Undergraduate Programs Office

Advice and Templates for ACS Student Chapters

Supplement to the Student Chapter Faculty Advisor Manual

DRAFT
Do not distribute

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Note to Reader

This document is intended to supplement, but not replace, the *Student Chapter Faculty Advisor Manual*. If you do not already have the faculty advisor manual, please contact the ACS Undergraduate Programs Office (1-800-227-5558, ext. 4480, undergrad@acs.org).

This document contains suggestions and effective practices for starting, maintaining, and growing a student chapter. It also contains templates and samples of documents that at faculty advisor may find useful to use or share with the members of the student chapter. Unless otherwise noted, the contents of this document should be considered in an ***advisory capacity only*** and not reflective of any requirements on the part of ACS.

Hopefully, you will find this document useful when you need some ideas for a project or activity. If you have any suggestions to improve this document, please contact the ACS Undergraduate Programs Office (1-800-227-5558, ext. 4480, undergrad@acs.org).

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Starting a student chapter

Only four things are required to start an ACS student chapter:

1. A faculty advisor
2. Six ACS student members in good standing
3. Chapter bylaws
4. Completed chapter application

While there is no proscribed method for starting a student chapter (aside from the four requirements listed above), student chapters go through the following steps.

- Contact ACS (undergrad@acs.org; 1-800-227-5558, ext. 4480)
- Develop the chapter
    - Identify faculty advisor(s) the faculty advisor can be any faculty member who is an ACS member in good standing. The faculty advisor serves as mentor to the chapter officers and provides continuity as the membership changes.
    - Secure funding
    - Recruit students
    - Develop bylaws
    - Elect officers
- Set goals/develop activities
- Submit application to ACS
- Submit annual report

Chapters may go through the steps in any order. Some chapters go through all the steps prior to submitting their application, while others start with the application and then build up the chapter.

For more information on starting an ACS Student Chapter, see p. 17-18 of the *ACS Student Chapter Faculty Advisor Manual*.

Contacting ACS

Email or call the ACS Undergraduate Programs Office and let them know that you are interested in starting an ACS Student Chapter. They will send you the *Student Chapter Faculty Advisor Manual*, a chapter bylaws template, and information on submitting the annual report. The manual is filled with usual information on ACS, the student chapter program, roles of the faculty advisor and chapter officers, and suggestions for chapter activities.

You may also contact the ACS Undergraduate Programs Office at any time with questions, comments, or concerns.

Undergraduate Programs Office
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1-800-227-5558

Contact	***Email***	***Extension***	***Regarding***
Nancy Bakowski, Program Manager	N_bakowski@acs.org	6166	National meeting programming
Lori Betsock, Senior Education Associate	L_betsock@acs.org	6188	*InChemistry* magazine
Audley Burke, Education Associate	A_burke@acs.org	4565	Student chapter activities, regional meeting programming
Nicole DiFabio, Education Associate	N_difabio@acs.org	8010	Career resources, internship information
Robin Lindsey, Senior Education Assistant	R_lindsey@acs.org	4480	Student chapter application and reports

Developing the chapter

As mentioned above, there are many paths to getting a student chapter up and running. However, all chapters go through the following steps at some point—even if they do not do it in the same order.

Identify faculty advisor(s)

The faculty advisor can be any faculty member who is an ACS member in good standing (i.e., one whose dues are paid). The faculty advisor serves as mentor to the chapter officers and provides continuity as the membership changes.

For more information on the role of the faculty advisor, please see p. 21 of the *Student Chapter Faculty Advisor Manual*.

> ***Tip***: having two faculty advisors distributes the workload and gives the students another resource during hectic times of the year. It is beneficial for student chapters that are affiliated with more than one program or institution.

Secure funding

Funding for student chapters can come from a variety of sources. In fact, having multiple sources of income is usually an indicator of a strong student chapter.

Institutional student club funds

Most institutions offer funds for student clubs. For this reason, it is helpful for an ACS student chapter to also be an official student club with the home institution. If the chapter pursues low-cost activities, this funding may be sufficient to sustain the chapter.

Fees

Some chapters charge students dues to be a member of the student chapter. These dues go to the chapter only and do not make the students members of ACS. Students may find this confusing; they may also be reluctant to pay a fee to participate.

ACS grants

The ACS Office of Undergraduate Programs offers several grants, which are listed below. For more information on these grants, see pages 18-19 of the *ACS Student Chapter Faculty Advisor Manual*, visit www.acs.org/undergrad, or contact the Undergraduate Programs Office (undergrad@acs.org, 1-800-227-5558, ext. 4480).

- National Meeting Travel Grant
- Undergraduate Programming at Regional Meetings Grant
- Community Interaction Grant
- Innovative Activities Grant

Some ACS divisions and local sections offer grants to students and student chapters. Depending on the activity, chapters may also be eligible for a CA seed grant (www.acs.org/ca) or an Equipping the 2015 Chemical Technology Workforce mini-grant (www.acs.org/cta).

Fundraisers

The following ideas have been used by student chapters to raise money. Some have become annual events.

- Bake sales
  - Example: sell cupcakes with atomic numbers on them. Arrange the cupcakes in the order on the periodic table.
- Sales of new/used goggles, lab coats, books, chemistry T-shirts, study guides
- Exam kit sales
  - Example: plastic beakers filled with pens, pencils, small periodic tables, candy, and other studying “necessities”
- Car washes

> ***Tip***: a number of online resources are available to obtain chemistry-related items. ACS paraphernalia can be purchased through www.acs.org/store. Websites like Zazzle, CafePress, and BlueCotton, allow you to design your own T-shirts and other items.

- Social events (charge a cover fee or sell refreshments)
- Raffles or auctions (depending on school regulations)

For more fundraising ideas, see p. 24 of the *ACS Student Chapter Faculty Advisor Manual*,

Partnerships

Student chapters are encouraged to partner with other student groups (both at the home institution and other institutions), ACS local sections, K-12 institutions, community organizations, and local businesses. Partners may pool their resources with the chapter, they may donate resources to the chapter, or they may work with the chapter to apply for a grant. In return, the chapter works with the partner to achieve mutually beneficial goals.

Recruit students

ACS student chapters must have at least six members who are ACS student members in good standing. They may have more students who are members, of course. A chapter may also have any number of students who are not ACS members. Please note that membership in the chapter does not constitute membership in ACS. (Some students do get confused by this.)

Benefits of student membership

ACS student memberships cost either $24 or $45 per year. The only difference between the two pricing options is that the more expensive option comes with a subscription to *Chemical & Engineering News*. Many ACS resources are available to everyone. However, the following benefits are available to members only:

> ***Tip***: because even $24/year can be a hardship for students, some student chapters cover the cost of six student memberships as part of their annual budget.

- Free access to:
    - Career counselors and career fairs
    - Presentations at national and regional meetings
    - In Chemistry
    - FANmail (e-newsletter)
- Discounts on:
    - ACS journals and books
    - ACS national and local meeting registration
    - ACS short courses and leadership development courses
    - Harvard business courses
    - ACS store purchases
- Access to special insurance, credit card, banking programs, and discounts on shipping and travel

For more information on ACS student membership, see pages 13-15 of the *ACS Student Chapter Faculty Advisor Manual*,

Recruiting activities

Chemistry classes are a good place to start recruiting students, especially if instructors are able to give extra credit for participation. However, students from all fields may be interested in chapter activities and may benefit from participation.

The following are activities student chapters have found successful for recruiting new members.

- Perform demonstrations at a campus-wide student club event
- Visit chemistry classes to talk about the chapter
- Hold an open meeting with refreshments and door prizes or raffle
- Distribute brochures, flyers, and/or giveaways; have plenty on hand at every chapter activity

> ***Tip***: all chapter activities have the potential to become recruiting activities. Promoting and reporting on chapter activities, as well as participating in campus events, will raised the visibility of the chapter and encourage students to join.

Develop bylaws

Bylaws provide structure for the chapter, as well as continuity through student turnover. They should contain enough information to provide a skeleton for the group, but they do not need to contain extensive details.

ACS student chapters are encouraged to use the bylaws template available at www.acs.org/undergrad as a starting point. The template should be adjusted to meet the needs of the student chapter. Bylaws should contain information on the following:

- Chapter's name
- Chapter's mission or goals
- Membership requirements and/or restrictions
- Election procedures
- Officers' roles and responsibilities
- Faculty advisor's role and responsibilities
- Other roles and responsibilities, as needed
- Meetings
- Dues, if appropriate
- Chapter Reports
- Procedure for amending the bylaws

The bylaws can be general or specific, depending on the needs of the chapter.

Elect officers

The procedure for electing officers should be explained in the bylaws. The officers constitute the executive board of the chapter. Officers are usually elected for one year. Elections may be held at any time of the year, depending on what works for the chapter. Chapter members must be ACS student members to vote or hold an office.

> ***Tip***: to promote continuity, consider holding officer elections one term before the time of your highest turnover. For example, if students typically graduate at the end of the spring semester, hold the elections at the end of the fall semester.

The faculty advisor should work closely with the executive board, as it is responsible for the work and management of the chapter. The following officers should be elected:

- President
- Vice president
- Secretary
- Treasurer

> ***Tip***: consider creating "elect" positions, wherein the officer is elected one year early. Spending a year as the president-elect, for example, gives the new officer a chance to become familiar with the role of president before assuming full responsibility for the position.

Other officer positions may be developed as needed. Chapters may need a program chair, a recruitment chair, a newsletter editor, a webmaster, or other position.

Chapters may also have committees and/or working groups. Committees generally address on-going items, such as recruitment or recognition, while working groups typically focus on specific activities, such as a given outreach event.

For more information on the chapter officers and committees, please see pages 22-24 the *Student Chapter Faculty Advisor Manual*.

Setting goals/developing activities

Goals give chapter members something to work toward. Goals should be used to establish timelines and plans that move the chapter forward. Chapter activities should be reviewed frequently for progress toward goals. The goals themselves should be achieved and updated regularly.

Goals refer to milestones, such as amount of money raised or number of students recruited. Goals can also refer to activities, such as outreach events, laboratory tours, or tutoring.

The SMART model

Effective goals generally follow the SMART model. This model describes effective goals as specific, measureable, achievable, relevant, and timely. Chart 1 explains these components in more detail.

Goal component	***Description***	***Effective goal***	***Ineffective goal***
Specific	Goals should be as precise as possible. Numbers should used, if applicable.	Have 100 students view the demonstrations.	Have as many students as possible view the demonstrations.
Measureable	Goals should have a specific endpoint, so that you know when they have been achieved.	Distribute 200 student chapter flyers, post 3 ads in the student newspaper, and get 5 follow-up postings on Facebook.	Raise awareness of the student chapter's activities.
Achievable	Goals should be achievable, given your timeline and resources.	Talk to 10 students about how joining the student chapter may relate to their career goals.	Talk to 500 students about how joining the student chapter may relate to their career goals.
Relevant*	Goals should specific to the task at hand.	Recruit five new members.	Get everyone on campus to see the value of chemistry.
Timely	Progress towards goals should follow a specific timeline and happen within a reasonable length of time.	Reserve space by 20 Sept.; gather supplies by 1 Nov.; perform demonstrations on 14 Nov.; follow up with potential new members by 28 Nov.	Perform demonstrations at the 2010, 2011, 2012, and 2014 "All-Campus Rumpus."

Chart 1. The components of SMART goals, along with examples of effective and ineffective goals. The examples relate to a student chapter planning to perform demonstrations at a campus event in order to recruit new members.

It is often tempting to establish lofty goals to serve as an inspiration to members. "Advance the broader chemistry enterprise and its practitioners for the benefit of Earth and its people," is one example. While this goal is hypothetically achievable, it will take the concerted efforts of many people over the course of years to accomplish. This type of inspirational goal is actually a mission statement; in fact, it is the ACS mission statement.

There are also strategic goals, which help set the stage for the types of activities an organization may participate in. For example, ACS Strategic Goal 2 states, "ACS will be the preeminent global scientific community that engages members and other scientific professionals to advance science education, research, knowledge, interaction, and collaboration." Strategic Goal 2 is the basis for a variety of

* "Relevance" is often interpreted to mean that the goal should be relevant to the vision and mission of the group. While this is true to a large extent, it is not uncommon for student chapters to get involved in non-chemistry activities, such as clothing drives for a local shelter or raising money for Race for the Cure. These activities foster feelings of solidarity and pride, allow the chapter to give back to the community, and are encouraged by ACS. In such cases, goals should be relevant to the desired end: "collect 40 coats for the local shelter" vs. "raise awareness of disease in urban populations."

activities, including support for ACS student chapters, the ACS Network, and ACS national and regional meetings. Activities such as lobbying Congress[†] or providing health insurance would not support Strategic Goal 2, and so ACS does not engage in them.

While strategic goals set the stage for the types of activities an organization pursues, shorter-term SMART goals are used to keep the activities progressing. ACS may set a goal of recruiting a certain number of new members in a given year or supporting the launch of a certain number of new student chapters.

The following are some activities that have worked well with ACS student chapters.

Activities for chapter members

If desired, these activities could also be opened to non-members.

- Guest lectures
- Exam "study parties" (provide snacks and tutoring before exams)
- Tours of local chemistry-based businesses, such as breweries, candy factories, pharmaceutical manufacturers, chemical producers, refineries, analytical labs, forensic labs, government labs
- Tours of labs at four-year institutions
- Presentations at national and regional ACS meetings

Outreach Ideas

- General Public
    - Perform chemistry demonstrations at a "Science Day" or community group
    - Host events for Chemists Celebrate Earth Day and National Chemistry Week
    - Participate in community activities, such as clothing drives, "Toys for Tots" collections, or community clean-up days
- College students
    - Perform chemistry demonstrations at a "Science Day" or campus-wide event
    - Inject chemistry into non-chemistry environments, such as posters on the chemistry of honey and artificial sweeteners in the cafeteria
    - Collect waste batteries, compact fluorescent light blubs, printer cartridges, and pharmaceuticals
    - Tutor chemistry students
    - Host a career day to learn about all the professions that use chemistry
- K-12 students
    - Perform chemistry demonstrations
    - Tutor chemistry and science students
    - Arrange a "Science Buddies" program to work with middle school science students on a regular basis

For more activity ideas, see pages 28-31 of the *ACS Student Chapter Faculty Advisor Manual*,

[†] ACS does encourage members to reach out to their congressional leaders through the Legislative Action Network; however, this is done by individual members only. ACS does not lobby on behalf of the chemical community.

Resources for planning and conducting activities

Resource	***Use***	***Location***
Undergraduate Chemistry Students	• Advice and information on ACS student chapters, attending ACS meetings, internships, research, networking, and scholarships	www.acs.org/undergrad
Get the Microphone	• Detailed advice on conducting Adopt-a-School, Adopt-a-Stream, Adopt-a-Library, science fair, and blood drives	www.acs.org/outreach
National Chemistry Week	• Overviews, games, and links for National Chemistry Week	www.acs.org/NCW
Chemists Celebrate Earth Day	• Overview, tips, and a competition for student chapters for Chemists Celebrate Earth Day	www.acs.org/outreach
Kids & Chemistry	• Conducting chemistry activities with K-8 students • Detailed advice on working with schools and conducting activities, information on purchasing (or making) Kids & Chemistry kits, and other activities	www.acs.org/kidsandchemistry
Local Sections	• Find an ACS local section to partner with	www.acs.org/localsections
ChemClubs	• Find an ACS-sponsored high school ChemClub to partner with	www.acs.org/ChemClub
Committee on Chemical Safety	• Advice and information to help you be safe in the lab and the classroom	www.acs.org/safety
ACS Branding Guidelines	• Information and templates for the correct use of the ACS Chemistry for Life® logo	www.acs.org/branding
Chemistry Ambassadors	• Science activities • Advice on public relations and promoting events • Tips for conducting successful presentations	www.acs.org/ChemistryAmbassadors

Maintaining and growing the student chapter

Tips for encouraging meeting attendance

- Hold regular meetings at convenient time and location
- Things to try
    - Providing child care
    - Offering extra credit for participation
    - Meeting at times when students are already on campus for class
    - Hold business meetings with officers separate from meetings with entire membership
    - Presenting different demonstrations at each meeting
- Make sure meetings are well-organized
    - Prepare and disseminate agendas prior to each meeting
    - Stick to the agenda
    - Prepare minutes after each meeting
- Communicate frequently and freely between meetings
- Offer a variety of activities, so that members can chose what interests them most

> ***Tip***: students are busy, especially those with families and/or jobs. Adhering to the agenda, as well as starting and finishing meetings on time, shows respect for the members and encourages attendance.

For more advice on running a successful chapter meeting, see p. 27 of the *ACS Student Chapter Faculty Advisor Manual*,

Submitting annual reports

ACS student chapters that have not submitted an annual report for three years are considered inactive. So, technically, chapters need only submit a report once every three years. However, chapters are advised to submit annual reports every year. Incorporating the report into the chapter's annual routine makes it easier to ensure they are submitted through student turnover. Additionally, the ACS chapter awards are granted based on the annual reports.

> ***Tip***: keeping meeting minutes, as well as brief reports on each chapter activity, provides a usual record for developing the annual report.

The annual report also gives the students an opportunity to reflect on the challenges and successes of the year, giving them another chance to learn from their experiences. A good report is the responsibility of a team, not a single person; students who contribute to the report develop useful writing and documenting skills. Finally, the report provides a record of the year's activities, making is a useful historical document.

Annual reports are based on a template and submitted online. For more information on annual reports, see p, 42 of the *ACS Student Chapter Faculty Advisor Manual*, and www.acs.org/undergrad.

Appendix. Templates/Samples

Sample Photo Release Form

Below is a sample photo release form from ACS. The sample can be modified as needed, paying particular attention to the items in [ALL CAPS SQUARE BRACKETS].

American Chemical Society

Personal Release Form

I hereby grant to the [ACS STUDENT CHAPTER] royalty-free permission, including the exclusive worldwide, irrevocable rights in all languages, to reproduce in all formats, including, but not limited to print, microfilm, electronic, and/or CD-ROM, my likeness as shown in the photograph(s) taken of me on [DATE] at the [EVENT] (hereafter referred to as "the photographs").

Further, I hereby waive my right to inspect or approve any copy that is used in connection with the photographs and release and discharge the [ACS STUDENT CHAPTER] from any and all claims arising out of use by the [ACS STUDENT CHAPTER] of the photographs for the purposes described above, including any claims for libel and invasion of privacy.

I am over the age of twenty-one. I have read the foregoing and fully understand its contents.

_____
Signature

Printed Name: _____ Date: _____
Complete Address:

_____

_____

If a minor, have parent or guardian complete below:
Approval:

_____
Signature

Printed Name: _____ Date: _____
Complete Address:

_____

_____
Parental authority (e.g. Mother, Father, etc.):

_____

Agreed to and accepted:

Signature _____ Date: _____

Sample Activity Timeline

The following timeline is for hosting the guest speaker, Ann T. Mony, who is an inorganic chemist at the local start-up company, Mony, Inez & Nitrate, Inc. It can be adjusted as needed; however, all timelines should start well in advance of any event and include promotional activities.

Deadline	***Action***	***Primary Responsibility***
1 Sept.	Form a planning team to host a guest speaker; set time and date for presentation	All
6 Sept.	Reserve room for presentation	Planning team
6 Sept.	Identify and start contacting potential guest speakers	Planning team or President
13 Sept.	Dr. Ann T. Mony agrees to speak	
14 Sept.	Draft promotional flyers, press release and/or advertisement for student newspaper, and invitations to chemistry students and faculty	Planning team, public relations officer
28 Sept.	Update website, post flyers, submit press release/advertisement, send out invitations	Planning team, public relations officer, webmaster
10 Oct.	Distribute reminders of Dr. Mony's presentation. Re-run any advertisements	Planning team, public relations officer, webmaster
20-Oct.	Distribute reminders of Dr. Mony's presentation. Re-run any advertisements	Planning team, public relations officer, webmaster
28 Oct.	Confirm Dr. Mony's availability for presentation.	Planning team leader or President
31 Oct.	Distribute reminders of Dr. Mony's presentation. Re-run any advertisements	Planning team, public relations officer, webmaster
6 Nov.	Set up reception area	Planning team
6 Nov.	Meet-the-speaker reception	All
6 Nov.	Dr. Mony presents	
7 Nov.	Send hand-written thank you note to Dr. Mony	Planning team leader or President
9 Nov.	Draft press release on presentation for student newspaper	Public relations officer
14 Nov.	Write brief report on presentation	Secretary

Sample Press Release for Activity

Business Success is All About Chemistry

Local entrepreneur and inorganic chemist, Dr. Ann T. Mony, presented "Collaboration and the successful start-up: How chemistry knowledge and business savvy combined to create a successful local business" last Thursday, November 6, at the Science Building of Hometown Community College. Over 50 students, instructors, and community members gathered to learn about Dr. Mony's experiences at Mony, Inez & Nitrate, Inc. (MINI).

"In chemistry, you learn how to experiment. You change one aspect of your experiment at a time until you have a successful process," Dr. Mony said. "In business, you do the same thing with your production line until you achieve maximum efficiency."

Prior to starting her own company, Dr. Mony was an assistant professor at Hometown State University. At the time, she was studying zeolites, in which silicon, aluminum, and oxygen atoms combine to form an ordered framework of pores the size of small molecules. Zeolites are frequently used as a non-toxic, environmentally friendly catalyst in the conversion of biodiesel into the precursors for a variety of plastics.

In 2003, Dr. Mony met Nick L. Nitrate at a meeting of the local section of the American Chemical Society. While discussing their respective work, she mentioned an idea she had for producing certain types of zeolites more efficiently.

Mr. Nitrate, then a technician at Bulk Inorganics of Georgia, immediately saw the potential to scale Dr. Mony's process up to serve other industries. With the backing of Gloria Inez, a financier, they were able to launch MINI. in 2005.

Dr. Mony credit's MINI's success to the combination of her and her partner's strengths. "While I have had great ideas on developing zeolites, it's has been Nick's technical expertise that allows us to manufacture them at a profit. And Gloria's connections have found us customers who are pleased with our product."

Dr. Ann T. Mony's presentation was sponsored by the Hometown Community College Chemistry Club (HC_4). HC_4 is an ACS student chapter and has sponsors a wide variety of chemistry-based presentations and activities. For more information, please contact Earl N. Meyer (321-555-6789, emeyer@hometown.edu).