

TABLE FY.1 Percentage of sections (excluding distance-learning sections) of certain introductory-level courses taught by various types of instructors in mathematics departments in fall 2010, by type of department. Also average section sizes and enrollments (not including distance learning enrollments). Some of the enrollments are in the 2005 report Table FY.2, p. 116.

Course & Department Type	Percentage of sections taught by																				
	Tenured/ tenure- eligible/ permanent ¹ %			Other full-time %			Part-time %			Graduate teaching assistants %			Unknown %			Average Section Size			Enrollment (1000s)		
	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA
Mathematics for Liberal Arts	16	34	40	24	22	18	17	38	30	20	0	0	23	6	12	43	33	28	43	38	60
Finite Mathematics	10	32	43	47	26	5	14	35	40	22	0	0	7	7	12	59	29	25	27	8	25
Business Math (non-calculus)	10	25	66	40	24	12	17	48	21	25	0	0	9	3	2	52	32	20	22	12	11
Math for Elem Sch Teachers	20	57	53	35	21	7	15	19	27	14	0	0	16	2	12	29	28	24	15	29	36
College Algebra	5	20	34	39	27	18	16	26	32	28	19	0	12	7	16	47	34	30	88	55	99
Trigonometry	8	36	59	27	34	13	15	19	25	42	0	0	7	11	3	45	30	32	16	9	16
College Alg & Trig (combined)	9	33	31	33	27	14	14	23	55	33	0	0	11	17	1	49	38	31	18	7	12
Elem Functions, Precalculus	5	25	48	33	23	17	27	36	30	28	13	0	8	3	5	47	30	25	46	28	39
Intro to Math Modeling	8	62	75	20	0	7	43	38	9	23	0	0	6	0	9	41	40	23	4	1	3
All other introductory-level non-Calculus	31	23	49	21	26	21	18	45	21	25	6	0	4	0	9	68	28	25	15	18	33
Total All Intro Level Courses	8	27	41	32	26	14	23	33	34	25	9	0	12	5	11	44	31	26	292	206	336

Note: 0 means less than one half of 1%. Inconsistencies in column sums due to round-off.

¹ Beginning in 2010 the CBMS survey added the word "permanent" to the description "tenured/tenure eligible" that was used previously.

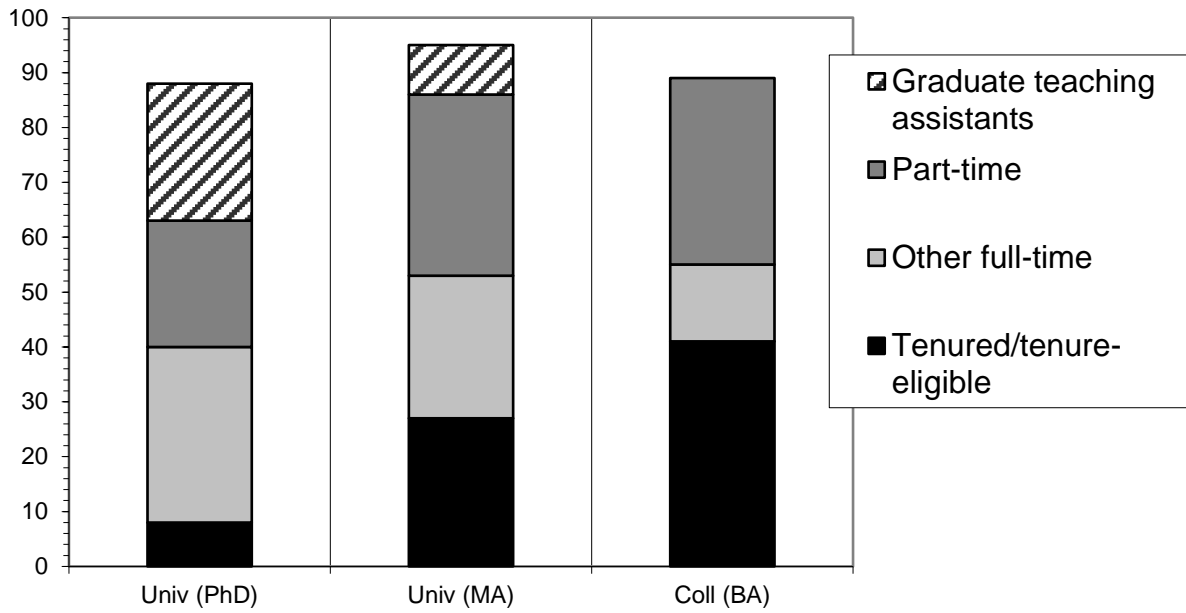


FIGURE FY.1.1 Percentage of sections (excluding distance-learning sections) in introductory-level mathematics courses (including College Algebra and Precalculus) taught in mathematics departments by various kinds of instructors in fall 2010, by type of department. (Deficits from 100% represent unknown instructors.)

TABLE FY.2 Percentages of mathematics departments at four-year colleges and universities that use various practices in teaching College Algebra in the majority of sections in Fall 2010.

	Univ (PhD)		Univ (MA)		College (BA)		Total	
	Overall	Mean per department	Overall	Mean per department	Overall	Mean per department	Overall	Mean per department
a. Emphasize problem solving in the modeling sense	38	37.5	64	59.8	40	54.3	44	52.7
b. Include elementary data analysis	35	24.0	19	27.3	25	25.6	27	25.6
c. Include writing assignments	11	12.5	21	15.2	17	27.9	16	23.4
d. Include small group activities	26	24.3	44	37.9	39	47.4	36	42.4
e. Include small group projects	11	3.2	32	20.4	23	26.6	20	21.9
f. Include class presentations	4	5.3	4	4.1	14	15.1	9	11.9
g. Use graphing calculators	46	45.5	77	77.6	73	75.4	66	71.7
h. Use spreadsheets	1	1.3	10	0.0	7	10.7	5	7.8
i. Use online homework generating and grading packages	76	70.6	75	60.2	58	54.3	68	57.7
j. Use classroom response systems (e.g., clickers)	13	9.7	0	0.0	10	9.2	9	7.9
k. Primarily use a traditional approach	60	64.1	65	68.2	69	71.6	65	70.0

TABLE FY.3 Percentage of sections (excluding distance-learning sections) in Mainstream Calculus I and Mainstream Calculus II taught by various types of instructors in four-year mathematics departments in fall 2010, by size of sections and type of department. Also average section sizes and enrollments (not including distance learning enrollments). This table can be compared to Table FY.3 p. 117, and enrollments in Table FY.4 p.119 of the 2005 report.

Course & Department Type	Percentage of sections taught by																				
	Tenured/ tenure- eligible/ permanent ¹ %			Other full-time %			Part-time %			Graduate teaching assistants %			Unknown %			Average Section Size			Enrollment (1000s)		
	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA
Mainstream Calculus I																					
Lecture / recitation	33	82	50	29	18	8	12	0	32	19	0	0	7	0	10	71	39	31	70	8	28
Regular section <31	41	56	70	20	22	17	5	12	11	24	0	0	9	11	2	24	25	20	7	7	35
Regular section >30	25	60	63	35	8	2	9	22	13	19	5	0	11	4	22	39	35	35	34	26	18
Total Mainstream Calculus I	31	63	63	30	13	12	10	16	17	20	3	0	9	5	8	52	33	25	110	41	82
Mainstream Calculus II																					
Lecture / recitation	48	97	45	24	3	9	11	0	44	10	0	0	7	0	2	72	39	34	37	3	21
Regular section <31	49	71	83	20	11	6	9	1	5	21	0	0	1	16	6	24	21	18	5	3	14
Regular section >30	39	62	55	31	9	8	9	2	5	12	23	0	9	4	32	40	35	35	19	18	9
Total Mainstream Calculus II	45	67	64	26	9	8	10	2	18	13	16	0	7	6	10	51	32	26	61	23	44
Total Mainstream Calculus I & II	36	64	64	29	11	10	10	11	18	17	8	0	8	5	9	52	33	26	171	65	126

Note: 0 means less than one half of 1% in columns 1 through 18. Inconsistencies in column and row sums are due to round-off.

¹ Beginning in 2010 the CBMS survey added the word "permanent" to the description "tenured/tenure eligible" that was used previously.

² The 2010 survey asked for Nonmainstream Cal I, II, and III, etc. -- the data here are our best estimate for Calculus II, III, etc.

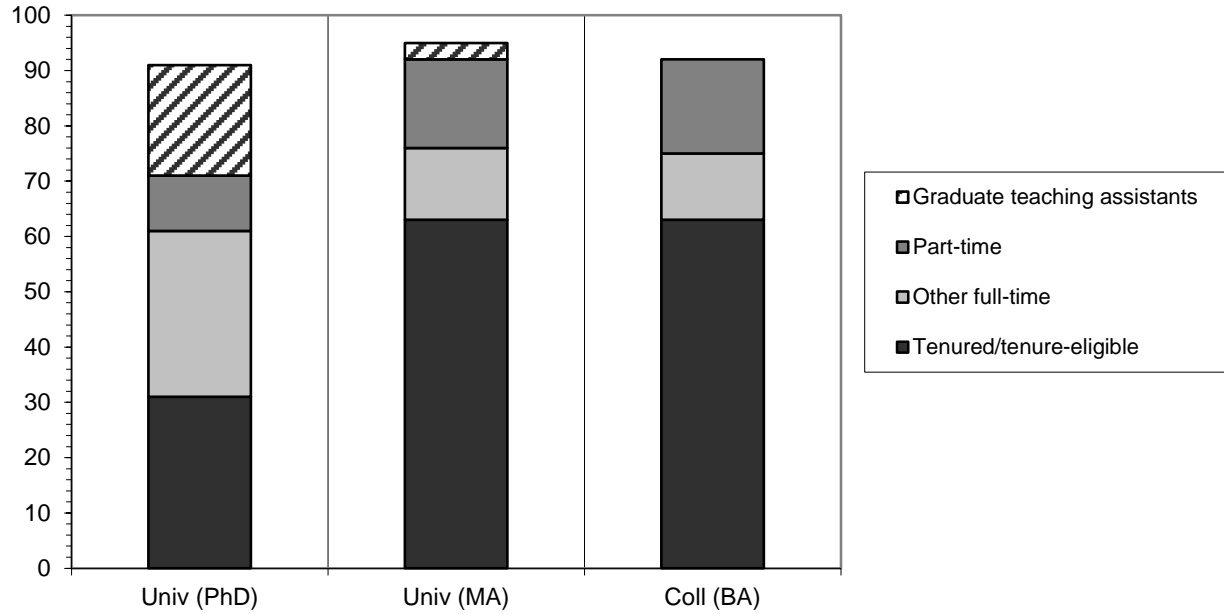


FIGURE FY.3.1 Percentage of sections (excluding distance learning) in Mainstream Calculus I in four-year mathematics departments by type of instructor and type of department in fall 2010. (Deficits from 100% represent unknown instructors.)

TABLE FY.4 Percentage of four-year mathematics departments with various practices with regard to teaching Honors Calculus in fall 2010 by type of department.

Percentage that:	Mathematics Departments			
	Univ (PhD)	Univ (MA)	College (BA)	Total
Offer an Honors Calculus course	65	26	10	20
Of those that offer Honors Calculus, the percentage of depts that offer if for:				
Calculus I	71	73	66	69
Calculus II	88	85	97	91
Calculus III	74	32	17	48
Of those that offer Honors Calculus, compared to Mainstream Calculus, the percentage of departments where Honors Calculus:				
Contains more theory	95	84	84	89
Contains more applications	58	59	88	70
Is aimed at mathematics majors	32	56	43	40
Requires a test or placement mechanism as a prerequisite	75	95	59	72
Can be selected by any interested student	25	16	17	21

TABLE FY.5 Percentage of sections (excluding distance-learning sections) in Non-Mainstream Calculus I and II ² taught by various types of instructors in mathematics departments in fall 2010, by size of sections and type of department. Also average section size and enrollments (not including distance learning enrollments). This table can be compared to Table FY.5 p.121 and enrollment to Table FY6 p. 123 in the 2005 report.

Course & Department Type	Percentage of sections taught by																				
	Tenured/ tenure- eligible/ permanent ¹ %			Other full-time %			Part-time %			Graduate teaching assistants %			Unknown %			Average Section Size			Enrollment (1000s)		
	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA
Non-Mainstream Calculus I																					
Lecture / recitation	31	60	29	28	20	39	17	20	26	15	0	0	9	0	6	74	33	29	27	3	5
Regular section <31	16	43	41	21	23	15	11	20	32	45	2	0	7	13	12	27	25	22	6	3	7
Regular section >30	18	31	44	33	16	13	13	38	25	24	0	0	13	15	18	52	39	36	27	15	5
Total Non-Mnstrm Calculus I	22	38	39	29	18	20	14	32	29	25	0	0	10	12	12	54	35	27	60	22	17
Total Non-Mnstrm Calculus II ²	18	22	60	21	32	0	12	44	10	25	0	0	24	3	31	35	33	19	12	5	5
Total Non-Mnstrm Calculus I & II ²	21	35	45	27	21	14	13	34	23	25	0	0	13	11	18	50	35	25	72	27	23

Note: 0 means less than one half of 1% in columns 1 through 18. Inconsistences in row and column sums are due to round-off.

¹ Beginning in 2010 the CBMS survey added the word "permanent" to the description "tenured/tenure eligible" that was used previously.

² The 2010 survey asked for Nonmainstream Cal I, II, and III, etc. -- the data here are our best estimate for Calculus II, III, etc.

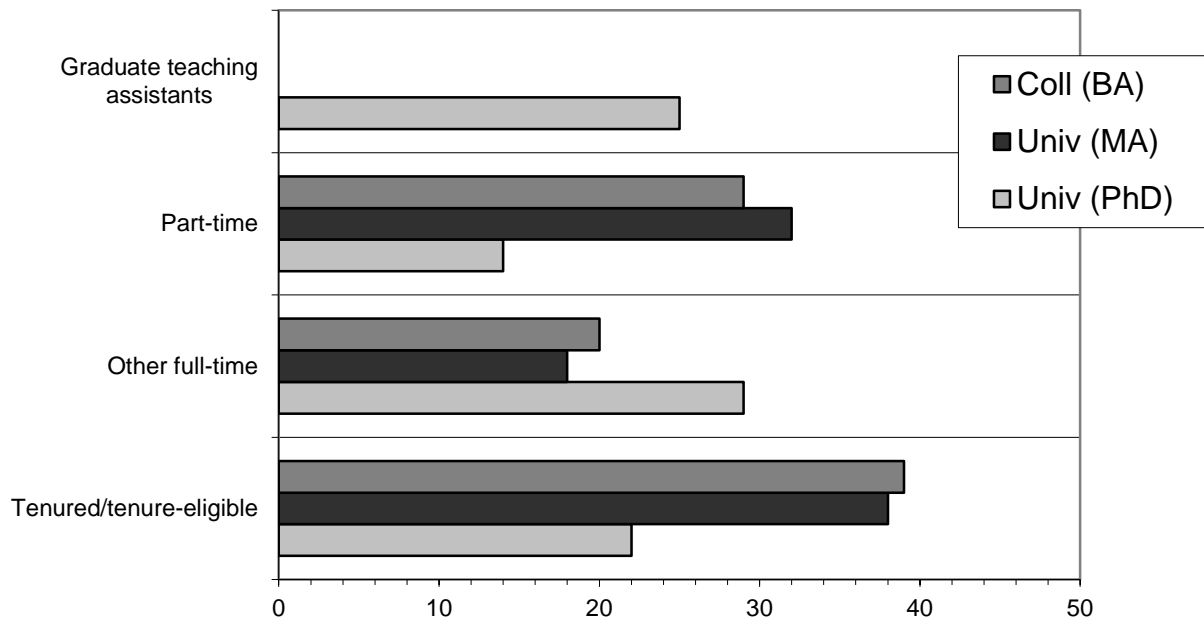


FIGURE FY.5.1 Percentage of sections (excluding distance-learning sections) in Non-mainstream Calculus I in four-year mathematics departments taught by various kinds of instructors, by type of department in fall 2010.

TABLE FY.6 Percentage of sections (excluding distance-learning sections) in Elementary Statistics (non-Calculus) and Probability and Statistics (non-Calculus) taught by various types of instructors in mathematics departments in fall 2010, by size of sections and type of department. Also average section size and enrollments (not including distance learning enrollments). Comparable 2005 data in CBMS2005 report Table FY.7 p. 125, and enrollments in Table FY.8 p.127.

	Percentage of sections taught by															Average Section Size			Enrollments (in 1000s)		
	Tenured/ tenure-eligible permanent ¹ %			Other full-time %			Part-time %			Graduate teaching assistants %			Unknown %								
Mathematics Departments	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA	PhD	MA	BA
Elementary Statistics (F1) (non-Calculus)																					
Lecture / recitation	36	66	43	22	18	3	10	3	32	21	0	0	11	13	21	48	38	30	6	6	34
Regular section <31	6	39	50	28	22	16	6	35	27	29	1	0	31	3	8	27	20	22	4	4	46
Regular section >30	23	50	56	25	15	16	20	30	8	31	0	0	1	5	21	65	38	37	28	16	30
Total Elementary Statistics	22	50	49	25	18	12	15	26	24	29	0	0	9	6	14	55	33	27	38	27	110
Probability & Statistics (non-Calculus) (F3 + F4)	30	52	47	17	10	7	15	24	21	20	5	7	18	9	18	57	32	25	4	7	9
Total all non-calculus elementary prob- stat courses	23	51	49	24	16	12	15	25	24	28	1	1	10	7	14	55	33	27	42	34	119

Note: 0 means less than one half of 1% in columns 1 through 18. Some row and column sums appear inconsistent due to round-off.

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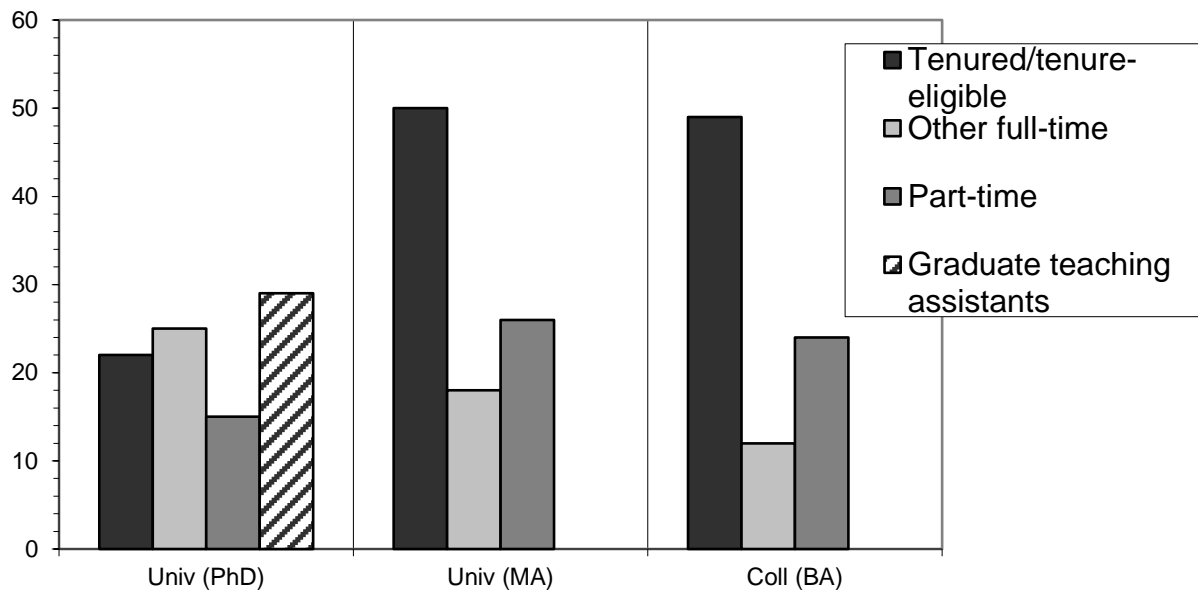


FIGURE FY.6.1 Percentage of sections (excluding distance-learning sections) in Elementary Statistics (non-Calculus) in four-year mathematics departments, by type of instructor and type of department in 2010.

TABLE FY.7 Percentage of mathematics departments using various practices in the teaching of Elementary Statistics (no calculus prerequisite) in fall 2010 by type of department.

Percentage of Math. Depts that:	Mathematics Departments			
	Univ (PhD)	Univ (MA)	College (BA)	Total
Offer elementary statistics course with no calculus prerequisite	58	90	87	84
Of those that offer the course, the percentage of departments in which the majority of sections use real data for the following percentages of class sessions:				
0-20%	33	29	15	18
21-40%	18	15	30	27
41-60%	26	14	20	19
61-80%	5	12	18	16
81-100%	18	30	18	20
Percentage of departments where the majority of sections use in-class demonstrations for the following percentages of class sessions:				
0-20%	36	23	10	14
21-40%	21	9	33	29
41-60%	20	16	11	13
61-80%	6	16	29	25
81-100%	16	35	17	19
Percentage of departments using the following kinds of technology in the majority of sections:				
Graphing calculators	52	79	72	71
Statistical packages	49	63	54	55
Educational software	26	16	18	19
Applets	20	15	17	17
Spreadsheets	57	55	50	51
Web-based resources	61	53	54	54
Classroom response systems	11	9	10	10
Percentage of departments where the majority of sections require assessments beyond homework, exams, and quizzes	24	51	46	45

TABLE FY.8 Percentage of statistics departments using various practices in the teaching of Introductory Statistics for non-majors/minors (no calculus prerequisite) in fall 2010 by type of department.

Percentages of Statistics Departments that:	Statistics Departments		
	Univ (PhD)	Univ (MA)	Total
Offer Introductory Statistics for non-majors/minors with no calculus prerequisite	90	85	88
Of those that offer the course, the percentage of departments in which the majority of sections use real data the following percentages of the time			
0-20%	6	20	9
21-40%	16	20	17
41-60%	21	0	16
61-80%	24	10	20
81-100%	34	50	38
Percentage of departments where the majority of sections use in-class demonstrations in the following percentages of class sessions:			
0-20%	22	10	19
21-40%	16	40	22
41-60%	21	0	16
61-80%	16	20	17
81-100%	24	30	26
Percentage of departments using following kinds of technology in the majority of sections			
Graphing calculators	45	33	43
Statistical packages	89	80	87
Educational software	38	44	40
Applets	31	44	34
Spreadsheets	45	56	48
Web-based resources	79	60	74
Classroom response systems	26	40	29
Percentage of departments where the majority of sections require assessments beyond homework, exams, and quizzes	31	50	36

TABLE FY.9 Percentage of sections (excluding distance-learning sections) in Introductory Statistics (non-Calculus for non-majors/minors) and Introductory Statistics (Calculus for non-majors/minors) taught by various types of instructors in statistics departments in fall 2010, by size of sections and type of department. Also average section size and total (non-distance learning) enrollments. Enrollments in 2005 in Table FY.10 p.131 of 2005 CBMS report.

	Percentage of sections taught by												Average Section Size	Enrollment (1000s)		
	Tenured/ tenure-eligible permanent ¹ %		Other full-time (with PhD) %		Other full-time (without PhD) %		Part-time %		Graduate teaching assistants %		Unknown %					
	PhD	MA	PhD	MA	PhD	MA	PhD	MA	PhD	MA	PhD	MA				
Statistics Departments	PhD	MA	PhD	MA	PhD	MA	PhD	MA	PhD	MA	PhD	MA	PhD	MA		
Introductory Statistics for non-majors/minors (non-Calculus)																
Lecture / recitation	19	27	11	5	13	5	11	17	18	5	27	41	65	54	29	9
Regular section <31	32	49	17	1	0	27	13	23	15	0	24	0	16	26	1	4
Regular section >30	17	63	5	0	4	9	4	24	39	0	31	4	47	29	10	4
Total Introductory Statistics (non-Calculus)	19	44	10	2	9	13	9	21	24	2	28	17	55	37	40	17
Introductory Statistics (calculus prerequisite; for non-majors/minors)																
Lecture / recitation	36	32	14	32	4	0	11	5	13	0	23	32	50	34	6	1
Regular section <31	32	67	10	6	1	6	3	3	6	11	47	8	15	44	1	3
Regular section >30	39	76	13	6	1	0	17	6	17	6	13	6	36	42	4	1
Total Introductory Statistics (Calculus)	36	59	13	13	2	3	11	4	12	7	26	15	36	40	11	5

Note: 0 means less than one half of 1% in columns 1 through 12. Row and column sums may appear inconsistent due to round-off.

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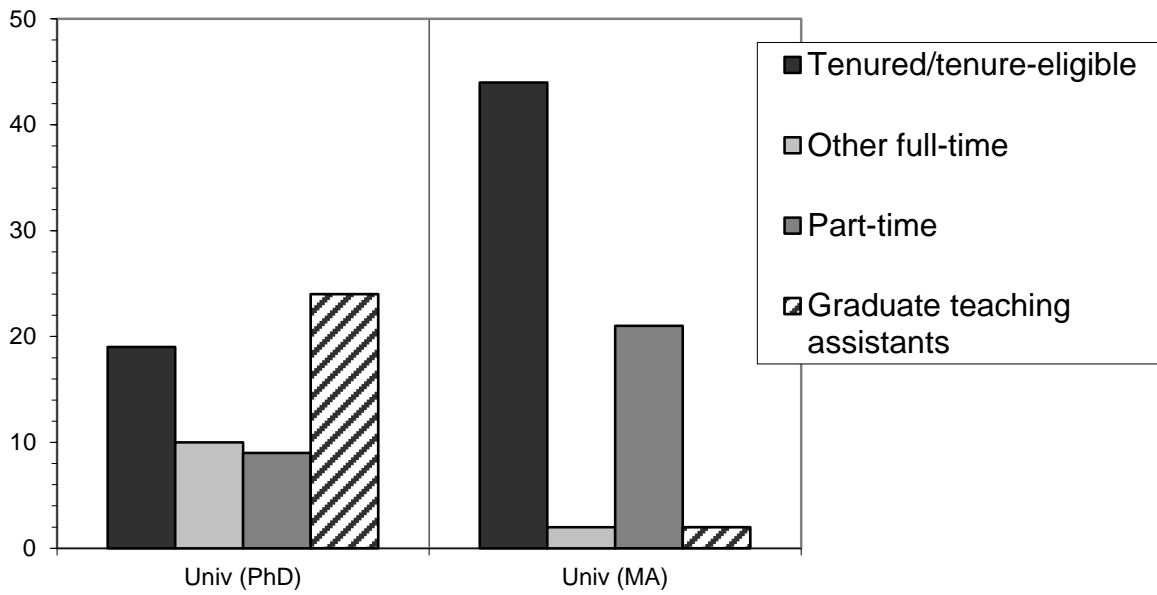


FIGURE FY.9.1 Percentage of sections (excluding distance-learning sections) in Elementary Statistics (non-Calculus) taught in statistics departments in fall 2010, by type of instructor and type of department. (Deficits from 100% represent unknown instructors).