CR 2.8 Number of Full-Time Faculty

1. The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. *(Core Requirement 2.8)*

   X Compliance ___ Non-Compliance

**NARRATIVE**

The number of full-time faculty members employed by Collin College is adequate to support the mission of the college and ensure the quality and integrity of its academic programs. Collin College employs a sufficient number of full-time faculty to ensure the College upholds its mission as, “a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.” Full-time faculty contribute to the mission by providing curriculum oversight, accessibility to students, and service to the College and students through committee participation and governance. Academic administrators monitor the teaching load of full-time faculty to ensure faculty are available to fulfill the role and responsibilities of teaching, curricular oversight and service at the College.

**NUMBER OF FULL-TIME FACULTY**

During the past five years, Collin College has experienced substantial growth in student enrollment. As a result, the College employed an aggressive hiring policy to ensure the quality and integrity of its academic programs. Between 2004 and 2009, the College increased the number of full-time faculty positions 45 percent, adding 101 new full-time faculty positions. In the same time period, student enrollment increased 28 percent. By fall 2009, Collin College employed 328 full-time and 684 part-time faculty,
with full-time faculty members teaching 50 percent of all credit contact hours. Reflecting the College’s ongoing commitment to ensure the number of full-time faculty members is adequate to support its mission, another 28 new full-time faculty began teaching in August 2010.

Academic Deans and campus Vice President/Provosts monitor the number of full-time faculty needed each year, with annual recommendations for new faculty positions being presented and discussed with the District President. The ratio of contact hours taught by full-time faculty to part-time faculty is tracked through a report prepared each fall. This report identifies the percentage of contact hours taught, breaking them out by discipline, various sites and teaching modalities. The report provides college administration the data needed to ensure that adequate numbers of full-time faculty are participating in all aspects of the academic program, including day, evening, weekend and distance learning classes.

Campus Vice President/Provosts submit prioritized requests for new faculty in late fall each academic year with a goal to have at least 50 percent of contact hours taught by full-time faculty. However, factors such as the availability of qualified associate faculty and curricular demands also factor into the decision of an appropriate full-time to part-time faculty ratio. Considering instructional needs, available financial resources and full-time faculty ratios, the District President approves new full-time faculty positions in time for advertising and recruiting to begin in December.

Collin College also compares faculty ratios at other community colleges to gauge adequacy. In fall 2008, using a standard methodology adopted by the National Community College Benchmark Project (NCCBP), Collin College had an average of 24.9
students per section, placing Collin College at the 92\textsuperscript{nd} percentile on the NCCBP report. Using the NCCPB methodology, Collin’s student-faculty ratio was 18.1:1, the 50\textsuperscript{th} percentile on the NCCBP report.

Furthermore, data from the Texas Higher Education Coordinating Board in Exhibit 2.8.B indicate Collin College faculty ratios compare favorably with other very large community colleges in Texas considering enrollment growth. Collin College maintains a full-time to part-time faculty ratio similar to the average of other very large Texas community colleges when growth in student enrollment increased 93 percent compared to the average of 62 percent. The growth in Collin’s full-time faculty is at 69 percent compared to the average of 28 percent while the growth of part-time faculty is 44 percent compared to the state average of 35 percent. In response to projected revenue, the College’s Board of Trustees froze staff hiring, but not faculty. The Board has a commitment to maintaining an appropriate full-time to part-time faculty ratio and supports aggressive faculty hiring during a time of tremendous growth.

Exhibit 2.8.B
Full-time Faculty Ratios\textsuperscript{†} at Very Large Community Colleges in Texas\textsuperscript{*}

\[
\begin{array}{cccc}
\text{Contact Hours Taught by FT Faculty} & \text{Growth in student enrollment 00-09} & \text{Growth in FT Faculty 00-09} & \text{Growth in PT Faculty 00-09} \\
54\% & 62\% & 69\% & 26\% \\
56\% & 93\% & 44\% & 35\% \\
\end{array}
\]

\textsuperscript{†}Texas Higher Education Coordinating Board Accountability System Data calculated from state reports.

\textsuperscript{*}Very large community colleges in Texas include Alamo Community College District, Austin Community College, Collin County Community College District, Dallas Community College District, El Paso Community College District, Houston Community College System, Lone Star College System, San Jacinto College District, South Texas College and Tarrant County College District
Full-time faculty are defined as individuals employed by the College and approved by the College’s Board of Trustees to teach on a regular appointment for a one-year or a three-year full-time contract and whose primary role is teaching, as described in Board Policy [DDA (LEGAL)]. Part-time faculty members are employed by the College with an assignment of less than a full-year and, generally, with an assignment of nine or fewer instructional units in any regular semester.

Full-time faculty members teach 15-18 instructional units (approximately 15 credit hours) each fall and spring semester, maintain six or more weekly office hours, during which they are available to meet with students, and participate in an average of two weekly hours of college service/committee/task force activities.

The calculation of the workload for each faculty member considers such factors as the nature of the subject matter; the number of preparations; and participation in teaching off-campus and distance education. The [Faculty Load Manual] defines limits on teaching and non-teaching assignments, overloads and academic chair assignments to ensure that faculty members have appropriate time each week to prepare and teach assigned courses, participate in college committees and service activities, and to meet with students during office hours.

While acknowledging that the primary function of the faculty is to teach, Collin College recognizes the critical role and responsibilities of the faculty with regard to shared governance, curriculum development and review, college and community service, and academic discipline leadership necessary to support the mission of the college and to ensure achievement of Collin’s institutional goals, core values and purposes. Faculty
workload policies allow sufficient time for full-time faculty to serve in leadership roles essential to the College’s mission. Faculty serve as leaders for the Curriculum Advisory Board, the Online Advisory Board, Council on Excellence, Faculty Council, regular academic program reviews, assessment and evaluation of student learning outcomes, program advisory committees, advising student organizations, and activities that support scholarly and civic engagement. In addition, the College allocates $250,000 annually to ensure full-time faculty have opportunities to participate in professional development activities and conferences on- and off-campus to support faculty in developing skills, strengthening character, and challenging the intellect.

SOURCE DOCUMENTS

2009 National Community College Benchmark Project