4.1.2 Refer faculty to appropriate College and community resources
- 4.1.3 Provide advice and feedback to faculty

Competency 4.2 Oversee adherence to college and departmental protocols

Competency Builders:

- 4.2.1 Ensure faculty participation on committees
- 4.2.2 Conduct faculty portfolio reviews
- 4.2.3 Maintain faculty evaluation data
- 4.2.4 Discuss with faculty the degree to which their work meets the needs of the department's instructional program and how to improve performance
- 4.2.5 Monitor office hours
- 4.2.6 Ensure compliance with department and College procedures and requirements
- 4.2.7 Select and supervise assistant department chairs on an annual basis, as applicable

Competency 4.3 Resolve faculty issues and/or complaints

Competency Builders:

- 4.3.1 Address departmental faculty complaints
- 4.3.2 Adhere to protocol regarding faculty complaints
- 4.3.3 Adhere to protocol regarding faculty discipline issues
- 4.3.4 Review and resolve student-faculty issues

Unit 5 Community Relations

Competency 5.1 Coordinate College and department outreach

Competency Builders:

- 5.1.1 Host career days
- 5.1.2 Meet with potential employers
- 5.1.3 Host campus tours
- 5.1.4 Meet with potential students and parents

Competency 5.2 Engage in community activities

Competency Builders:

- 5.2.1 Participate in community initiatives, and/or boards
- 5.2.2 Participate in high school boards, committees
- 5.2.3 Coordinate presentations to professional groups, and conferences
- 5.2.4 Coordinate training for community stakeholders
- 5.2.5 Maintain active membership in professional organizations

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

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