Full Time Faculty Hours

Valerie M. Conley

Faculty Workload Harold E. Yuker,1984 Kinds of faculty workload data that can be obtained from college and faculty reports are examined, along with potential problems in workload studies. A main research concern is deciding which faculty activities should be considered as workload. Types of data that are sometimes used in colleges' faculty workload formulas concern student credit hours, faculty contract hours, and student/faculty ratios. However, these measures ignore noninstructional time and they assume that the same amount of time is involved in teaching all three-credit courses, regardless of discipline and course level. Faculty reports on their activities are another information source, using interviews, diaries, or work samples. Possible research problems include a biased sample, the time of survey administration, the time period covered, time allocation, and study reliability and validity. Factors that can affect workload data include demographic factors (discipline, country, institution); scheduling factors (class size, course level, course type, preparations); and individual factors (rank, gender, and individual differences). Ten recommendations are offered concerning such issues as the sponsorship of the study, study methods, the effect of teaching load on scholarship, and the relationship between teaching load and teaching effectiveness. (SW)

Instructional faculty and staff in public 2-year colleges,

The American Community College Arthur M. Cohen, Florence B. Brawer, 1989-09-25 This monograph provides a comprehensive overview of community college education in the United States, emphasizing trends affecting two-year colleges within the past decade. Chapter 1 identifies the social forces that contributed to the development and expansion of community colleges and the continuing changes in institutional purposes. Chapter 2 examines the shifting patterns of student characteristics and goals, the reasons for the predominance of part-time attendance, participation and achievement among minority students, attrition issues, and recent moves toward student assessment. Chapter 3 draws on national data to illustrate the differences between full- and part-time faculty and discusses issues related to tenure, salary, workload, faculty evaluation, moonlighting, burnout, and job satisfaction. Chapter 4 reviews the changes that have taken place in college management as a result of changes in institutional size, the advent of collective bargaining, reductions in available funds, and changes in governance and control. Chapter 5 describes various funding patterns and their relationship to organizational shifts. Chapter 6 discusses the rise of learning resource centers and the maintenance of stability in instructional forms in

spite of the introduction of a host of reproducible instructional media. Chapter 7 considers student personnel functions, including counseling, guidance, recruitment, retention, orientation, and extracurricular activities. Chapter 8 traces the rise of occupational education, as it has moved from a peripheral to a central position in the curriculum. Chapter 9 focuses on remedial and developmental programs and addresses the controversies surrounding student assessment and placement. Chapter 10 deals with adult and continuing education, lifelong learning, and community services. Chapters 11 and 12 examine curricular trends in the liberal arts and general education, highlighting problems and proposing solutions. Chapter 13 addresses the philosophical and practical questions that have been raised about the transfer function and the community college's role in enhancing student progress toward higher degrees. Finally, chapter 14 offers projections based on current trends in student and faculty demographics, college organization, curriculum, instruction, and student services. (JMC)

Profiles of Faculty in Higher Education Institutions Susan Higley Russell,1991

<u>Make Money Teaching Online</u> Danielle Babb, PhD,Jim Mirabella, DBA,2011-01-06 Did you know you could teach from home and earn a six-figure salary? Thousands of people make a great living teaching online courses from home, and the more classes they teach the more they earn! If you want into this exciting profession, this guide will show you how to get started, find great jobs, and earn more than you thought possible.

Part-time Faculty in American Higher Education David W. Leslie, Samuel E. Kellams, G. Manny Gunne, 1982 Instructional faculty and staff in higher education institutions who taught classes to undergraduates : fall 1992,

How to Measure Faculty Work Load John E. Stecklein, 1961

Salaries of Full-time Instructional Faculty on 9- and 10-month Contracts in Institutions on Higher Education ,1980 Employing Part-time Faculty David W. Leslie,1978

Part-time Instructional Faculty and Staff Valerie M. Conley,2002

Second-Class Professor Angela Hurd,2014-04 Who knew that most college professors do not make a living wage and that impacts college educations! Second-Class Professor explores the misuses of financial aid, the way most professors work for free, the safety issues affecting them, and how they aren't rewarded for good teaching. Issues such as grade-inflation, unhealthy competition among colleagues, and open-enrollment will be explored in a humorous, sometimes startling way. Second-Class Professor should spark some national debate and hopefully lead to reform in higher education. Ms. Hurd's book has been praised by her colleagues who are waiting to see the reaction to her insights.

Connecting Non Full-time Faculty to Institutional Mission Leora Baron-Nixon,2023-07-03 Non full-time faculty—whether adjunct, part-time or contingent—has become the lifeline of a vast majority of colleges and universities. They teach many of the foundation and core courses taken by first- and second-year students, teach professional courses in

which their own life experiences are invaluable, and step in at short notice to fill-in for regular faculty engaged in research or away on sabbaticals. A survey of over 4,000 institutions conducted by the US Department of Education reveals that such faculty are being hired at a much higher rate than their full-time counterparts--whether in response to increased enrollments, reduced budgets, or changing administrative strategies. The increasing presence of such faculty on campus can conflict with today's demands for accountability and the pursuit of institutional mission. This book provides academic administrators and faculty developers with proactive, practical and results-producing approaches that can help transform fragmented faculties into integrated and cohesive teaching and scholarly communities. In an easy-to-follow format, this book constitutes a resource of thoughtful and pragmatic strategies to ensure quality and satisfaction both on the part of the institution and the adjuncts. Topics are presented in a thematic sequence that allows decision-makers to focus on their priority areas. The author offers guidance for systematic planning and implementation. The contents are focused on connecting non full-time faculty to core institutional functions and structures: Connection #1--to the institution; Connection #2--to the department; Connection #3-to teaching; Connection #4--to Students; and Connection #5--to scholarship.Originally announced as Connecting Adjunct Faculty to the Academic Institution

Profiles of Faculty in Higher Education Institutions, 1988 Susan Higley Russell, 1991

A Study of Faculty Teaching Loads in State-owned Colleges in Pennsylvania Frank M. Durkee, 1973

The Faculty Work Load Robert L. Williams,1970

Bankers in the Ivory Tower Charlie Eaton,2022-02-25 Exposes the intimate relationship between big finance and higher education inequality in America. Elite colleges have long played a crucial role in maintaining social and class status in America while public universities have offered a major stepping-stone to new economic opportunities. However, as Charlie Eaton reveals in Bankers in the Ivory Tower, finance has played a central role in the widening inequality in recent decades, both in American higher education and in American society at large. With federal and state funding falling short, the US higher education system has become increasingly dependent on financial markets and the financiers that mediate them. Beginning in the 1980s, the government, colleges, students, and their families took on multiple new roles as financial investors, borrowers, and brokers. The turn to finance, however, has yielded wildly unequal results. At the top, ties to Wall Street help the most elite private schools achieve the greatest endowment growth through hedge fund investments and the support of wealthy donors. At the bottom, takeovers by private equity transform for-profit colleges into predatory organizations that leave disadvantaged students with massive loan debt and few educational benefits. And in the middle, public universities are squeezed between incentives to increase tuition and pressures to maintain access and affordability. Eaton chronicles these transformations, making clear for the first time just how tight the links are between powerful financiers and America's unequal system of higher education.

The Current Landscape and Changing Perspectives of Part-Time Faculty Richard L. Wagoner, 2007 Drawing on nationally representative quantitative data from the National Study of Postsecondary Faculty, qualitative fieldwork, and the lived experiences of administrators and faculty members, this volume provides a variety of perspectives on part time community college faculty. The multiple perspectives are intended to offer a complex and conflicted picture of community college part-time faculty, as there are no easy answers to the questions that arise from colleges' heavy reliance on their service. This volume seeks to encourage discussion and debate on the topic, update and advance the scholarship on part-time faculty and to highlight best practices and useful examples that can help two-year colleges continue to play a vital role in American higher education. Community colleges are the only sector of public, nonprofit postsecondary education in the United states where part-time faculty outnumber full-time faculty. This has significant implication for community college administrators who are responsible for recruiting, hiring, and supporting part-time faculty; for college, district, and state leaders who help set policies regarding the use of part-timers; and for all part-time faculty who seek to receive equitable treatment as they strive to enhance the quality of education for community colleges. Essential to the professional libraries of presidents, vice presidents, deans, and other leaders in today's open-door institutions, New Directions for Community Colleges provides expert quidance in meeting the challenges of their distinctive and expanding educational mission.

Public Health Reports ,1964

Part-time Faculty Personnel Management Policies George E. Biles, Howard P. Tuckman, 1986

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