

AMERICAN CHEMICAL SOCIETY
Committee on Professional Training
Faculty Status Survey
Fall 2009

To access this survey, please enter the survey code found at the end of your cover letter.

Part I:

1. Is your institution public or private?

Public

Private

2. Is your department's undergraduate chemistry program approved by the American Chemical Society?

Yes

No

3. What is the highest degree in chemistry offered by your institution?

BA/BS

MA/MS

PhD

4. What is the total undergraduate enrollment at your institution?

< 1500 students

1500 - 5000 students

5001 - 12,000 students

> 12,000 students

5. What is the total undergraduate course enrollment in all chemistry courses in the fall 2009 term?

< 100 students

100 - 500 students

501 - 1,500 students

1,501 - 2,500 students

> 2,500 students

6. What is the typical annual number of BA/BS graduates from your chemistry department?

0 - 5 graduates

6 - 10 graduates

11 - 20 graduates

21 - 50 graduates

> 50 graduates

Part II: Complete the following tables.

These tables pertain to types of faculty and other instructional staff and the courses they teach. In classifying faculty and instructional staff, include all individuals who teach classes and labs for undergraduate and graduate students.

Categories are defined as follows:

Tenure-track: Tenured and pre-tenured faculty

Long-term, F/T: Full-time, non-tenure-track faculty and instructional staff who have been employed for three or more consecutive years or who are currently covered by a three-year or longer contract. Please include long term, full-time laboratory instructors who actually teach laboratories. Do not include those who only supervise TAs.

Long-term, P/T: Part-time, non-tenure-track faculty and instructional staff who have been employed for three or more years or who are currently covered by a three-year or longer contract. Please include long term, part-time laboratory instructors who actually teach laboratories. Do not include those who only supervise TAs.

Temporary: Faculty and instructional staff who are sabbatical replacements or who hold other types of short-term appointments. Do not include student TAs.

7. **Who is teaching in the fall of 2009?** Please indicate the total number of teaching faculty and instructors in each category in your department, the number having different highest degrees in chemistry or a related field, and the number of members of different ethnic groups. Include all teaching faculty and instructors who are teaching undergraduate and graduate courses.

	Total	Male	Female	BA/BS is highest degree in chemistry	MA/MS is highest degree in chemistry	PhD is highest degree in chemistry	Asian American	African American	Hispanic American	Native American
Tenure-track										
Long-term, F/T										
Long-term, P/T										
Temporary										

Please complete every cell (box) in the table by entering a number or a zero.

8. **What type of teaching faculty have direct contact with students in the following settings during the fall of 2009?** Indicate the total number of teaching faculty and instructors in each category who teach undergraduate and graduate courses and the total number of contact hours in each setting for all of the faculty and instructors in each category.

For example, if three tenure-track faculty each teach a graduate course which meets for three hours a week, the total number of formal graduate course contact hours taught by these tenure-track faculty is nine.

	Faculty in each category	Formal graduate course contact hours per week	Undergraduate lecture contact hours taught per week	Undergraduate lab contact hours taught per week
Tenure-track				
Long-term, F/T				
Long-term, P/T				
Temporary				

Please complete every cell (box) in the table. If a particular cell (box) in the table is not applicable to your department, enter NA.

9. **Who is teaching fall 2009 introductory chemistry courses in which a prospective chemistry major might enroll?** Indicate the total number of faculty and instructors in each category who have direct contact with students in these courses. Then list the total number of contact hours in each setting (lecture and lab) for all of the faculty and instructors in each category and the total number of students who see these faculty and instructors in lectures.

Include all introductory chemistry courses that can count toward a chemistry degree, not just introductory courses designated for declared chemistry majors. If you offer introductory chemistry as a two-semester sequence (e.g. General Chemistry I and General Chemistry II) and you are teaching both parts of the sequence in the fall of 2009, include all of these sections in your response.

	Faculty having direct contact with students	Lecture contact hours taught per week in these courses	Students enrolled in these lecture sections	Lab contact hours taught per week in these courses
Tenure-track				
Long-term, F/T				
Long-term, P/T				
Temporary				

Please complete every cell (box) in the table. If a particular cell (box) in the table is not applicable to your department, enter NA.

10A. Do you teach introductory chemistry courses that a student cannot count toward a chemistry degree?

Yes

No

If your answer is yes, go to question 10B; if your answer is no, go to question 11.

10B. **Who is teaching all other introductory chemistry courses in the fall of 2009?** Indicate the total number of faculty and instructors in each category who have direct contact with students in these courses. Then list the total number of contact hours in each setting (lecture and lab) for all of the faculty and instructors in each category and the total number of students who see these faculty and instructors in lectures.

"All other introductory courses" include courses which would not normally count toward a chemistry major. If you are teaching both parts of a two-semester sequence in fall 2009, include all sections in your response.

	Faculty having direct contact with students	Lecture contact hours taught per week in these courses	Students enrolled in these lecture sections	Lab contact hours taught per week in these courses
Tenure-track				
Long-term, F/T				
Long-term, P/T				
Temporary				

Please complete every cell (box) in the table. If a particular cell (box) in the table is not applicable to your department, enter NA.

11. **Who is teaching all introductory organic chemistry courses in which a prospective chemistry major might enroll in the fall of 2009?** Indicate the total number of faculty and instructors in each category who have direct contact with students in these courses. Then list the total number of contact hours in each setting (lecture and lab) for all of the faculty and instructors in each category and the total number of students who see these faculty and instructors in lectures.

An "introductory organic chemistry course" is defined as the first organic course using a dedicated organic chemistry text. Include all introductory organic chemistry courses which can count toward a chemistry degree, not just an introductory organic course designated for declared chemistry majors. If introductory organic chemistry is taught as a two-semester sequence (e.g. Organic Chemistry I and Organic Chemistry II) and you are teaching both parts of the sequence in the fall of 2009, please include all of these sections in your response.

	Faculty having direct contact with students	Lecture contact hours taught per week in these courses	Students enrolled in these lecture sections	Lab contact hours taught per week in these courses
Tenure-track				
Long-term, F/T				
Long-term, P/T				
Temporary				

Please complete every cell (box) in the table. If a particular cell (box) in the table is not applicable to your department, enter NA.

12A. Do you teach introductory **organic** chemistry courses that a student cannot count toward a chemistry degree?

Yes

No

If your answer is yes, go to question 12B; if your answer is no, go to question 13.

12B. **Who is teaching all other introductory organic chemistry courses in the fall of 2009?**

Indicate the total number of faculty and instructors in each category who have direct contact with students in these courses. Then list the total number of contact hours in each setting (lecture and lab) for all of the faculty and instructors in each category and the total number of students who see these faculty and instructors in lectures.

"All other introductory organic chemistry courses" include courses which would not normally count toward a chemistry major. If you are teaching both parts of a two-semester sequence in fall 2009, include all sections in your response.

	Faculty having direct contact with students	Lecture contact hours taught per week in these courses	Students enrolled in these lecture sections	Lab contact hours taught per week in these courses
Tenure-track				
Long-term, F/T				
Long-term, P/T				
Temporary				

Please complete every cell (box) in the table. If a particular cell (box) in the table is not applicable to your department, enter NA.

Part III:

13. How many faculty in your department are on sabbatical leave in the fall of 2009? _____

14. How many of the temporary faculty in your department in fall 2009 are sabbatical replacements? _____

15. In the last five years, has the proportion of undergraduate courses taught in your department by tenured or pre-tenured faculty:

Increased

Decreased

Remained about the same

16. To the best of your knowledge, how many of your instructional staff in the fall of 2009 are teaching during the same term at another college or university?

	Number of Instructional Staff teaching at another college or university
Long-term, F/T, non-tenure-track	
Long-term, P/T, non-tenure-track	
Temporary instructional staff	

17A. Is there a mechanism (formal or informal) in your department for faculty to obtain release time or a reduced teaching load?

Yes

No

If your answer is yes, go to 17B; if your answer is no, go to Part IV.

17B. How many of your faculty had a reduced teaching load in the fall of 2009 through this mechanism? _____

Part IV: Indicate the type of benefits received by your teaching staff. Please check all that apply to each category.

	Tenure-track	Long-term, F/T	Long-term, P/T	Temporary
Private office space				
Shared office space				
Private computer access				
Shared computer access				
Mailboxes				
Parking				
Private telephone				
Shared telephone				
Photocopy access				
Library privileges				
Secretarial support				
Advance notice of course assignments				
Participation in departmental faculty meetings				
Travel support to professional meetings				
Teacher development				
Other professional development				
Salary increases				
Eligible to compete for institutional education and/or research grants				
Eligible to compete for external education and/or research grants				
Access to research space				
Medical plan monthly premiums: employer paid				
Medical plan monthly premiums: employee paid				
Medical plan monthly premiums: employer/employee shared payment				
Retirement plan				
Life insurance				

Comments:

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