Contact Hours Taught by Department by Faculty Employment Status
District-Wide Totals
Collin College
Fall 2019

	Full-Time Faculty[1]		Part-Time Faculty		
Department	Number	%	Number	%	Total
Institutional Total	3,136,432	57%	2,352,728	43%	5,489,160
Music	42,768	55%	35,280	45%	78,048
Networking	26,448	66%	13,904	34%	40,352
Nursing	60,368	65%	31,984	35%	92,352
Office Systems Technology	7,616	51%	7,360	49%	14,976
Pastry	3,120	46%	3,600	54%	6,720
Philosophy	32,640	54%	28,272	46%	60,912
Photography	13,776	34%	26,304	66%	40,080
Physics	46,080	49%	47,136	51%	93,216
Political Science	200,736	58%	145,152	42%	345,888
Polysomnographic Technology	3,840	58%	2,784	42%	6,624
Psyc Learning Frameworks	21,648	44%	27,920	56%	49,568
Psychology	81,168	54%	70,320	46%	151,488
Reading & Writing	45,184	55%	37,312	45%	82,496
Real Estate	4,752	82%	1,056	18%	5,808
Respiratory Care	8,832	52%	8,192	48%	17,024
Sociology	46,224	66%	24,000	34%	70,224
Speech	73,632	50%	72,864	50%	146,496
Surgical Assistant	1,056	100%		0%	1,056
Surgical Technology	6,624	61%	4,288	39%	10,912
Theater	19,600	40%	29,376	60%	48,976
Welding		#DIV/0!		#DIV/0!	0

Source: Collin College faculty workload data for fall 2019 (202010) and corresponding faculty job codes, both generated by Administrative Programming Services.

[1]For purposes of this report, full-time faculty members are defined as anyone teaching a course section that appears in the fall 2019 FLAC System who either has a Banner contract type of FT and a Banner PRTPICT code of "FC" or "FN.". All other faculty members are defined as part-time.

Note 1: Statistics include information from the fall 2019 FLAC System as of 9/?/2019. Noncredit students are not reflected in this report.

Note 2: To facilitate payment of salaries, the FLAC data occasionally include multiple instances of a single section when that section is taught by more than one faculty member. This occurs in learning communities, a number of lab and clinical sections in Health Sciences and Emergency Services, and a few sections in other divisions. However, for purposes of this report, counting contact hours associated with multiple instances of a single section would inappropriately inflate contact hour totals by counting the same contact hours more than once. To avoid over-counting contact hours, multiple instances of the same section were either collapsed into a single instance (learning communities and instances when only one faculty member received remuneration for the section) or enrollment numbers were distributed across the instances to more accurately reflect the actual total enrollment generated.