ACS Assessment Tool

for Chemistry in Two-Year College Programs

Section IV. Faculty and Staff

Scope of assessment tool section

The following is Section IV of the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. The form will guide you through a self-assessment of the following topics:

* Faculty demographics and responsibilities
* Faculty benefits and professional development
* Support staff

Other sections of the tool address other aspects of chemistry-based education. For a more in-depth evaluation of chemistry or chemistry-based technology education at your institution, use the complete *ACS Assessment Tool for Chemistry in Two-Year College Programs*.

***Note:*** for ease of use, the assessment tool is password-protected. If you wish to edit the form, you may unlock it using the password, “assess.”

The assessment tool is a resource developed by ACS to facilitate the assessment of chemistry education with respect to the *ACS Guidelines 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. Developed by two-year college chemistry faculty, it is managed by the ACS Undergraduate Programs Office with input from the Undergraduate Programs Advisory Board and the Assessment Review Panel.

IV. Faculty and Staff

A. Faculty demographics and responsibilities

(See Sections 3.1-3.3 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 5-8. Combine the information below with the information collected in Section I.C.3 of the assessment tool.)

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Total full-time, permanent faculty | Total full-time, temporary faculty | Total part-time, permanent faculty | Total part-time, temporary faculty |
| Male: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Female: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| African-American: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Asian-American: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Caucasian: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Latino: | Click here to enter text. | Click here to enter text. | 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. | Click here to enter text. | Click here to enter text. |

1. **What percentage of chemistry course sections are taught by full-time faculty, including distance learning and dual enrollment sections?**

<25% full-time

26% - 50% full-time

51% - 75% full-time

>75% full-time

1. **Enter the average number of hours faculty spend on the following activities each week.**

|  |  |  |
| --- | --- | --- |
|  | Full-Time Faculty Average | Part-Time Faculty Average |
| Holding office hours to meet with students | Click here to enter text. | Click here to enter text. |
| Fulfilling service responsibilities to the college and/or community | Click here to enter text. | Click here to enter text. |
| Assessing and improving curriculum | Click here to enter text. | Click here to enter text. |
| Developing new courses and curriculum innovations | Click here to enter text. | Click here to enter text. |
| Keeping abreast of new developments in chemistry and new educational pedagogies | Click here to enter text. | Click here to enter text. |

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

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

Briefly describe any chemistry faculty demographics and responsibilities not noted above.

Note: combine the information above with the information entered in Section I.C.3 (Faculty assignments) for a more complete evaluation of chemistry faculty.

Click here to enter text.

B. Faculty benefits and professional development

(See Section 3.4 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 8.)

1. **Enter the number of faculty members that attended one or more externally-sponsored professional meetings in the past 12 months.**

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

1. **Enter the number of chemistry faculty members that are members of the following professional organizations: (Sect. 3.4)**

|  |  |  |
| --- | --- | --- |
|  | 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 | 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. |
| No professional affiliations | Click here to enter text. | Click here to enter text. |

1. Briefly describe any notable faculty achievements over the past year.

Click here to enter text.

1. **Indicate which of the following are made available to faculty.**

|  |  |  |
| --- | --- | --- |
|  | ***Full-time faculty*** | ***Part-time faculty*** |
| Private computer access | Yes  No  N/A | Yes  No  N/A |
| Printer and copier access | Yes  No  N/A | Yes  No  N/A |
| Sabbaticals | Yes  No  N/A | Yes  No  N/A |
| Access to research space | Yes  No  N/A | Yes  No  N/A |
| Medical benefits | Yes  No  N/A | Yes  No  N/A |
| Life insurance | Yes  No  N/A | Yes  No  N/A |
| Retirement plan | Yes  No  N/A | Yes  No  N/A |
| Consideration for administrative positions | Yes  No  N/A | Yes  No  N/A |
| Other benefits (specify): Click here to enter text. | Yes  No  N/A | Yes  No  N/A |

1. **Indicate which of the following resources are made available to faculty.**

|  |  |  |
| --- | --- | --- |
|  | ***Full-time permanent faculty*** | ***Part-time temporary faculty*** |
| Performance review and feedback | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Faculty mentoring | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Participation in departmental faculty meetings | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Support for membership in professional societies | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Travel support to professional meetings | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Support for developing teaching skills | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Support for other professional development | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Other resources (specify): Click here to enter text. | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |

Briefly describe faculty working conditions, including any information on workloads, responsibilities, and benefits not noted above.

Click here to enter text.

C. Support staff

(See Section 3.5 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 9.)

**Indicate the staff available to support the chemistry program and/or courses.**

|  |  |  |
| --- | --- | --- |
|  | Number of people in each position | Total number of hours per week dedicated to this position |
| Laboratory technician | Click here to enter text. | Click here to enter text. |
| Equipment maintenance personnel | Click here to enter text. | Click here to enter text. |
| Secretary, clerk, office manager | Click here to enter text. | Click here to enter text. |
| Student worker(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 demographics, responsibilities, benefits, or achievements.

Click here to enter text.