

# QuickStart Guide to the 2024 Periodic Report

Office of Higher Education | <u>CPT@acs.org</u>

January 2024

# **Links and Resources**



The Periodic Report is a lengthy document. If you have questions or technical trouble, please email <a href="mailto:CPT@acs.org">CPT@acs.org</a>.

- CPARS Institution Portal Sign-In
- 2023 Guidelines for ACS Approval
- CPARS Information & Training
- Information on maintaining ACS approval

American Chemical Society 2

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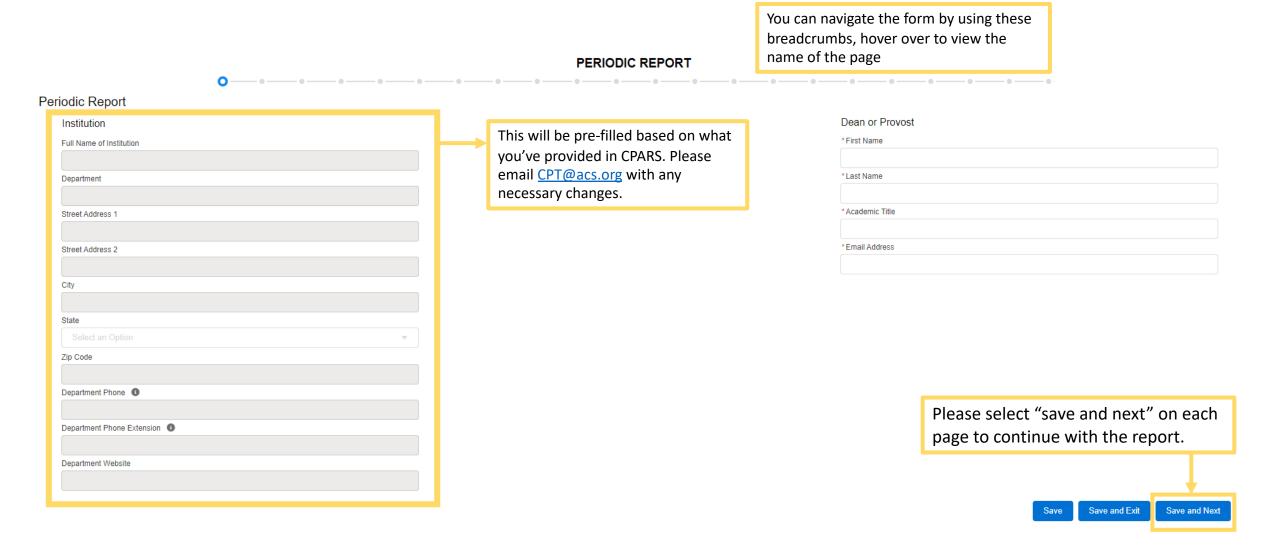
**Instruments: Other** 

ACS
Chemistry for Life®

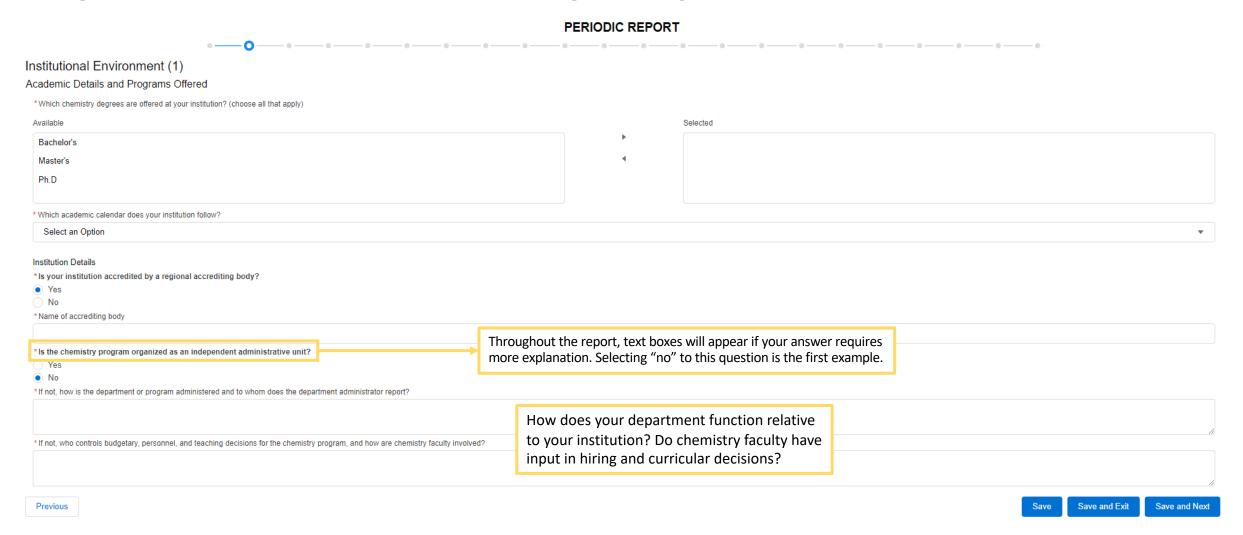
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American Chemical Society

# Institution information



# Degrees Offered, Accreditation, and Program Organization

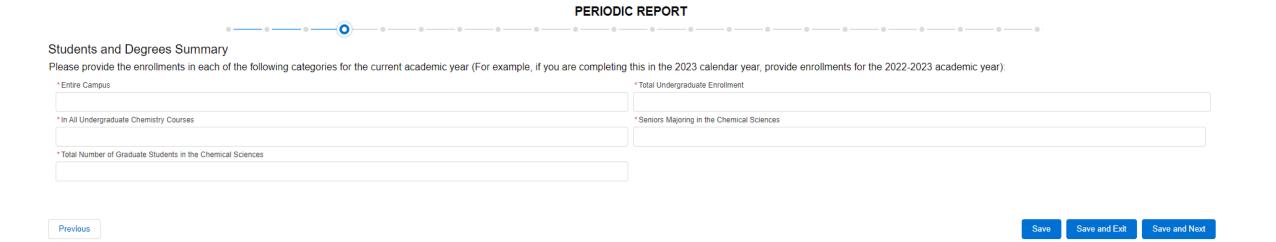


# Salaries, Budget, Support

#### PERIODIC REPORT

aries-Chemistry Faculty Members		
ease enter an approximate average 9-month salary (to the nearest \$1000) for each faculty rank. Consider only faculty in the chemistry department or p	gram.	
* Professor	*Associate Professor	
* Assistant Professor	*Instructional faculty	
nemistry Expenditures	Carallana	
* Are the department expenditures, excluding grants (internal and external), salaries, and library costs, greater than \$60,000 dollars annually?		ams unable to share this data
○ Yes ● No		dentiality concerns may enter
Current	6 Year Average "0" for all sa	llary fields.
* Operating, not including salaries	* Average operating, not including salaries	
* Instrument maintenance & repair	*Average instrument maintenance & repair	
* Student & faculty travel	* Average student & faculty travel	
* Internal grant	* Average internal grants	
*External grants	* Average external grants expenditures	
stitutional support		
* Describe how the institution supports the department in meeting its teaching, infrastructure, and faculty development needs.		

# **Enrollments**



Please provide enrollment data for AY 2023-2024.
Undergraduate placement data will now be reported yearly in the Annual Report.

# **Guidance for Classifying Faculty**



# **CLASSIFYING FACULTY**

Questions? Reach out to cpt@acs.org

#### Permanent

- Expectation of continued employment
- Participates in department governance, including curriculum development, advising, service

#### Part-Time

- Full time at the institution but shared between departments or programs.
- Part time administrator
  - Exception: Department chairperson

#### Temporary

- No expectation of continued employment past the current contract.
- Can be part- or full-time
- May or may not have full teaching loads

#### Examples

- Tenured and tenure track faculty
- Full time instructors and, or, lecturers
- Other full time instructional faculty

#### Examples

 Faculty with split appointments between departments



#### Examples

- Adjuncts (part-time, temporary)
- Visiting faculty (full-time, temporary)
- Sabbatical replacements (full-time, temporary)

Please use these definitions to classify faculty and NOT the institution designations or titles.

This helps us with data collection.

NOTE: Adjuncts are TEMPORARY faculty not part-time.

# **Full-Time Faculty**

#### PERIODIC REPORT

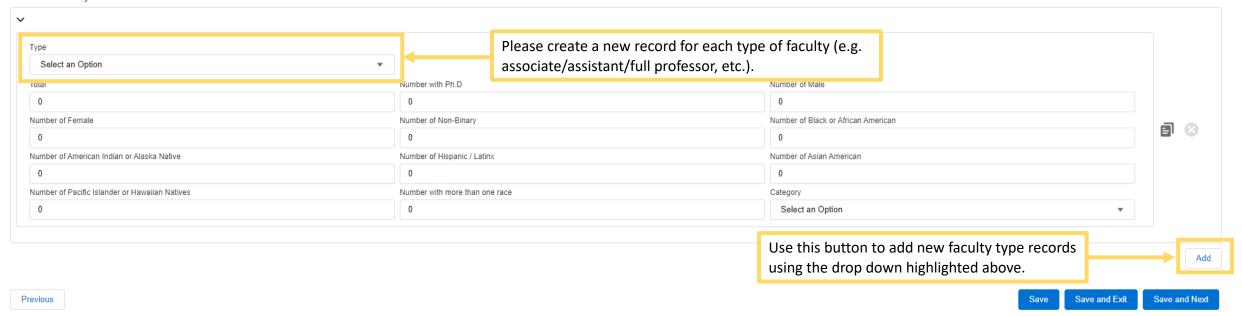
#### Faculty and Staff Summary (Full-Time)

Please provide the number of and demographics for full-time faculty members in each category.

Full-time, in this context, means faculty members that have a reasonable expectation of continued full-time employment. This may include tenured and tenure track faculty as well as instructional faculty with continuing contracts.

Please only include faculty members that are wholly dedicated to the chemistry program. Please do not include adjuncts, visiting faculty, faculty with roles in multiple departments. Please include faculty with dual teaching and research or teaching and administrative duties as long as those duties are in support of the chemistry program. Please do not count faculty members more than once.

#### Full-Time Faculty



Please complete each faculty section using the provided classifications. If you have questions, email <a href="mailto:CPT@acs.org">CPT@acs.org</a> and we can clarify.

Thank you for helping us gather accurate data!

# Part-Time Faculty (e.g. Split Appointments)

#### PERIODIC REPORT

#### Faculty and Staff Summary (Part-Time)

Please provide the number of and demographics for part-time faculty members in each category

Part-time: Work full time at the institution but are not wholly dedicated to the chemistry program; may have appointments in more than one department. Do not include adjuncts in this category.

Part-time, tenured: Full or associate professors who have appointments split between two departments.

Part-time, pre-tenure: Assistant professors who have appointments split between two departments

Part-time, Instructional: Long term, non-tenure track faculty whose appointment is split between two departments or is hired on a part time contract.

#### Part-Time Faculty



Previous

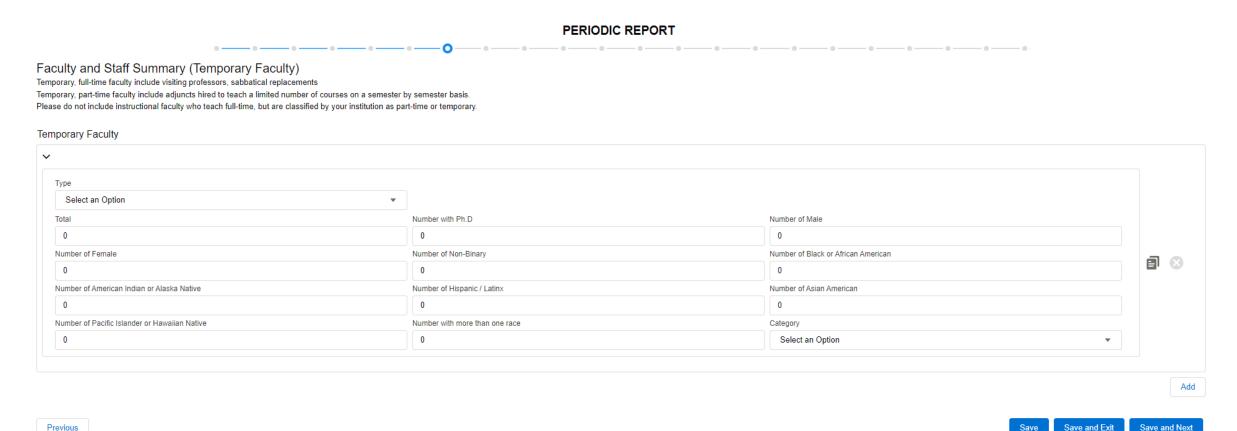
Please complete each faculty section using the provided classifications. If you have questions, email <a href="mailto:CPT@acs.org">CPT@acs.org</a> and we can clarify.

Thank you for helping us gather accurate data!

Save and Exit

Save and Next

# **Temporary Faculty (e.g. Adjuncts and Visiting Faculty)**



Please complete each faculty section using the provided classifications. If you have questions, email <a href="mailto:CPT@acs.org">CPT@acs.org</a> and we can clarify.

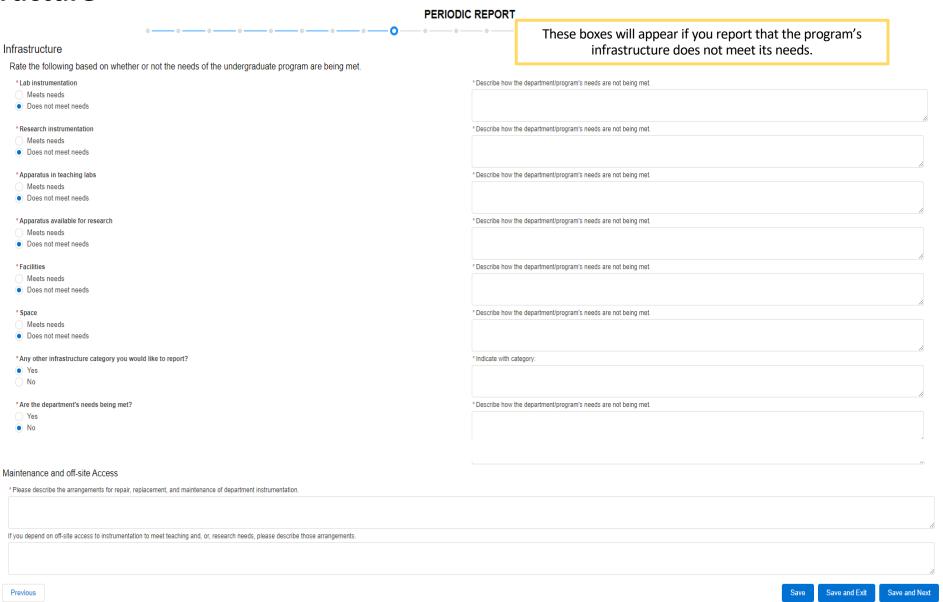
Thank you for helping us gather accurate data!

# Additional Staff, Sabbaticals, TAs

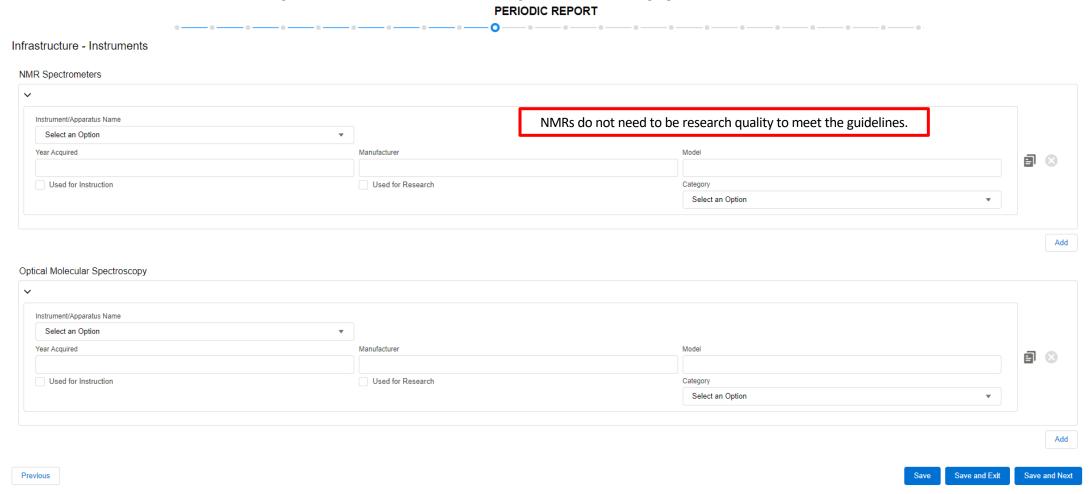
#### PERIODIC REPORT

0-			
Faculty and Staff Additional Information			
Faculty Roles			
* Please describe the role of temporary faculty in student instruction			
Additional Staff			
* Number of Administrative Staff members		* Number of staff that work in or manage the stockroom	
* Number of Instrument Technicians		* Number of Laboratory Coordinators	
* Number of staff in other roles			
* Please comment on whether the number of staff in these roles is adequate for your program's needs. Co	mment on the number of student workers hired and their general d	uties.	
Sabbatical and Leave of Absence			
How many chemistry faculty members, including those in instructional roles, have taken or requested a sa	bbatical or professional leave of absence in the past 6 years?		
*Requested			
roquesto			
* Granted			
Diversity			
* Please describe any activities that your program has engaged in over the previous 6 years to recruit, reta	in, and welcome a diverse faculty, student body, and staff. In addition	on to racial and ethnic diversity, you may also want to include faculty members that identify as a person with a disability, or identify as I	LGBTQIA+, or were first generation
college students.			
	Diagraphs the research the f	OFID costion for more details on the DFID suidelines and aux	
Teaching Assistant	•	DEIR section for more details on the DEIR guidelines and our	
*Do you use teaching assistants (either undergraduate or graduate students)?	instructions for	programs in states impacted by new legislation.	
Yes     No			
*How are teaching assistants trained? What guidance or assistance are they provided?			
*How are teaching assistants supervised in the laboratory?			
			,
			<i>"</i>

### Infrastructure



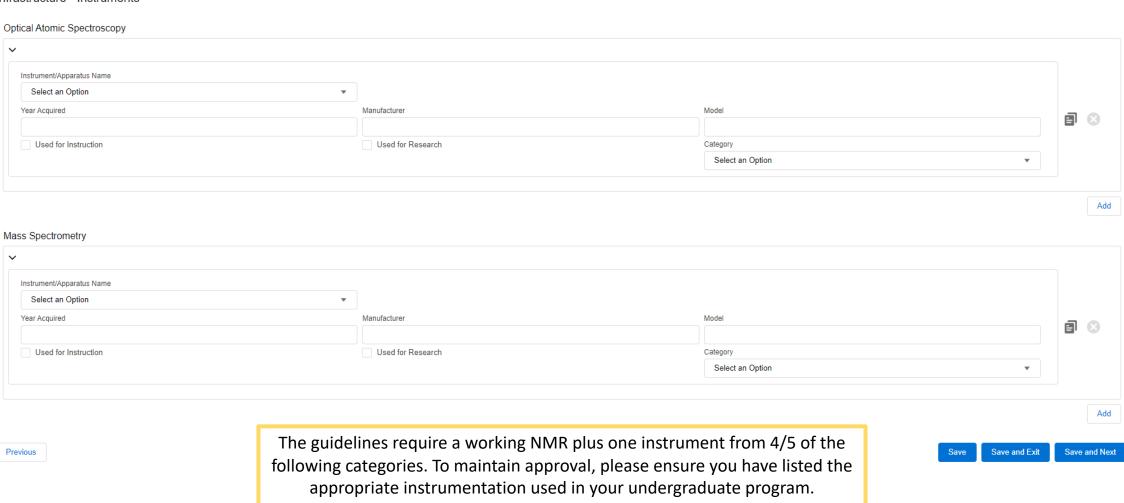
# Instruments: NMR, Optical Molecular Spectroscopy



What is required from the instrumentation section has changed. Only the type and the name of the instrument is needed. If the form does not allow you to continue with a blank field, you may type "0."

# Instruments: Optical Atomic Spectroscopy, Mass Spec

#### Infrastructure - Instruments

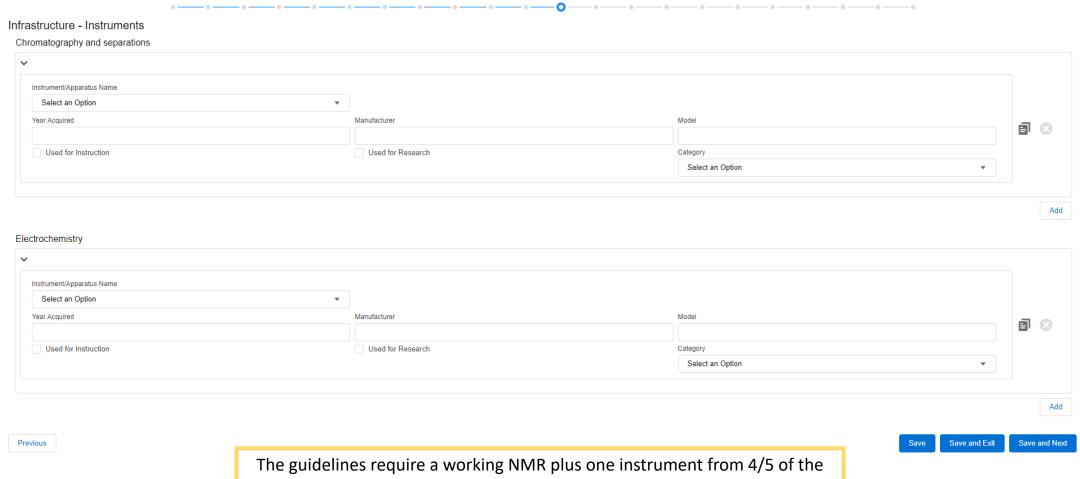


following categories. To maintain approval, please ensure you have listed the appropriate instrumentation used in your undergraduate program.

Optical molecular spectroscopy
Optical atomic spectroscopy
Mass spectrometry

Chromatography/separationsElectrochemistry

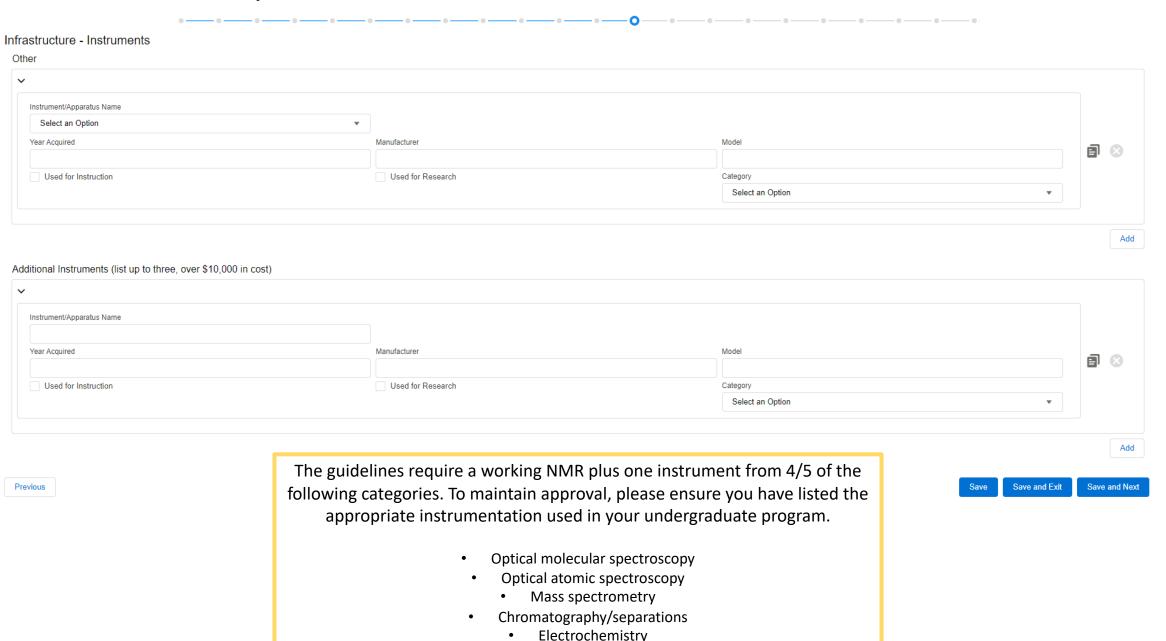
# Instruments: Chromatography & Separations; Electrochemistry



The guidelines require a working NMR plus one instrument from 4/5 of the following categories. To maintain approval, please ensure you have listed the appropriate instrumentation used in your undergraduate program.

- Optical molecular spectroscopy
  - Optical atomic spectroscopy
    - Mass spectrometry
  - Chromatography/separations
    - Electrochemistry

# **Instruments: Other, Additional Instruments**



# Journals, Lab Environment

#### PERIODIC REPORT Infrastructure - Journals, Laboratory and Safety Journals and Online Database \* How many chemistry journals do your students have immediate institutional access to? 8 or fewer 9 or more \* Do your students and faculty have access to journals that are not available on campus through interlibrary loan? Yes O No \*To which of the following online databases do your students have access? Available Selected ChemSpider SciFinder STN Web of Science Laboratory Environment While not a requirement, ACS suggests that lab sections \*What is the maximum number of students in a lab section that are directly supervised per faculty member or TA? contain a maximum of 24 students per supervisor. Are the following safety items regularly tested and are they adequate for your instructional program? \* Are safety showers adequate? Yes O No \* Are safety showers inspected and tested? Yes O No \* Are eye washes adequate? Additional boxes will appear if you report that these safety Yes items do not meet your instructional program's needs. O No \* Are eye washes inspected and tested? Yes O No \* Are fire extinguishers adequate? Yes O No \*Are fire extinguishers inspected and tested? Yes

### **Coursework**

Previous

#### PERIODIC REPORT

Curriculum - Courses Introduction ← The new guidelines require that all faculty \*For all faculty members in your department that teach courses, is the average number of contact hours per week 15 or fewer? Calculate the average for the current academic year. Do not include teaching assistants in this calculation. have 15 or fewer contact hours per semester or O No quarter. In Part II, you will be asked to submit \*Do any faculty members have 15 or more contact hours per week? contact hours for faculty with 15 or more contact No hours. MAKE SURE that you enter the courses that those faculty members are teaching in this ← This information will change depending on your responses to the prompts above Please enter information for all courses taught by chemistry faculty. section Course Work \* Category Course Number (e.g. CHEM123) 1 Course Title Select an Option Total Lab Hours (per semester/quarter) Total Class Hours (per semester/quarter) Credit Hours 1 Is this a laboratory course? Is this course taught online? This course is used to meet the biological macromolecule requirement Add

Save and Exit

Save and Next

### **Coursework**

Course Work

Please report lecture and lab as 2 entries, even if they are listed as one course by your registrar.

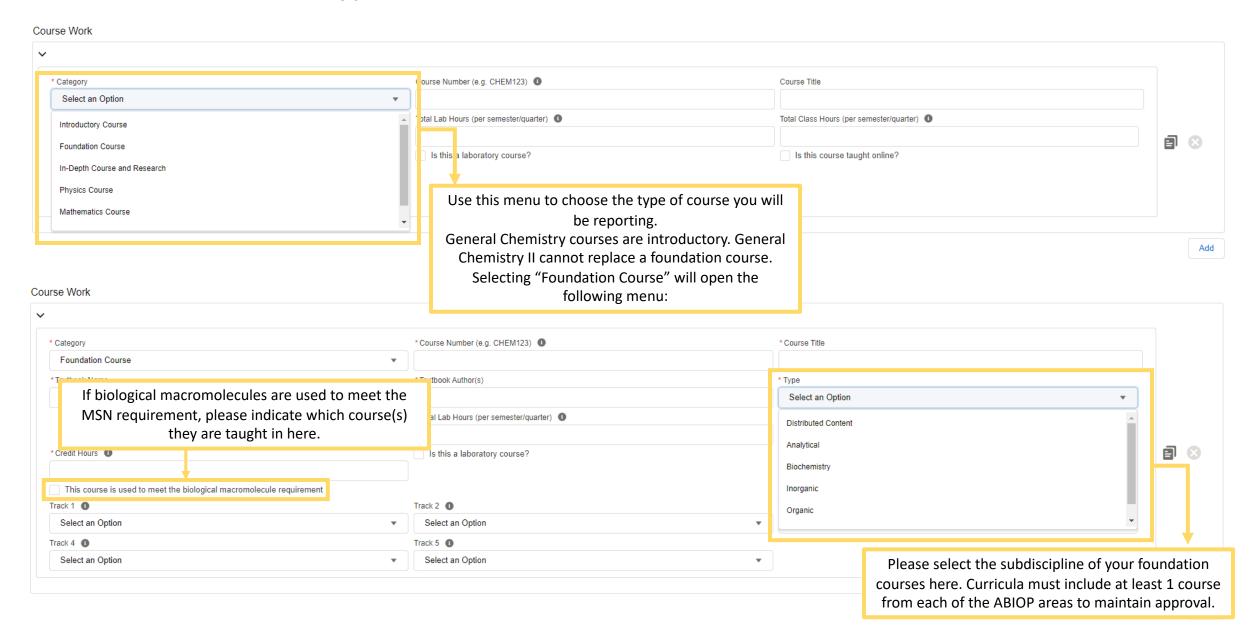
#### For a 4-credit analytical course with lab, this could look like:

- 3.0 credit hours analytical chemistry lecture with 60 class hours and 0 lab hours per semester, PLUS
  - 1.0 credit analytical chemistry lab with 75 lab hours and 0 class hours per semester

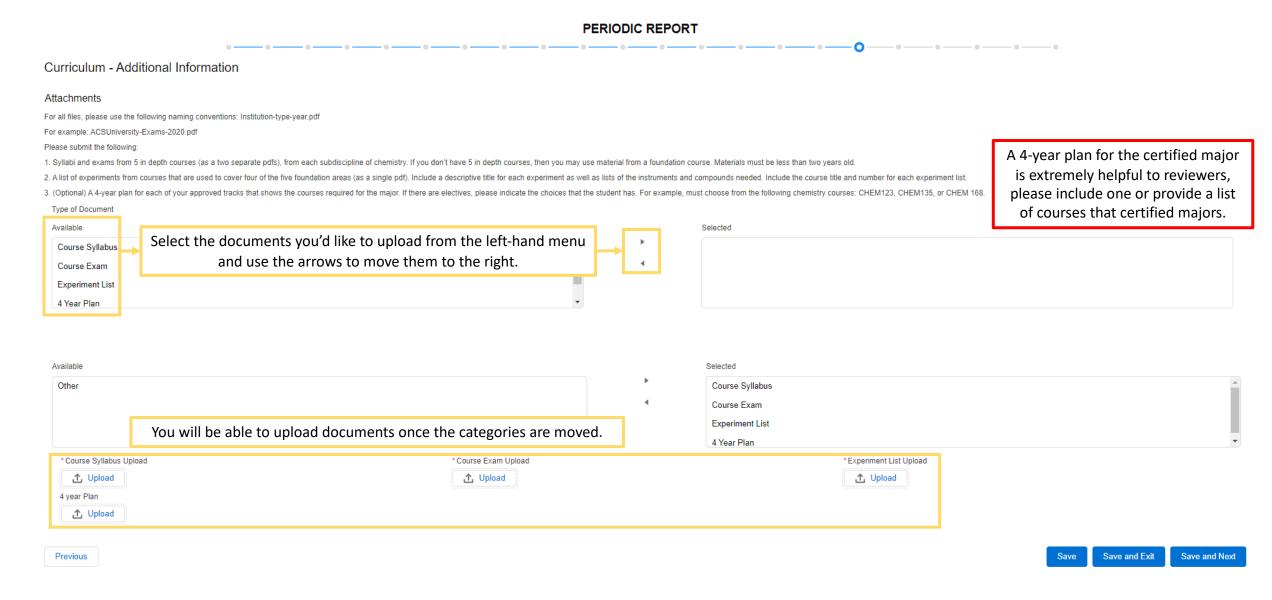
#### \* Category \* Course Number (e.g. CHEM123) \* Course Title Foundation Course \* Textbook Author(s) \* Type \* Textbook Name Select an Option \* Total Lab Hours (per semester/quarter) 1 \* Total Class Hours (per semester/quarter) ✓ Is this a laboratory course? \* Credit Hours 1 Is this course taught online? Make sure this box is checked for all lab courses, so your lab hours calculate This course is used to meet the biological macromolecule requirement correctly. 350 lab hours are required to maintain ACS approval. Track 1 (1) Track 2 0 Select an Option Select an Option Select an Option Track 4 Track 5 (1) Select an Option Select an Option

Add

# **Coursework – Course Types**



# **Curriculum – Uploads**



# **MSN** Requirements

\* Preparation/synthesis

#### PERIODIC REPORT MSN Requirements Macromolecular, Supramolecular, and Nanoscale Coverage (MSN) \*How is the requirement for coverage of at least two of the following areas - synthetic polymers, biological macromolecules, supramolecular aggregates and, or, meso or nanoscale systems(see Section 5.1 in the ACS Guidelines) satisfied within course work required for certification? One or more stand alone courses that are required for certification Distributed coverage among course required for certification For programs that use distributed content to cover MSN: Coverage of MSN content must be included in more Additional Areas Covered by the Curriculum Please upload files using the following naming convention: than a single course. Syllabus: Single pdf, named Institution-MSN Area-Syllabus-YEAR The maximum coverage for a single area is 7.5 hours of Exams; Single pdf. name Institution-MSN Area-Exams-YEAR where MSN Area = Synthetic, Supra, Meso, or Nano the required 15 hours (i.e., you do not meet the Synthetic Polymers requirement if you cover 10 hours of biological macromolecules in biochemistry and 5 hours of \* Do you cover Synthetic polymers? Yes ⚠ Upload supramolecular aggregates in another course). No \* Hours in Lecture Selecting "yes" will open these questions for a given MSN topic. If \* Lecture Course number you do not assess this material in an exam format, please provide CPT examples of how and where the knowledge is assessed. \* Hours in Lab \* Lab Course Number Provide specific examples of how these systems are covered and how the student learning is assessed. \* Characterization Characterization, physical properties, and preparation/synthesis should be covered for each MSN topic. This does not need to occur in lab (you \* Physical properties could teach a lecture on the preparation of your polymer/s of interest).

# **Lab Instrumentation & Computation**

Supra-molecular aggregates	
*Do you cover Supra-molecular aggregates? Yes No	Selecting "yes" will reveal the same questions shown above for each topic.
Meso or Nanoscale Materials	
* Do you cover Meso or Nanoscale materials?  Yes  No	
Laboratory Experiences- Instrumentation & Computatio	n
*How do students gain hands-on experience using instruments?	
* Describe the computational chemistry facilities and software that student	ts use in their course work and research.
Previous	Please provide a short description for both areas.

# **Undergraduate Research**

Undergraduate Research Undergraduate Research Details Please specify the total number of undergraduate students who participated in research during the last five years (do not count students more than once). \* Number of chemistry majors involved: \* Number of chemistry faculty members involved: \* Number of faculty members involved (not in chemistry department) \* Describe the mechanisms for financial support for students and faculty participating in undergraduate research Undergraduate Research and Safety How are research students provided with laboratory-specific safety education and training? Please check all that apply one-on-one training with a faculty advisor one-on-one training with graduate student or postdoctoral researcher read and sign a document with common SOPs for the research a face-to-face safety course read the appropriate chemical hygiene plan online training Research to Meet Requirements \* Do you use undergraduate research to fulfill lab or in-depth course certification requirements? \*Do you use undergraduate research to meet certification requirements for lab hours? No \* Do you use undergraduate research to meet certification requirements for in-depth coursework? Yes No If you use research to meet certification requirements for in-depth coursework or lab hours, then please submit 3-5 student research reports or theses, spanning multiple disciplines and faculty mentors. Each report should show the grade earned and the number of semesters (or quarters) that the student performed research. Please submit the reports as a single pdf (compressed if necessary). Use the following name convention: Institution-ResearchReports-YEAR Research reports are only required if your program uses research to meet in-depth course or lab hour requirements. If you use a rubric to evaluate these reports, please submit a copy. Please submit the rubric as a single pdf. Use the following naming convention: Institution-Rubric-YEAR Please redact student names from the submitted reports. Publications and Presentations \* Have the results of recent undergraduate research projects been published? Yes No If your program does not offer a Ph.D., please attach a list of publications from the last six years. Please submit the list as a single pdf. Use the following naming convention: Institution-Pubs-YEAR 1 Upload \* Describe the opportunities that students have to present their research

Yes No

Off Campus Work

\*Do undergrads in your program participate in research outside of your institution?

# **Skill Development & Safety Culture**

# PERIODIC REPORT Skill Development & Creating a Safety Culture For each of the following professional skills, please provide a narrative that describes (a) how the skill is developed, include the course(s) in which it is introduced, (b) the course (s) in which it is developed, and (c) specific examples of how it is assessed in each course. Please provide specific curricular examples of how the skill is developed. For each skill, reviewers are looking for development Problem Solving Skills and growth throughout the curriculum. Skills \* Course/Lab where skill is first introduced introduced in an earlier course should be reinforced in later courses. \* Courses where development of this skill is emphasized. ← A single example of an assignment and its assessment is acceptable \* Briefly describe up to 3 examples of assignments and assessments Reading and, or, searching the primary literature \* Course/Lab where skill is first introduced \* Courses where development of this skill is emphasized. \* Briefly describe up to 3 examples of assignments and assessments Communication: Writing \* Course/Lab where skill is first introduced \* Courses where development of this skill is emphasized.

# **DEIR: Program Reflections**

#### PERIODIC REPORT

DEIR: Program Reflections DEIR  *Are faculty & staff that are involved in teaching, academic advising, or mentoring experienced or trained in making their practices inclusive, equitable, and accessible to persons with diverse backgrounds and identities? Yes or No. If no, please provide an	explanation.		
* Has your department or program established mechanisms for supporting learning and retention of chemistry majors from divers backgrounds and underrepresented groups? Yes or No. If no, please provide an explanation.  * Does your department or program have a long-term strategy for recruitment and retention of faculty, staff, and students from diverse backgrounds and underrepresented groups? Yes or No. If no, please provide an explanation.	If you are unable to answer these questions due to state regulations, please indicate that in the text box.		
*Does your department or program have institutional, or departmental policies to investigate and address issues of discrimination, bias, (micro)aggressions, prejudice, and, or harassment? Yes or No. If no, please provide an explanation.			
*NORMAL EXPECTATIONS: Please describe something that your department does that meets one of the normal expectations described in the guidelines. Then identify an area where your department or program would like to see more growth during the *MARKERS OF EXCELLENCE: Please describe something that your department does that meets one of the markers of excellence as described in the guidelines. Then identify an area where your department or program would like to see more growth during the *MARKERS OF EXCELLENCE: Please describe something that your department does that meets one of the markers of excellence as described in the guidelines. Then identify an area where your department or program would like to see more growth during the *MARKERS OF EXCELLENCE: Please describe something that your department does that meets one of the markers of excellence as described in the guidelines. Then identify an area where your department or program would like to see more growth during the *MARKERS OF EXCELLENCE: Please describe something that your department does that meets one of the markers of excellence as described in the guidelines.		These question opportunity aspects of your where your excelling while you a chance to on areas where like to im	to describe r department program is also offering to self reflect re you would

Please use this final question to include an explanation of any anomalies in the report. For example, to explain higher than average contact hour loads.

\* Please comment on changes in the last six years in diversity initiatives, professional development, support personnel, facilities, capital equipment, curriculum, and any other items related to your program that you believe would be of interest to CPT. We are especially interested in any new progr

Please discuss only a single guideline/section in these questions.

Previous

actual self-evaluation documents or reports

ave Save a

Save and Ne

# Part II: The Contact Hour Table, Average Number of Contact Hours

The first question is dynamic and the responses you enter will determine whether you have to enter contact hour data.

If you respond: :	
Periodic Report - Teaching Contact Hours	
*For all faculty members in your department that teach courses, is the average number of contact hours per week 15 or fewer? Do not include teaching assistance.	stants in this calculation.
Yes	
○ No	
*Do any faculty members have 15 or more contact hours per week?	
○ Yes	
No	
	_
Then click on "Save and Next" and submit the report; you will not have to enter contact hour data.	

# Part II: The Contact Hour Table: Completing the Form

The first question is dynamic and the responses you enter will determine whether you have to enter contact hour data.

Periodic Report - Teaching Contact Hours	
*For all faculty members in your department that teach courses, is the average number of contact hours per week 15 or  Yes	fewer? Do not include teaching assistants in this calculation.
OR No	
*For all faculty members in your department that teach courses, is the average number of contact hours per week  Yes	15 or fewer? Do not include teaching assistants in this calculation.
○ No	
*Do any faculty members have 15 or more contact hours per week?	
Yes	
○ No	
Either of the combinations above will result in the following instructions:	

Please complete the table below for all courses taught by all faculty that taught 15 or more contact hours (including instructional faculty, lab

coordinators, and adjuncts, full or please contact us at cpt@acs.org so that we can manually add it to the database.

REMINDER: Please try to add all courses that are taught by faculty with 15 or more contact hours so you do not have to wait for us to add courses in part II.

### Part II: The Contact Hour Table: Entering Faculty Data

Be sure to check the "Existing Faculty" box for all continuing faculty and then enter the faculty member's name. It should auto fill the name. Enter the type and rank of faculty member using ACS definitions provided in Part I. If you enter the faculty member's name and it is not in the current database, then uncheck the box for existing faculty and enter the new faculty member's information into the provided fields. Check this box if you are on quarters. Existing Faculty? <a>1</a> Quarter based Academic Calendar? \* Faculty Name (1) \* Type \* Faculty Rank Select an Option Select an Option If the faculty member was on sabbatical, check the box that corresponds to the semester or quarter. Note that the quarters appear here when the box above is checked. Please indicate which, if any, semesters or quarters, when this faculty member did not teach. Fall Spring

# **Part II: The Contact Hour Table: Entering Course Data**

For each semester/quarter in which the faculty member taught, enter all information for the courses.

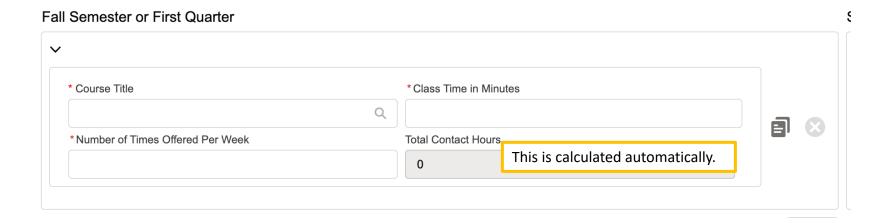
Enter each section separately.

Enter the exact time (in minutes) that the faculty member teaches (i.e., enter 50 minutes not 60 minutes if that reflects the amount of time that the faculty member teaches)

The system should find the courses if they were entered in Part I.

Start typing the course title, e.g., CHEM123, a list of courses should appear. Choose the appropriate course.

Complete for each faculty member that has 15 or more contact hours.



Then click on "Save and Next" and submit the report.