

# **Richmond Community College**

## **Job Description**

### **Position Title: Department Chairperson/Program Coordinator**

A Department Chairperson/Program Coordinator is responsible to their appropriate Dean and Vice President for Instruction/Chief Academic Officer and works in concert with instructors in the department/program to provide effective instructional programs within that department. Department Chairpersons/Program Coordinators will receive a course load reduction to do administrative duties related to the department/program. In addition to the duties assigned to an instructor, the Department Chairperson's/Program Coordinator's responsibilities and duties include:

1. Participates in administrative decision making within the total curriculum program, including annual reviews. Makes certain that NCCCS and other applicable agency standards are met.
2. Assists in the establishment or revision of academic policy.
3. Plans, compiles, edits, and maintains annual departmental/program learning outcomes for review in the College's strategic planning and evaluation process.
4. Oversees department/program equipment and supply purchases and budgets and recommends expenditures to the Vice President for Instruction/Chief Academic Officer.
5. Coordinates the development of the semester schedule in collaboration with the Registrar's office, appropriate Dean, and the Vice President for Instruction/Chief Academic Officer.
6. Completes other duties as required to meet academic, Richmond Community College, and NCCCS requirements.
7. If governed by outside agencies, department chairs/program coordinators will ensure the department's programs meet that agency's requirements.
8. Coordinates departmental/program text selection, working closely with the Bookstore Manager on textbook orders and purchases, instructor ancillaries, and student ancillaries on an ongoing basis.
9. Oversees the department/program budget, monitoring equipment needs, making recommendations for equipment and supply purchases, and equipment maintenance to the appropriate Dean.
10. Coordinates communication and scheduling meetings (twice a year minimum) with program advisory committee members.

**Position Title: Instructor**

An Instructor, under the authority and direction of the Vice President for Instruction/Chief Academic Officer and in cooperation with the Department Chairperson/Program Coordinator and Dean, is responsible for providing effective instruction in the assigned curriculum area.

**Duties and responsibilities of an Instructor are as follows:**

1. Teaches students effectively to meet student learning outcomes.
2. Holds class sessions as scheduled to meet student learning outcomes.
3. Maintains office hours as required by college policy.
4. Makes course syllabi and Instructor Course Requirements available to students no later than the first class session or the first date of the course session for Distance Learning courses. Rubrics used to evaluate specific assignments should also be made available to students.
5. Provides clearly organized and understandable instruction.
6. Provides adequate and timely feedback and evaluation of assignments.
7. Maintains a positive attitude in interactions with students and shows a genuine concern for student learning.
8. Fulfills obligations in student recruiting, advising, orientation, and registration.
9. Assists in the continual evaluation and enhancement of curricula through the planning process and departmental meetings.
10. Provides the Vice President for Instruction or his/her designee with updated Instructor's Course Requirements that reflect expected student learning outcomes.
11. Submits accurate and complete records and reports in a timely manner in order to provide assessment data for institutional improvement.
12. Attends and participates in faculty, advisory, and assigned committee meetings designated to improve curriculum programs.
13. Participates in professional development, including back-to-industry, conference, and workshop activities that lead to professional and institutional advancement.
14. Accepts other duties as assigned.

**Position Qualifications:****Knowledge, Skills and Abilities:**

Understanding of and commitment to the unique nature and role of the Institution. Strong oral and written communication skills; ability to work independently with minimal supervision. Able to teach in various delivery modes. Willing to accept day and/or evening teaching assignments and teaching assignments at other locations as needed by the Institution.

**Minimum Education and Experience:**

Master's degree in teaching discipline from an accredited institution preferred. A minimum of 18 graduate semester hours in the teaching discipline. Teaching experience preferred. Demonstrated ability to integrate computers into the instructional environment and on-line teaching experience preferred.

**Salary Grade:** RCC Salary Schedule,

**Location:** All Richmond and Scotland County Locations

# Questionnaire for Compliance with Americans with Disabilities Act

## Interview guide for collecting job analysis information

**Job Title:** Department Chair/Program Coordinators

**Division:** Curriculum

**Location:** Main Campus

**Supervisor's Title:** VP for Instruction/CAO

**Department:** Faculty

**Shift:**

**1. General Purpose of Job.** Briefly describe the job's primary purpose or contribution to the department or organization.

See job description.

**2. Duties and Responsibilities.** List the job's essential or most important functions and responsibilities. Include all important aspects of the job -- whether performed daily, weekly, monthly, or annually; and any that occur at irregular intervals.

See job description.

**3. Supervisory Responsibilities.** If this job supervises others, give the name of unit(s) or department(s) managed and number of employees supervised. If there are subordinate supervisors, list them also.

### 4. Physical Demands:

**4A.** How much on-the-job time is spent in the following physical activities? Show the amount of time by checking the appropriate boxes below.

|                                     | Amount of Time                      |                                     |                                     |                          |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
|                                     | None                                | Up to<br>1/3                        | 1/3 to<br>2/3                       | 2/3 and<br>more          |
| Stand                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Walk                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Sit                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Talk or hear                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Use hands to finger, handle or feel | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Climb or balance                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Stoop, kneel, crouch or crawl       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Reach with hands and arms           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Taste or smell                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

**4B.** Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

|                      | Amount of Time                      |                                     |                          |                          |
|----------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
|                      | None                                | Up to<br>1/3                        | 1/3 to<br>2/3            | 2/3 and<br>more          |
| Up to 10 pounds      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Up to 25 pounds      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Up to 50 pounds      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Up to 100 pounds     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| More than 100 pounds | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

**4C.** Does this job have any special vision requirements? Check all that apply.

- ☐ Close vision (clear vision at 20 inches or less)
- ☐ Distance vision (clear vision at 20 feet or more)
- ☐ Color Vision (ability to identify and distinguish colors)
- ☐ Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- ☐ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- ☐ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- ☒ No special vision requirements

**4D.** Make notes on the specific job duties that require the physical demands selected above.

## 5. Work Environment:

**5A.** How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

|                                     | Amount of Time                      |                          |                          |                          |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
|                                     | None                                | Up to<br>1/3             | 1/3 to<br>2/3            | 2/3 and<br>more          |
| Wet, humid conditions (non-weather) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work near moving mechanical parts   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work in high, precarious places     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fumes or airborne particles         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Toxic or caustic chemicals          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outdoor weather conditions          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extreme cold (non-weather)          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extreme heat (non-weather)          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Risk of electrical shock            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work with explosives                | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Risk of radiation                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vibration                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**5B.** How much noise is typical for the work environment of this job? Check the appropriate level below.

- ☐ Very quiet (Examples: forest trail, isolation booth for hearing test)
- ☐ Quiet (Examples: library, private office)
- ☒ Moderate Noise (Examples: Business office with typewriters and/or computer printers, light traffic)
- ☐ Loud noise (Examples: metal can manufacturing, department, large earth-moving equipment)
- ☐ Very loud noise (Examples: jack hammer work, front row at rock concert)

**5C.** Make notes on the specific job duties that are affected by the environmental conditions selected above.

**6. Comments.** Include any other information that will aid in the preparation of an accurate description of this job.

**7. Questionnaire prepared by:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Basis for knowledge of job: ☐ hold job now; ☐ supervise job; ☐ other (explain)

## **Exposure Determination for Bloodborne Pathogens**

All position descriptions, including administrative and support personnel, whether paid or volunteer, must be evaluated by the appropriate department chairman/head and a Risk of Exposure to Bloodborne Pathogens Classification I or II be assigned to the position as it applies to each employee's work location. In situations where jobs of the same title entail substantially different categories of risk based on the department to which assigned, job titles will be modified to include the unit name thereby creating a newer, more specific description for that position.

For jobs which fall into Classification II, a list of tasks or procedures which present an occupational exposure to those employees should be prepared and appended to the job description. Assignment of personnel to a new department in the same basic job may necessitate a formal change of job title to ensure that they will receive training according to that job's risk classification. This must be reviewed on an annual basis by department managers for all job titles which they supervise or manage.

### **\_\_\_\_\_ CLASSIFICATION I**

This includes jobs in which required tasks routinely involve a potential for mucous membrane or skin contact with blood, body fluids, tissues or potential spills or splashes. Use of appropriate measures is required for every employee performing these tasks.

### **\_\_\_\_\_ CLASSIFICATION II**

This includes jobs in which required tasks normally do not involve exposure to blood, body fluids or tissues, but may require performing unplanned Classification I tasks. In these jobs the normal work performance involves no exposure to blood, body fluids or tissues. However, exposure or potential exposure may be required as a condition of employment or class performance.

### **\_\_\_\_\_ PERSONNEL NOT COVERED BY THE STANDARD**

This includes jobs in which required tasks involve no greater exposure to blood, body fluids, or tissues that would be encountered by a visitor. The normal work/class performance involves no exposure to blood, body fluids, or tissues that would be encountered by a visitor. The normal work/class performance involves no exposure to blood, body fluids, or tissues and the employee can decline to perform tasks which involve a perceived risk without retribution.

NOTE: All employees who do not fit into Classification I or II will fall into a third category not covered by the Standard.