Partnerships in the 2015 two-year guidelines

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Overview

Expansion of the importance of partnerships

- Professional development (3.4)
- Infrastructure (4)
- Curriculum (5, 5.8, 5.10, 5.14)
- Partnerships (10)

Share examples of how partners impact your two-year college chemistry programs.
Who are the key stakeholders/program partners?

- Academia
- Employers
- Professionals
- Workforce organizations

Employers: various industries – paper and pulp, oil and gas, chemical, petrochemical, biotech, environmental, health-related areas (health complexes, hospitals, doctors’ offices (dental, etc.), Urgent care;

Academia: two-year colleges, career centers, four-year colleges and universities, K-12, program students and graduates

Professional and workforce organizations: MichiganWorks!, WorkFirst, CareerWorks, Inc., Workforce Development
2015: 2009 + additional activities
Local ACS section activities: monthly meetings, speaker series, outreach activities, local and regional scientific meetings (both attend and present), MMTG (MidMichigan Technicians Group)

Connect with 4-year colleges; attend student research presentations with our students; attend scientific presentations along with 4-Yr college colleagues, at least a yearly meeting with transfer colleges in area; joint student research
Help from Dow Chemical and Dow Corning renovate existing space and build on new space for two inorganic labs, 1 organic lab, and one instrumentation lab, all with 8 hoods in each room! Equipment for center labs – building or school closings, lab tables, balances, etc.
Curriculum (5 & 10)

(5) An effective chemistry curriculum is driven by the
   - Needs of the students
   - Mission of the institution
   - Standards of the discipline
   - Needs of the partners

(10) Key stakeholders should participate in curriculum development
1997 Guidelines: Contained a section on “Advising, Articulation, and Alliances (in last part of this section, was partnership mentioned once: “an alliance or partnership”

Several distinct programs have advisory boards, i.e., nursing, surgical tech, dental tech, chem tech, process tech, etc. Important to not let an Advisory Board meeting only be a show by the institution about the great things that it is doing. That time is needed for partners to provide information on the skills they are looking for in new hires, what the job market looks like for their local or regional facilities, what the two-year college needs are to properly prepare its graduates for the workplace.

In 2009 Guidelines, employers were broadly included under Nonacademic institutions – industrial and government labs: providing access to lab facilities, libraries, research opportunities, internships for faculty and students.

In 2015, specific section (10.5) dedicated to partnering with Employers (mentioned industrial and government employers) to help ensure that graduates have skills needed to enter the workforce upon graduation – most especially for Chem-based tech programs.

**The mutual benefits of partnering has responsibilities on both sides – two-year faculty and programs and employers: programs will provide employable
pipeline of graduates; employers will communicate their needs both in preparedness and hiring trends; both should communicate their needs!
Partnerships (10)

Partnerships should:
- Benefit all participants
- Involve members who actively collaborate to maintain the partnership
- Have clearly established responsibilities and regular communications
- Help leverage resources and expertise to respond to changes in education and the workforce

Employers: various industries – paper and pulp, oil and gas, chemical, petrochemical, biotech, environmental, health-related areas (health complexes, hospitals, doctors’ offices (dental, etc.), Urgent care;
Academia: two-year colleges, career centers, four-year colleges and universities, K-12, program students and graduates
Professional and workforce organizations: MichiganWorks!, WorkFirst, CareerWorks, Inc., Workforce Development
Partnership activities

• Develop/update
  – employer-based competencies
  – curricula, course content, program requirements
• Provide student workplace experiences
• Provide program professional development activities
• Link K-16 educational systems
Partnership activities (con’t)

- Share financial, capital, and human resources
- Monitor employment, occupational trends, and other regional trends
- Provide public relations, outreach, and other career guidance
- Communicate about events, activities, and findings
Tools and Resources

www.acs.org/2YColleges

Assessment Tool for Chemistry in Two-Year College Programs
Comments?

Questions?