

American Chemical Society

Two-Year Faculty Status Survey

Spring 2010

Part I: Institutional overview

1. Is your institution public or private?

Public

Private

2. What is the total enrollment (both full- and part-time) of for-credit students at your institution? *If your institution has more than one campus, enter enrollment at your campus only.*

< 1,500 students

1,500 - 5000 students

5,001 - 12,000 students

> 12,000 students

3. Which of the following degree programs does your institution offer? (Check all that apply.)

	<i>No program offered</i>	<i>Transfer program only (no degree)</i>	<i>Certificate</i>	<i>AA</i>	<i>AS</i>	<i>AAS</i>	<i>Other type of degree (specify)</i>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry-based technology (e.g., chemical technology, process technology, biotechnology etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Sciences (e.g., natural sciences, physical sciences, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other chemistry-based (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List the names of any other chemistry-based degree programs offered at your institution.

4. What is the total course enrollment (both full- and part-time) in **all** chemistry courses in the current term?

< 100 students

100 - 500 students

501 - 1,500 students

1,501 - 2,500 students

> 2,500 students

5. How many chemistry and chemistry-based technology degrees does your department award annually?

1 - 5

6 - 10

11 - 20

21 - 50

> 50

N/A

Several of the following questions pertain to types of chemistry courses offered at your institution. **Courses should be identified using the following categories, regardless of course title.** (The categories are described in more detail in the designated section of the *ACS Guidelines for Two-Year College Chemistry Programs*.)

- **Courses that can count toward a two- or four-year degree in chemistry or chemistry-based technology** (Note: these courses may also count toward non-chemistry degrees)
 - **General chemistry (section 5.8):** overview of basic chemistry theory and practice
 - **Organic chemistry (section 5.9):** overview of organic chemistry theory and practice
 - **Specialty chemistry:** other chemistry courses, such as Biochemistry or Instrumental Methods, which can count toward a degree in chemistry or chemistry-based technology
- **Courses that cannot count toward a two- or four-year degree in chemistry or chemistry-based technology** (Note: these courses may count toward non-chemistry degrees or fulfill prerequisites for the above courses)
 - **Preparatory chemistry (section 5.5):** introductory chemistry courses designed to prepare students for college-level chemistry
 - **General education chemistry (section 5.4):** chemistry courses designed to fulfill liberal arts distribution or similar requirements. Can be interdisciplinary.
 - **Chemistry for allied health and health sciences (section 5.7):** chemistry courses specifically developed for students in allied health and health sciences programs.
 - **Specialty chemistry for other fields (section 5.6):** chemistry courses specifically developed for students in programs of study other than chemistry or allied health/health sciences. Examples include primary and secondary educators, emergency first responders, and nuclear technicians.

6. Indicate which of the following types of courses are regularly offered at your institution.

- General chemistry
- Organic chemistry
- Specialty chemistry courses (specify below in question 7)
- Preparatory chemistry
- General education chemistry
- Chemistry for allied health and health sciences
- Chemistry for other fields (specify below in question 8)

7. List the titles of any specialty chemistry courses regularly offered at your institution.

8. List the titles of any chemistry courses for other fields regularly offered at your institution.

9. Enter the requested information. **Complete all entries for regularly offered courses, even if the answer is zero for the current term; if a type of course is not offered regularly, enter N/A.**

Tips

- If a course is offered as a multi-section sequence (e.g., General Chemistry I and General Chemistry II) and both parts of the sequence are being taught in the current term, include all of the sections in your response.
- If the lecture and laboratory sections for a course are integrated, estimate the amount of time spent on each; for example, if there are 8 General Chemistry sections, each comprised of 4 hours of lecture and 3 hours of lab, enter 8 lecture sections of 4 hours each and 8 laboratory sections of 3 hours each.
- If a category has courses with different amounts of contact hours (e.g. "Specialty Chemistry" consists of 2 sections of a 3-hour course and 4 sections of a 4-hour course), estimate the average course hours (e.g., ~3.7).
- If a course is offered but not in the current term, provide the contact hours and enter zero (0) for the number of sections and students.

Type of course	Number of contact hours per lecture section per week	Total number of lecture sections offered in the current term	Total number of students in all lecture courses	Number of contact hours per laboratory section per week	Total number of laboratory sections offered in the current term
General chemistry					
Organic chemistry					
Specialty chemistry courses					
Preparatory chemistry					
General education chemistry					
Chemistry for allied health and health sciences					
Chemistry for other fields					

Part II: Faculty demographics

The following tables pertain to types of faculty and other instructional staff. **Teaching staff should be identified using the following categories, regardless of formal job title.** Include any staff who are currently on leave, sabbatical, or other reduced time.

- **Tenure-track/permanent:** Tenured and pre-tenured faculty; include faculty with unlimited contracts and other types of effectively permanent employment agreements.
- **Long-term, F/T:** Full-time, non-tenure-track faculty and instructional staff with contracts of one year or longer.
- **Long-term, P/T:** Part-time, non-tenure-track faculty and instructional staff with contracts of one year or longer.
- **Contingent, F/T:** Full-time adjunct or other non-permanent faculty with contracts of less than one year.
- **Contingent, P/T:** Part-time adjunct or other non-permanent faculty with contracts of less than one year.

10. Which of the following types of instructional staff are teaching any type of chemistry course at your institution in the current term? (Check all that apply.)

- Tenure-track /permanent
- Long-term, F/T
- Long-term, P/T
- Contingent, F/T
- Contingent, P/T

11. To the best of your ability, identify the total number of chemistry-teaching staff in each of the following categories.

	<i>Male</i>	<i>Female</i>	<i>Total Staff</i>
<i>Tenure-track /permanent</i>			
<i>Long-term, F/T</i>			
<i>Long-term, P/T</i>			
<i>Contingent, F/T</i>			
<i>Contingent, P/T</i>			

	<i>African American</i>	<i>Asian American</i>	<i>Caucasian</i>	<i>Latino American</i>	<i>Native American</i>	<i>Other</i>
<i>Tenure-track /permanent</i>						
<i>Long-term, F/T</i>						
<i>Long-term, P/T</i>						
<i>Contingent, F/T</i>						
<i>Contingent, P/T</i>						

	<i>BA/BS is highest degree in chemistry</i>	<i>MA/MS is highest degree in chemistry</i>	<i>PhD is highest degree in chemistry</i>	<i>ED, DA, or other non-PhD doctorate is highest degree</i>
<i>Tenure-track /permanent</i>				
<i>Long-term, F/T</i>				
<i>Long-term, P/T</i>				
<i>Contingent, F/T</i>				
<i>Contingent, P/T</i>				

Student contact

12. Indicate the **total number of lecture sections** of each type of course taught by the following staff in the current term. Refer to the course descriptions in question 6, if necessary.

Enter data in each cell (box), even if the answer is zero; if courses are not offered this term or the category does not apply, enter N/A.

	General chemistry	Organic chemistry	Specialty chemistry courses	Preparatory chemistry	General education chemistry	Chemistry for allied health and health sciences	Chemistry for other fields
Tenure-track /permanent							
Long-term, F/T							
Long-term, P/T							
Contingent, F/T							
Contingent, P/T							

13. Indicate the **total number of laboratory sections** of each type of course taught by the following staff in the current term. Refer to the course descriptions in question 6, if necessary.

Enter data in each cell (box), even if the answer is zero; if courses are not offered this term or the category does not apply, enter N/A.

	General chemistry	Organic chemistry	Specialty chemistry courses	Preparatory chemistry	General education chemistry	Chemistry for allied health and health sciences	Chemistry for other fields
Tenure-track /permanent							
Long-term, F/T							
Long-term, P/T							
Contingent, F/T							
Contingent, P/T							

Part III: Faculty working arrangements

14. To the best of your knowledge, which of the following trends has your institution observed over the past five years?

- The number of chemistry courses taught by tenure-track/permanent faculty has **increased**.
 The number of chemistry courses taught by tenure-track/permanent faculty has **decreased**.
 The number of chemistry courses taught by tenure-track/permanent faculty has **stayed about the same**.
 I am not sure.
 Our institution does not have tenure-track/permanent faculty.

15. To the best of your knowledge, how many chemistry staff teaching in the current term are engaged in some other form of employment?

	<i>Teaching at another college or university</i>	<i>Teaching at a high school</i>	<i>Undergoing graduate studies</i>	<i>Employed in a non-academic setting</i>
<i>Tenure-track /permanent</i>				
<i>Long-term, F/T</i>				
<i>Long-term, P/T</i>				
<i>Contingent, F/T</i>				
<i>Contingent, P/T</i>				

16. Is there a mechanism, formal or informal, at your college for chemistry staff to obtain sabbatical leave, release time, reassigned time, or a reduced teaching load?

- Yes (go to 17) No (go to Part IV) I'm not sure (go to Part IV)

17. How many chemistry staff used this mechanism to obtain sabbatical leave, release time, reassigned time, or a reduced teaching load in the current term?

18. How many of the chemistry staff teaching in the current term are replacements for those on some type of sabbatical, leave, or reduced teaching load?

Part IV: Faculty support and development

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

	<i>Tenure-track /permanent</i>	<i>Long- term, F/T</i>	<i>Long- term, P/T</i>	<i>Contingent, F/T</i>	<i>Contingent, P/T</i>	<i>This benefit is not offered to any teaching staff</i>
<i>Private office space</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Shared office space</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Private computer access</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Advance notice of course assignments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Participation in departmental faculty meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Travel support to professional meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Teacher development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Other professional development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Salary increases</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Access to research space</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Medical benefits</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Retirement plan</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Life insurance</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any other benefits, noting which types of teaching staff are eligible to receive them.

Part V: Comments

Please enter any other information or comments you would like to share with ACS.