Assessment Mini-Tool

Status of Chemistry Faculty and Staff in Two-Year College Programs

Table of Contents

To go directly to a section of the form, hold the ctrl key and click on the appropriate section title.

[Introduction and Instructions 1](#_Toc374974679)

[Scope 1](#_Toc374974680)

[Instructions for using the assessment mini-tool 1](#_Toc374974681)

[Development of the assessment tool 2](#_Toc374974682)

[Faculty and Staff 3](#_Toc374974683)

[A. Faculty Demographics 3](#_Toc374974684)

[B. Faculty workloads and professional development 4](#_Toc374974685)

[C. Support staff and safety 5](#_Toc374974686)

Introduction and Instructions

Scope

This assessment of chemistry faculty and staff status corresponds to Section III of the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. The assessment tool is designed to allow chemistry faculty and administrations to assess the achievements and areas for improvement of the chemistry-based programs and courses at their institution.

This section assesses only the status of chemistry faculty and staff at your institution. It will guide you through the following topics:

* Faculty Demographics
* Faculty workloads and professional development
* Support staff and safety

For a more in-depth evaluation of chemistry or chemistry-based technology education at your college, please use the complete *ACS Assessment Tool for Chemistry in Two-Year College Programs*, which can be downloaded at www.acs.org/2YGuidelines.

Instructions for using the assessment mini-tool

Collect data prior to completion of the mini-tool assessment form.

The mini- tool compiles a wide range of data from a variety of sources. It is most efficient to compile the data prior to completion of the assessment form.

It may be beneficial to consult the *ACS Guidelines for Chemistry in Two-Year College Programs* while completing the form. The PDF may be downloaded at [www.acs.org/2YGuidelines](http://www.acs.org/2YGuidelines); hardcopies are available upon request from the ACS Office of Two-Year Colleges.

Complete the comments sections.

Completing the comments sections in the form provides extra nuance to your assessment. For example, a question may ask whether funds are available for faculty professional development, and you may indicate that it is. In the comments section, you could then describe whether these funds are sufficient to keep faculty current in their fields, whether faculty are encouraged to use these funds, and so on.

***Consider completion of other mini-tools.***

Once you have completed this mini-tool, you can choose to assess other aspects of chemistry and chemistry-based technology education at your institution. ACS offers assessment mini-tools that address institutional environment, faculty and staff, infrastructure, curriculum, scholarly research and related activities, development of student skills, student mentoring and advising, self-evaluation and assessment, and partnerships.

A more in-depth analysis can be achieved using the complete *ACS Assessment Tool for Chemistry in Two-Year College Programs*, which collects demographics information and leads the user through an analysis of the challenges and opportunities available. If you use the complete form, you may replace Section III with the results of this assessment of faculty and staff status.

Contact ACS with questions and feedback.

Please direct any questions or concerns, as well as feedback regarding the assessment tool itself, to the ACS Office of Two-Year Colleges ([2YColleges@acs.org](mailto:2YColleges@acs.org); 1-800-227-5558, ext. 6108).

Development of the assessment tool

When the revised *ACS Guidelines for Chemistry in Two-Year College Programs* were released in 2009, the Society Committee on Education (SOCED) appointed the Task Force on Two-Year College Activities. The task force was charged with determining the interest in and viability of strategies for engaging and supporting two-year college programs.

In 2010, the task force partnered with the governing body of the ACS Two-Year College Chemistry Consortium (2YC3), the ACS Division of Chemical Education Committee on Chemistry in the Two-Year College (COCTYC). Together, the task force and COCTYC are developing several resources for the two-year college chemistry community.

One such resource was the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. This tool was developed in recognition of the increasing pressure on two-year college programs to document and assess their activities. The tool was piloted and refined in 2011–2012 and released to the general public in 2013. It is managed by the ACS Office of Two-Year Colleges with input from the Two-Year College Advisory Board and the Assessment Review Panel.

In 2014, Sections II through X of the ACS Assessment Tool for Chemistry in Two-Year College Programs were made available as individual tools for assessment specific aspects of two-year college programs.

<ctrl + [return to Table of Contents](#TOC)>

Faculty and Staff

See Section 3 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 4-6.

A. Faculty Demographics

1. **Enter the total number of chemistry faculty currently employed in each category.**

|  |  |
| --- | --- |
|  | Total Faculty |
| Permanent Full-time Faculty: | Click here to enter text. |
| Temporary Full-time Faculty: | Click here to enter text. (in an average term) |
| Permanent Part-time Faculty: | Click here to enter text. |
| Temporary Part-time Faculty: | Click here to enter text. (in an average term) |

1. **Enter the total number of chemistry faculty currently employed that can be described by each category.**

|  |  |  |
| --- | --- | --- |
|  | Total Full-Time Faculty | Total Part-Time Faculty |
| Male: | Click here to enter text. | Click here to enter text. |
| Female: | Click here to enter text. | Click here to enter text. |

|  |  |  |
| --- | --- | --- |
|  | Total Full-Time Faculty | Total Part-Time Faculty |
| African-American: | Click here to enter text. | Click here to enter text. |
| Asian-American: | Click here to enter text. | Click here to enter text. |
| Caucasian: | Click here to enter text. | Click here to enter text. |
| Latino: | Click here to enter text. | Click here to enter text. |
| Other (specify): Click here to enter text. | Click here to enter text. | Click here to enter text. |

|  |  |  |
| --- | --- | --- |
| Highest chemistry-based degree earned is | Total Full-Time Faculty | Total Part-Time Faculty |
| Doctorate: | Click here to enter text. | Click here to enter text. |
| Master’s: | Click here to enter text. | Click here to enter text. |
| Bachelor’s: | Click here to enter text. | Click here to enter text. |
| Other (specify): Click here to enter text. | Click here to enter text. | Click here to enter text. |

Provide any additional comments on the chemistry faculty demographics.

Click here to enter text.

<ctrl + [return to Table of Contents](#TOC)>

B. Faculty workloads and professional development

1. **Enter the number of faculty members that attended externally-sponsored scientific meetings in the past 12 months.**

|  |  |  |
| --- | --- | --- |
| Number of meetings attended | Total Full-Time Faculty | Total Part-Time Faculty |
| One meeting | Click here to enter text. | Click here to enter text. |
| Two meetings | Click here to enter text. | Click here to enter text. |
| Three or more meetings | Click here to enter text. | Click here to enter text. |

1. **Enter the number of faculty members that are members of the following professional organizations:**

|  |  |  |
| --- | --- | --- |
|  | Total Full-Time Faculty | Total Part-Time Faculty |
| American Chemical Society (ACS) | Click here to enter text. | Click here to enter text. |
| ACS Technical Division (such as Chemical Education, Organic Chemistry, Inorganic Chemistry, etc.) | Click here to enter text. | Click here to enter text. |
| ACS Two-Year College Chemistry Consortium (2YC3) | Click here to enter text. | Click here to enter text. |
| Labor union | Click here to enter text. | Click here to enter text. |
| Other professional organization (specify): Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Other professional organization (specify): Click here to enter text. | Click here to enter text. | Click here to enter text. |
| No professional affiliations | Click here to enter text. | Click here to enter text. |

1. **Enter the average teaching loads for full- and part-time chemistry faculty:**

|  |  |  |
| --- | --- | --- |
|  | Full-Time Faculty Average | Part-Time Faculty Average |
| Average lecture contact hours per week | Click here to enter text. | Click here to enter text. |
| Average laboratory contact hours per week | Click here to enter text. | Click here to enter text. |
| Average student contact hours per week\* | Click here to enter text. | Click here to enter text. |

**\*Note:** Student contact hours = (# contact hours per week) x (# students taught)

1. **Indicate the average ratio of teaching credit given for lab hours compared to lecture hours:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Click here to enter text. | lab contact hour(s) | is/are considered equivalent to | Click here to enter text. | lecture contact hour(s) |

1. **Indicate the amount of load credit (i.e., equivalence to one lecture contact hour credit) given for each of the following:**

|  |  |  |  |
| --- | --- | --- | --- |
| Supervision of student research | No load credit given | Some load credit given | Click here to enter text. hours of load credit given |
| Curriculum development | No load credit given | Some load credit given | Click here to enter text. hours of load credit given |
| Administrative duties | No load credit given | Some load credit given | Click here to enter text. hours of load credit given |
| Other (specify): Click here to enter text. | No load credit given | Some load credit given | Click here to enter text. hours of load credit given |

1. **Indicate which of the following the institution provides support for or opportunities to participate in.**

Sabbaticals

Professional meetings

Individual professional affiliation

Mentoring new faculty

Performance review for faculty

Institutional professional affiliations

Other professional development opportunity (specify): Click here to enter text.

Provide any additional comments on the chemistry workloads and professional development.

Click here to enter text.

<ctrl + [return to Table of Contents](#TOC)>

C. Support staff and safety

1. **Indicate the number of staff hours available per week to support the chemistry program and/or courses.**

|  |  |
| --- | --- |
| Laboratory technician | Click here to enter text. |
| Secretary, clerk, office manager | Click here to enter text. |
| Student Worker(s) | Click here to enter text. |
| Other (specify): Click here to enter text. | Click here to enter text. |

1. **Indicate who is responsible for safety compliance and the number of hours per week allotted for chemistry safety responsibilities.**

|  |  |  |
| --- | --- | --- |
|  | Dedicated responsibility for safety compliance | Hours per week allotted for chemistry safety responsibilities |
| Faculty |  | Choose an item. |
| Staff |  | Choose an item. |
| Other (specify): Click here to enter text.) |  | Choose an item. |
| There is no position dedicated to safety compliance |  | Choose an item. |

1. **How are chemical waste disposal and management funded? (Check all that apply)**

Departmental funding

Institutional funding

District funding

State funding

Other (specify): Click here to enter text.)

1. **What is the full-time/part-time faculty breakdown of chemistry sections instructed, including distance learning and dual enrollment sections?**

<25% full-time

26% - 50% full-time

51% - 75% full-time

>75% full-time

Provide any additional comments on the staffing, responsibilities, benefits, or achievements.

Click here to enter text.

<ctrl + [return to Table of Contents](#TOC)>