



NEVADA SYSTEM OF HIGHER EDUCATION

University of Nevada, Las Vegas



University of Nevada, Reno

Nevada State College



College of Southern Nevada

Great Basin College



*Truckee Meadows Community
College*

Western Nevada College

FACULTY WORKLOAD REPORT 2014

Desert Research Institute

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Office of Academic and Student Affairs
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Faculty Workload in Context

“Faculty workload” refers to all the activities and responsibilities of faculty, including research, creative activity, service, outreach, and instruction. The focus of the *Faculty Workload Report* is on instructional workload. Board policy governing faculty workload (*Title 4, Chapter 3, Section 3*) recognizes the unique missions of the institutions and recognizes that faculty workload cannot be measured simply using metrics that count sections taught and student enrollments. In combination with instruction, at the universities and state college it is expected that faculty members conduct scholarly research, service, and creative activity. Included in this report is data compiled on a selection of out-of-classroom activities at the universities.

Faculty Workload in Context

While this report focuses on instructional activity of NSHE faculty, it must be considered in the context of dramatic changes that occurred across the System in recent years. In particular, the Board of Regents’ focus on faculty contributions to economic development through research activity and the growing pressure on institutions to graduate more students.

NSHE is striving to establish a culture of completion aimed at increasing the number of students who graduate from NSHE institutions with a certificate or degree through system-wide policy and through participation in the Complete College America initiative. The 15 to Finish initiative aims to encourage students to enroll in 15 credits per semester to improve the likelihood of a student graduating on time (4 years for a bachelor’s degree, 2 years for an associate’s degree). Increasing student enrollment necessitates either an increase in the number of sections available to students or increasing class sizes. Improving student success overall and increasing the number of students who graduate necessitates involvement of faculty outside of the classroom both advising students and assisting them in successful completion of coursework – none of which is reflected in this report as its focus is instructional activity only.

Research Universities and Faculty Workload

UNR and UNLV are recognized within the Carnegie Classification of Institutions of Higher Education as doctoral granting institutions with high research activity. Carnegie is a nationally recognized framework used to describe institutional diversity. Institutions classified as doctorate granting by Carnegie are assigned to one of three categories based on a measure of research activity: Research Universities (very high research activity), Research Universities (high research activity) and Doctoral/Research Universities. Institutions are assigned to one of the three categories using two indices of research activity: aggregate level of research activity and per capita research activity. These are calculated using the following correlates of research activity:

- Science and engineering research and development expenditures;
- Non-science and engineering research and development expenditures;
- Science and engineering research staff (postdoctoral appointees and non-faculty research staff with doctorates);
- Doctoral conferrals by disciplinary area (humanities, social sciences, STEM fields and other fields); and

- The first three items divided by the number of full-time faculty for a per-capita analysis.

In its Digest of Education Statistics, the National Center for Education Statistics reports that full-time faculty at public research institutions spent 43.5 percent of their time teaching and 33.2 percent on research activities while full-time faculty at public doctoral institutions spent 55.5 percent and 22.3 percent on the same activities, respectively.

Policies and practices have been adopted by NSHE and its institutions with the intent to contribute to state economic development goals and postsecondary goals to increase the number of students who complete certificates and degrees. As a result, in addition to the quantitative instructional workload report that is comparable to national data and recommendations, NSHE established metrics that measure out-of-classroom activities at the universities that are critical to meeting these goals. These new metrics are included in this report.

Instructional Workload

Instructional workload hours spent in-class, including indicators of workload activity (e.g. average class size), are collected from institutional databases. Instructional workload data for instructional faculty are aggregated by institution and reported as required by the Board of Regents (*Title 4, Chapter 3, Section 3*). Teaching workloads at NSHE institutions are defined in the policy as follows:

In recognition of its commitment to accountability and productivity, the Board of Regents will regularly compile information regarding faculty workloads. To aid in this process, the following expected teaching workloads at NSHE institutions shall be established:

- a. At the universities, an expectation of 18 instructional units per academic year, or 9 units each semester. For faculty heavily involved in doctoral-level education or research, the expected instructional workload may be reduced as required by an equivalent increase in doctoral-level instruction and/or research. Additionally, newly-hired faculty may be given a reduced instructional workload for a limited period of time in order to establish a research program.*
- b. At the state college, an expectation of 24 instructional units per academic year, or 12 units each semester;*
- c. At the community colleges, an expectation of 30 instructional units per academic year, or 15 units per semester;*
- d. As it applies to a, b, and c, reassignments from the expected teaching load as well as course overloads must be approved in advance by the appropriate vice president or president.*
- e. The aforementioned expectations do not apply to the instructional faculty of the University of Nevada School of Medicine, the UNLV School of Dental Medicine, and the William S. Boyd School of Law.*

It is instructive to compare NSHE's workload expectations with the recommendations of the American Association of University Professors (AAUP) in its *Statement on Faculty Workload*. The AAUP recommends a maximum teaching load of 12 hours per week at the undergraduate level and 9 hours per week for instruction partly or entirely at the graduate level. In addition to their recommendations for maximum teaching loads, the AAUP also endorses *preferable* teaching loads of 9 hours at the undergraduate level and 6 hours when graduate level instruction is included.

Notes on the Data

The following caveats point to some of the limitations that impact the analysis and reporting of faculty workload data provided herein.

1. Results depict workload of all faculty available for instruction, regardless of assignment. In other words, the workload of all faculty, with the exception of those on sabbatical or some form of leave, are represented in the aggregated institutional workloads. Faculty with all or a portion of their instructional workloads reassigned (e.g. for purposes such as administration, research, oversized classes, professional development, etc.) are included in the data.
2. Workload results for the universities include faculty teaching at the undergraduate, master's, and doctoral levels, or a mixture of the three. Faculty heavily involved in doctoral education have reduced instructional workload expectations, a factor that must be taken into consideration when analyzing aggregated teaching loads at the universities.
3. At the community colleges, course credit hours and actual in-class contact hours with students may not align in some vocational or allied health programs. As a result, contact hours are collected in addition to credit hours taught and should be considered when reviewing teaching loads at the community colleges.

Definitions

The following are definitions used in reviewing faculty workload results:

Regular Faculty: Regular faculty are defined as those individuals who are hired for the purpose of doing teaching, and who may also do research and/or service. They are characterized by a recurring contractual relationship in which the individual and the institution both assume a continuing appointment. These faculty are typically tenured, tenure-eligible, or non-tenure track.

Regular Faculty Overload: Regular faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract.

Supplemental Faculty: Courses generating state supported FTE that are taught by instructors other than regular faculty. Supplemental faculty are characterized by a non-recurring appointment and includes adjuncts, LOAs, and administrators or professional personnel at the institution who teach.

Other Supplemental: Classes taught by instructors other than regular faculty, part-time/adjunct instruction, or teaching assistants (examples include volunteers, administrative faculty, emeritus faculty, etc.). This category includes administrators or professional personnel at the institution who teach but whose primary job responsibility is not teaching.

Organized Instruction: A course which is provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (includes distance education courses).

Class Section: An individual class that is taught by an instructor(s) with a unique set of students. When possible, dual or cross listed class sections taught at the same level of instruction are not double counted.

Student Credit Hours: Multiply the credit value of a class section by the student enrollment in that section (example: ENG 101 is 3 credits (x) 20 students enrolled = 60 student credit hours).

Highlights

Fall 2014 Average Instructional Workload

UNIVERSITIES – 1,217.1 regular faculty FTE

At the universities, undergraduate faculty are expected to teach at least 9 instructional units per semester. For individual faculty involved in doctoral-level education, the expected load is an average of 6 instructional units per semester.

3.0	8.8	35.3
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the universities taught an average of 3.0 organized course sections, equating to an average of 8.8 credit hours with an average course enrollment of 35.3 students.
- This aggregated instructional workload summary includes regular faculty involved in doctoral-level education, as well as those with administrative release time.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at public doctoral institutions taught an average of 8.1 classroom hours.

STATE COLLEGE – 51.0 regular faculty FTE

At the state college, faculty are expected to teach at least 12 instructional units per semester.

3.9	12.0	19.6
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the state college taught an average of 3.9 organized course sections, equating to an average of 12.0 credit hours with an average course enrollment of 19.6 students.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at 4-year institutions taught an average of 9.4 classroom hours.

COMMUNITY COLLEGES – 821.4 regular faculty FTE

At the community colleges, faculty are expected to teach at least 15 instructional units per semester.

4.7	12.5	21.4
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the community colleges taught an average of 4.7 organized course sections, equating to an average of 12.5 credit hours with an average course enrollment of 21.4 students.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at public associate's institutions taught an average of 18.1 classroom hours.

NOTE: Workload averages represent all regular faculty, including those with a portion of their instructional duties reassigned for administrative purposes and/or special projects.

Instructional Workload - *Universities*

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Supplemental faculty are instructors other than regular faculty including adjuncts, LOAs, teaching assistants, administrators whose primary job responsibility is non-faculty. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

University Summary

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
	F/T	P/T		F/T	P/T	
2014	1217.1	1325	60	409.9	76	1397
2012	1124.7	1325	60	383.2	76	1397
2010	1196.8	1214	50	430.0	58	1416

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2014					
Regular Faculty	3.0	35.3	8.8	269.5	18.9
Supplemental Faculty	7.6	27.4	18.3	471.2	31.7
All Faculty	4.1	31.6	11.2	320.4	22.1
Supplemental Faculty Avg based on Headcount	2.1	27.4	5.1	131.1	8.8

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2012					
Regular Faculty	2.9	35.3	9.4	263.9	18.2
Supplemental Faculty	7.1	28.8	18.0	453.2	30.5
All Faculty	4.0	32.3	11.6	312.0	21.3
Supplemental Faculty Avg based on Headcount	1.8	28.8	4.7	118.9	8.0

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010					
Regular Faculty	3.0	30.8	8.7	252.6	17.5
Supplemental Faculty	6.2	26.9	13.8	371.6	25
All Faculty	3.9	29.1	10.1	284.1	19.5
Supplemental Faculty Avg based on Headcount	1.9	26.9	4.2	112.7	7.6

Instructional Workload - *Universities*

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Supplemental faculty are instructors other than regular faculty including adjuncts, LOAs, teaching assistants, administrators whose primary job responsibility is non-faculty. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

University of Nevada, Las Vegas

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2014	701.0	721	25	270.2	0	909
2012	632.0	657	20	250.7	0	901
2010	711.7	715	19	265.5	0	879

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2014					
Regular Faculty	2.8	32.3	7.9	262.2	18.2
Supplemental Faculty	7.2	27.0	15.0	426.5	28.7
All Faculty	4.0	29.6	9.8	307.9	21.1
Supplemental Faculty Avg based on Headcount	2.1	27.0	4.5	126.8	8.5

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2012					
Regular Faculty	2.9	30.6	8.2	260.0	18.0
Supplemental Faculty	6.9	26.6	15.0	422.7	28.5
All Faculty	4.0	28.7	10.1	306.2	21.0
Supplemental Faculty Avg based on Headcount	1.9	26.6	4.2	117.6	7.9

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010					
Regular Faculty	3.0	29.4	8.6	250.5	17.4
Supplemental Faculty	6.5	26.2	15.0	402.5	27.1
All Faculty	3.9	28.0	10.3	291.8	20.1

Instructional Workload - *Universities*

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Supplemental faculty are instructors other than regular faculty including adjuncts, LOAs, teaching assistants, administrators whose primary job responsibility is non-faculty. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

University of Nevada, Reno

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2014	516.1	604	35	139.7	76	488
2012	492.7	586	33	132.5	62	498
2010	485.1	499	31	164.5	58	537

Averages based on Faculty FTE

Fall 2014	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.2	38.9	10.2	279.5	19.9
Supplemental Faculty	8.4	28.0	24.6	557.8	37.5
All Faculty	4.3	34.3	13.2	338.8	23.7
Supplemental Faculty Avg based on Headcount	2.1	28.0	6.1	138.2	9.3

Averages based on Faculty FTE

Fall 2012	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	2.9	41.2	10.9	269.0	18.4
Supplemental Faculty	7.4	32.8	23.5	511.0	34.4
All Faculty	3.8	37.8	13.6	320.3	21.8
Supplemental Faculty Avg based on Headcount	1.7	32.8	5.6	120.9	8.1

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.1	32.9	9.0	255.7	17.6
Supplemental Faculty	5.8	28.0	11.7	321.6	21.6
All Faculty	3.8	31.0	9.7	272.4	18.6

Instructional Workload - *Universities*

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Supplemental faculty are instructors other than regular faculty including adjuncts, LOAs, teaching assistants, administrators whose primary job responsibility is non-faculty. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

Undergraduate Instruction (Credit Hours): Percent of *credit hours* taught by faculty assignment. Credit hours represent the credit value of a class section.

	UNR			UNLV			Universities		
	2014	2012	2010	2014	2012	2010	2014	2012	2010
% Taught by Regular Faculty	51.2%	52.4%	58.8%	49.6%	48.5%	49.9%	50.3%	50.2%	53.0%
% Taught by Supplemental Faculty	48.8%	47.6%	41.2%	50.4%	51.5%	50.1%	49.7%	49.8%	47.0%
Part-time/Adjunct	24.4%	25.4%	26.0%	34.4%	34.3%	29.7%	29.9%	30.4%	28.4%
Teaching Assistants	4.3%	5.7%	10.3%	15.5%	16.5%	19.7%	10.4%	11.8%	16.4%
Other ²	20.1%	16.5%	4.8%	0.5%	0.7%	0.7%	9.5%	7.6%	2.2%

Undergraduate Instruction (SCH): Percent of *student credit hours* taught by faculty assignment. Student credit hours (SCH) represent the number of students enrolled in each course section multiplied by the credit hour value assigned to each course section.

	UNR			UNLV			Universities		
	2014	2012	2010	2014	2012	2010	2014	2012	2010
% Taught by Regular Faculty	63.5%	63.0%	66.4%	57.6%	56.8%	58.2%	60.2%	59.4%	61.2%
% Taught by Supplemental Faculty	36.5%	37.0%	33.6%	42.4%	43.2%	41.8%	39.8%	40.6%	38.8%
Part-time/Adjunct	24.7%	23.6%	23.1%	27.9%	27.8%	24.4%	26.5%	26.0%	23.9%
Teaching Assistants	6.1%	7.2%	7.6%	14.2%	15.2%	17.1%	10.7%	11.8%	13.5%
Other ²	5.6%	6.1%	3.0%	0.3%	0.3%	0.3%	2.6%	2.7%	1.3%

Graduate Instruction (Credit Hours): Percent of *credit hours* taught by faculty assignment.

	UNR			UNLV			Universities		
	2014	2012	2010	2014	2012	2010	2014	2012	2010
% Taught by Regular Faculty	85.9%	80.8%	90.7%	82.9%	85.1%	88.3%	84.2%	82.9%	88.9%
% Taught by Supplemental Faculty	14.1%	19.2%	9.3%	17.1%	14.9%	11.7%	15.8%	17.1%	11.1%
Part-time/Adjunct	8.0%	4.8%	5.8%	15.7%	13.4%	8.5%	12.3%	9.0%	7.8%
Teaching Assistants	0.2%	0.7%	0.4%	1.1%	0.8%	1.8%	0.7%	0.7%	1.5%
Other ²	5.9%	13.7%	3.0%	0.4%	0.8%	1.3%	2.8%	7.4%	1.8%

²Classes taught by instructors other than full-time, part-time, or TA's (examples include volunteers, administrative faculty, emeritus faculty, etc.)

Instructional Workload - State College

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Supplemental faculty are instructors other than regular faculty including adjuncts, LOAs, teaching assistants, administrators whose primary job responsibility is non-faculty. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

Nevada State College

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2014	51.0	56	0	53.2	0	149
2012	46.5	46	0	66.0	0	156
2010	39.2	41	0	59.2	0	134

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2014					
Regular Faculty	3.9	19.6	12.0	246.4	16.4
Supplemental Faculty	4.9	24.8	15.0	388.0	25.9
All Faculty	4.4	22.6	13.5	318.7	21.2
Supplemental Faculty Avg based on Headcount	1.8	24.8	5.4	138.5	9.2

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2012					
Regular Faculty	4.0	20.1	12.8	261.4	17.4
Supplemental Faculty	3.8	23.5	12.0	287.7	19.2
All Faculty	3.9	22.0	12.3	276.8	18.5
Supplemental Faculty Avg based on Headcount	1.6	23.5	5.1	121.8	8.1

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010					
Regular Faculty	3.8	23.5	12.9	287.8	19.2
Supplemental Faculty	3.9	23.1	12.0	280.5	18.7
All Faculty	3.9	23.2	12.3	283.4	18.9
Supplemental Faculty Avg based on Headcount	1.7	23.1	5.3	123.9	8.3

Instructional Workload - State College

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Supplemental faculty are instructors other than regular faculty including adjuncts, LOAs, teaching assistants, administrators whose primary job responsibility is non-faculty. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

**Undergraduate Instruction
(Credit Hours):**

Percent of *credit hours* taught by faculty assignment. Credit hours represent the credit value of a class section.

	2014	2012	2010
% Taught by Regular Faculty	43.4%	42.9%	41.5%
% Taught by Supplemental Faculty	56.6%	57.1%	58.5%
Part-time/Adjunct	54.0%	55.5%	57.1%
Other ²	2.6%	1.6%	1%

**Undergraduate Instruction
(SCH):**

Percent of student credit hours taught by faculty assignment. Student credit hours (SCH) represent the number of students enrolled in each course section multiplied by the credit hour value assigned to each course section.

	2014	2012	2010
% Taught by Regular Faculty	37.8%	39.0%	40.4%
% Taught by Supplemental Faculty	62.2%	61.0%	59.6%
Part-time/Adjunct	59.4%	59.0%	57.5%
Other ²	2.7%	2.0%	2.1%

²Classes taught by instructors other than Regular, part-time, or TA's (examples include volunteers, administrative faculty, emeritus faculty, etc.)

Instructional Workload - Community Colleges

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

Community College Summary

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2014	821.4	720	591.9	1582
2012	796.0	710	680.5	1626
2010	824.9	721	762.7	1849

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2014						
Regular Faculty	4.7	21.4	12.5	14.5	290.2	19.3
Adjunct/Part-time Faculty	5.8	20.9	15.7	18.3	339.5	22.6
All Faculty	5.2	21.2	13.8	16.1	310.9	20.7
Adjunct/Part-time Faculty Avg based on Headcount	2.2	20.9	5.9	6.9	127.0	8.5

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2012						
Regular Faculty	4.5	22.7	12.8	14.5	303.0	20.2
Adjunct/Part-time Faculty	5.2	21.4	14.3	17.4	314.7	21.0
All Faculty	4.8	22.0	13.5	15.8	308.4	20.6
Adjunct/Part-time Faculty Avg based on Headcount	2.2	21.4	6.0	7.3	131.7	8.8

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010						
Regular Faculty	4.3	23.7	12.6	14.5	307.0	20.9
Adjunct/Part-time Faculty	5.4	22.3	14.5	17.0	334.7	22.3
All Faculty	4.8	23.0	13.5	15.7	320.3	21.6

Instructional Workload - *Community Colleges*

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

College of Southern Nevada

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2014	542.3	469	346.3	913
2012	508.5	444	405.5	918
2010	519.8	450	465.3	1012

Averages based on Faculty FTE

Fall 2014	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.9	21.5	12.2	14.2	295.8	19.7
Adjunct/Part-time Faculty	6.3	20.5	16.3	20.4	360.4	24.0
All Faculty	5.5	21.1	13.8	16.6	321.0	21.4
Adjunct/Part-time Faculty Avg based on Headcount	2.4	20.5	6.2	7.7	136.7	9.1

Averages based on Faculty FTE

Fall 2012	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.5	23.1	12.4	14.5	309.3	20.6
Adjunct/Part-time Faculty	5.7	20.8	14.9	19.5	330.7	22.0
All Faculty	5.0	22.0	13.5	16.7	318.8	21.3
Adjunct/Part-time Faculty Avg based on Headcount	2.5	20.8	6.6	8.6	146.1	9.7

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.3	24.7	12.3	13.8	319.3	21.3
Adjunct/Part-time Faculty	5.6	23.1	15.0	17.2	358.4	23.9
All Faculty	4.9	23.8	13.5	15.4	337.8	22.5

Instructional Workload - Community Colleges

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

Great Basin College

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2014	69.7	54	32.6	113
2012	70.9	59	45.2	144
2010	65.8	51	46.2	162

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2014						
Regular Faculty	4.7	18.8	13.7	18.3	260.5	17.4
Adjunct/Part-time Faculty	5.5	19.0	15.0	15.0	260.3	17.4
All Faculty	4.9	18.9	14.1	17.2	260.4	17.4
Adjunct/Part-time Faculty Avg based on Headcount	1.6	19.0	4.3	4.3	75.1	5.0

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2012						
Regular Faculty	5.2	19.5	16.2	17.5	308.1	20.5
Adjunct/Part-time Faculty	4.8	18.0	13.9	13.9	231.0	15.4
All Faculty	5.0	19.0	15.3	16.1	278.1	18.5
Adjunct/Part-time Faculty Avg based on Headcount	1.5	18.0	4.4	4.4	72.5	4.8

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010						
Regular Faculty	4.8	16.8	14.4	15.1	251.4	19.0
Adjunct/Part-time Faculty	5.7	15.8	15.0	14.4	237.9	15.9
All Faculty	5.2	16.4	14.6	14.8	245.8	17.7

Instructional Workload - Community Colleges

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

Truckee Meadows Community College

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2014	155.3	149	137.1	370
2012	169.1	155	145.5	389
2010	172.4	160	145.3	429

Averages based on Faculty FTE

Fall 2014	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.1	23.8	12.4	13.5	294.1	19.6
Adjunct/Part-time Faculty	4.9	24.0	14.8	15.8	337.9	22.5
All Faculty	4.5	23.9	13.5	14.6	314.6	21
Adjunct/Part-time Faculty Avg based on Headcount	1.8	24.0	5.5	5.8	125.2	8.3

Averages based on Faculty FTE

Fall 2012	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.9	23.2	12.0	11.2	277.3	18.5
Adjunct/Part-time Faculty	4.9	24.8	14.7	13.8	345.0	23
All Faculty	4.4	24.0	13.2	12.4	308.6	20.6
Adjunct/Part-time Faculty Avg based on Headcount	1.8	24.8	5.5	5.2	129.1	8.6

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.1	24.4	12.7	16.5	309.7	20.7
Adjunct/Part-time Faculty	5.2	24.3	15.0	21.1	367.9	24.5
All Faculty	4.6	24.4	13.8	18.6	336.4	22.4

Instructional Workload - *Community Colleges*

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

Western Nevada College

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2014	54.1	48	75.9	186
2012	47.5	52	84.3	175
2010	66.9	60	106.0	246

Averages based on Faculty FTE

Fall 2014	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.8	18.5	13.7	16.0	261.5	17.4
Adjunct/Part-time Faculty	4.9	18.6	15.0	15.0	281.1	18.7
All Faculty	4.9	18.6	14.5	15.4	273.0	18.2
Adjunct/Part-time Faculty Avg based on Headcount	2.0	18.6	6.1	6.1	114.7	7.6

Averages based on Faculty FTE

Fall 2012	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	5.0	21.8	14.8	21.2	319.8	21.3
Adjunct/Part-time Faculty	3.9	20.0	11.3	15.4	230.7	15.4
All Faculty	4.3	20.8	12.6	17.5	262.8	17.5
Adjunct/Part-time Faculty Avg based on Headcount	1.9	20.0	5.5	7.4	111.2	7.4

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	22.3	13.2	13.9	258.3	19.9
Adjunct/Part-time Faculty	4.5	18.3	11.7	11.8	226.8	15.0
All Faculty	4.5	19.9	12.3	12.6	239.0	16.9

Instructional Workload - Community Colleges

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

Averages are based on organized instruction which is defined as a course provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (including distance education courses).

Undergraduate Instruction (Credit Hours):

Percent of *credit hours* taught by faculty assignment. Credit hours represent the credit value of a class section.

	CSN			GBC			CC Summary		
	2014	2012	2010	2014	2012	2010	2014	2012	2010
% Taught by Regular Faculty	54.0%	51.1%	47.8%	66.1%	64.6%	57.7%	52.4%	51.1%	48.4%
% Taught by Part-time/Adjunct	46.0%	48.9%	52.2%	33.9%	35.4%	42.3%	47.6%	48.9%	51.6%

	WNC			TMCC		
	2014	2012	2010	2014	2012	2010
% Taught by Regular Faculty	39.4%	42.4%	41.8%	48.7%	48.7%	50.1%
% Taught by Part-time/Adjunct	60.6%	57.6%	58.2%	51.3%	51.3%	49.9%

Undergraduate Instruction (SCH):

Percent of student credit hours taught by faculty assignment. Student credit hours (SCH) represent the number of students enrolled in each course section multiplied by the credit hour value assigned to each course section.

	CSN			GBC			CC Summary		
	2014	2012	2010	2014	2012	2010	2014	2012	2010
% Taught by Regular Faculty	56.2%	54.0%	49.9%	68.1%	67.7%	60.1%	54.3%	53.0%	49.8%
% Taught by Part-time/Adjunct	43.8%	46.0%	50.1%	31.9%	32.3%	39.9%	45.7%	47.0%	50.2%

	WNC			TMCC		
	2014	2012	2010	2014	2012	2010
% Taught by Regular Faculty	39.9%	43.8%	41.8%	49.7%	48.3%	50.0%
% Taught by Part-time/Adjunct	60.1%	56.2%	58.2%	50.3%	51.7%	50.0%

Selected Measures of Out-of-Classroom Faculty Activity
University of Nevada, Las Vegas
January 1 - December 31, 2013

This form is designed for the purposes of collecting self-reported information related to out-of-classroom faculty activities. Universities report the aggregated results for all academic faculty excluding professional schools (medical, dental, law). It should be noted that each institution has unique definitions and methods of data collection.

Total number of academic faculty FTE included in data collection: **945**
Total FTE includes full-time instructional faculty, library faculty, and research faculty.

	Total Number
1. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty. Total dollar value for the externally funded grants and contracts reported in Item 1. <i>Total dollar value of externally funded, newly awarded grants and contracts (minus financial aid and scholarship awards).</i>	390 <hr/> \$58,406,928
2. Number of provisional or issued licensing agreements or patents registered by faculty.	<hr/> 51
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	<hr/> 362
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	<hr/> 23
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	<hr/> 1
6. Number of on- or off-campus musical and theatrical productions, recordings, exhibits (performance series is counted once regardless of the number of times performed).	<hr/> 519
7. Number of formal presentations (excluding panel discussions, roundtables, and poster presentations) made by faculty at state, regional, national, and international professional meetings (total of all presentation types).	<hr/> 1117
8. Number of faculty activities related to recognized or visible service to profession (e.g. serve on a regional or national committee, external accreditation involvement, etc).	<hr/> 3132
9. Number of leadership positions in a professional association held by faculty (e.g. elected officer, comm. chair, conf.chair, etc.)	<hr/> 129
10. Number of faculty who served on an active thesis/dissertation committee(s). Of those faculty included in item 10, the number that served as a supervisor or chair.	<hr/> 999 <hr/> 460
11. The number of students supervised in a clinical setting (medical, dental, law excluded). <i>Data not available due to lack of common definition in clinics of what constitutes clinical supervision. Minimal estimate is 27, maximal estimate is 560.</i>	<hr/> n/a
Institution-specific Activity	
Brookings-Mountain West / Lincy publications and events.	<hr/> 29

Selected Measures of Out-of-Classroom Faculty Activity

University of Nevada, Reno

January 1 - December 31, 2013

This form is designed for the purposes of collecting self-reported information related to out-of-classroom faculty activities. Universities report the aggregated results for all academic faculty excluding professional schools (medical, dental, law). It should be noted that each institution has unique definitions and methods of data collection.

Total number of academic faculty FTE included in data collection: **566.3**

Note: Total FTE for academic faculty excluding rank 0 faculty. Performance metrics include output by academic tenure-track faculty and rank 0 research faculty

Total Number

1. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty. **519**

Total dollar value for the externally funded grants and contracts reported in Item 1. **\$142,057,011**

2. Number of provisional or issued licensing agreements or patents registered by faculty. **50**

Note: Includes provisional patent applications filed, non-provisional patent applications filed, patents issued, and license agreements signed.

3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications). **704**

4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks). **17**

5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks. **11**

6. Number of on- or off-campus musical and theatrical productions, recordings, exhibits (performance series is counted once regardless of the number of times performed). **395**

7. Number of formal presentations (excluding panel discussions, roundtables, and poster presentations) made by faculty at state, regional, national, and international professional meetings (total of all presentation types). **1768**

8. Number of faculty activities related to recognized or visible service to profession (e.g. serve on a regional or national committee, external accreditation involvement, etc). **957**

Excluded are membership in professional organizations, attendance at professional meetings, K-12 outreach, departmental and university service, advising student organizations, and professional recruitment.

9. Number of leadership positions in a professional association held by faculty (e.g. elected officer, comm. chair, conf.chair, etc.) **339**

Leadership positions include chairing professional committees, participating in conferences as a panelist, organizer, workshop or session chair, and professional society officer

10. Number of faculty who served on an active thesis/dissertation committee(s). **452**

Of those faculty included in item 12, the number that served as a supervisor or chair. **399**

11. The number of students supervised in a clinical setting (medical, dental, law excluded). **37**

Institution-specific Activity

1. Number of publications in items 3 and 5 that address the mission of UNR's Cooperative Extension. **63**

2. UNCE Face-to-Face (A nationally recognized measure of contacts that occur with the public in meetings, classrooms, seminars, home/farm visits, office visits, or other personal encounters.) **557,909**

Institutional Narratives

University of Nevada, Las Vegas

Explanation of UNLV Workload Policy and Guidelines

UNLV's faculty workload policy resembles those of other research universities. Each faculty member has a standard assigned number of classroom hours, depending on job title (but not varying with rank). Each faculty member's instructional workload is then subject to possible modification each year, by the unit supervisor (with approval of the dean), depending on other projects or assignments that faculty member has taken on for the given academic year.

For tenure-track or tenured faculty, the job assignment is expected to be 40 percent of time devoted to instruction, the standard instructional load is 9 classroom hours per semester -- equivalent to three courses. Allowing an hour for preparation and another hour of grading time for each classroom hour (national standards), this translates for research university tenure-track faculty to a standard assignment of approximately 27 hours per week on classroom instruction. If graduate assistants are available to assist with course preparation or grading, this number will decrease, to free up more time for research activity. In colleges and departments with large numbers of graduate students who require small group or individualized supervision in a laboratory or individualized research project, that classroom load is generally 6 hours, but the expectation is that about the same amount of time is devoted to instruction. (Tenure-track or tenured faculty are expected to devote an equal amount of time -- approximately 25 hours per week -- to research, scholarly or creative activities, and another 20 percent of time (approximately 10 - 12 hours per week to administrative service to the institution or the profession.)

Under UNLV workload policy, tenure-track may seek from the supervisor (with deans approval) reassignment from classroom assignment each semester for up to six credit hours in the case of demonstrated research projects or curricular development assignments. In this way, we seek to fulfill the institution's twin missions of meeting student demand for high-quality instruction and the state's need for research in support of economic development. Department chairs and deans tailor faculty work assignments to a faculty members' background, talents and current initiatives. Thus, it would not be unusual in a single department to find one faculty member teaching 9 or even 12 credit hours (generally 3 or 4 courses) in one term while another faculty member teaches one or two courses and conducts a major research project.

Non-tenure track faculty have different assignments and thus different teaching loads, depending on the type of job. Research faculty, generally grant or contract funded, devote 90 percent or more of time to research activities, and generally they have no formal instructional assignment. Faculty-in-Residence are expected to carry 12 credit hours per week, or 36 hours per week to instruction, and such faculty generally do not teach graduate students or benefit from graduate assistants or course reassignments. These faculty do not generally have an expectation of research, scholarship or creative activity in their job assignments. This policy has not always been followed in the past at UNLV, with some Faculty-in-Residence in high research/ high enrollment areas (notably the College of Sciences) carrying six credit hour loads and receiving course reassignments for research activity. This has resulted in bottlenecks due to insufficient course sections while research-active tenure-track faculty feel overburdened with high

enrollments. Significant effort has been expended to understanding the rationale for such past practices and to training supervisors and faculty in compliance with longstanding existing workload policies. Indeed, for the past year, the Office of the Provost has been carefully reviewing UNLV policies and data on instructional assignments, reassignments, and evaluation standards, and we anticipate college-by-college discussions in the near future about updating these policies and procedures as necessary steps towards the University's Tier One initiative.

Clinical Instructional Assignments

Faculty at a research university like UNLV teach all levels of students in a classroom setting and also supervise advanced students in laboratory clinical environments, on or off campus. This type of assignment is particularly important in health and social service areas such as Dental, Nursing, Allied Health, Community Health, Counseling, Therapy, and Social Work. This has been an area which in the past UNLV Workload policy has not accounted for clearly, resulting in anomalies in our reporting which make course loads in some of these fields appear lower than the real work carried out by the faculty.

One example of such an anomaly in the 2014 data is what appears to be an increase in the share of graduate credit hours delivered by part-time faculty. Upon closer examination, a large part of this seeming increase may be attributed to growth in Regional Professional Development Program courses for in-service teachers. These course sections are delivered directly by Clark County School District employees, but the course is coordinated by a UNLV administrative faculty member. Because of the significant growth in RPDP enrollments last year as we expanded the pipeline for new teachers to meet the growth in District demand, the coordination (not the delivery) of the course sections was taken on by the Office of the Dean of Education and assigned to a full-time administrative professional. However, because the professional took this additional work on above her standard job description and thus signed a standard Letter of Appointment to receive additional compensation for this additional work, the sections were recorded as being taught by supplemental faculty rather than full time faculty. In fact, the delivery did not change.

Likewise, Nursing, Dental, Community Health, Therapy and Counseling faculty supervise students in laboratories, clinics or field work as part of their standard instructional assignment for anywhere from three to thirty nine hours per week, but these are not recorded as formal courses. The faculty effort in these areas is generally recorded in hours of clinical work, rather than classroom hours, for the accreditation agencies in these disciplines, but this results in fewer course credit hours being recorded in these disciplines in the future. UNLV plans to find a way to better represent this faculty instructional effort in the annual instructional report.

The advent of the UNLV School of Medicine should provide the impetus for any necessary changes in Board Handbook or UNLV procedures to record properly the assignments and instructional effort of faculty with partial or total clinical assignments.

Out of Classroom Activity

This year, UNLV was pleased to participate in the restoration of the NSHE Out of Classroom Activity report. The data for this portion of the report was compiled largely from the newly established Digital Measures faculty achievement tracking system that UNLV implemented successfully over the past two years. This brings us close to par with University of Nevada, Reno, in our ability to report out of classroom faculty effort, and we look forward to providing more refined reporting in this area in the future.

University of Nevada, Reno

The University of Nevada, Reno is classified by the Carnegie Foundation for the Advancement of Teaching as a “Research University (high research activity).” Its undergraduate instructional programs are classified as “Balanced Arts and Sciences/professions, high graduate coexistence.” Its graduate instructional programs are classified as “Comprehensive doctoral with medical.” Its additional responsibilities as Nevada’s land-grant university include engaging communities and citizens across the entire State of Nevada in learning, discovery, clinical services, and technology transfer. These many functions are fulfilled by state-wide faculty with a broad diversity of educational backgrounds and responsibilities. The University is now in a phase of significant growth following the sustained period of budget reductions. It is prioritizing the hiring of tenure-track faculty who will contribute to both the teaching mission at the undergraduate and graduate levels and the research mission. Since the 2012 NSHE Faculty Workload Report, the University added a number of new faculty positions, and it is currently in the process of adding more. Faculty teaching loads continue to be at increased levels that were instituted during the budget reductions. This allowed the University to handle recent growth, as evidenced by the figures for class section enrollment and student FTE taught.

The graduate teaching and research missions of the University are central for the discovery of new knowledge; production of the next generation of scholars, scientists, and leaders; and development of intellectual properties that can be commercialized. In FY13, the most recent year for which data is available, the University of Nevada, Reno had overall annual sponsored research expenditures of \$68 million and annual sponsored research awards of just over \$60 million. This requires devotion of faculty time to perform research functions, write grants which are nationally competitive, and manage graduate students and research personnel.

Nevada State College

Faculty workload at Nevada State College meets the guidelines established by the Board of Regents and clearly reflects our unique institutional mission. Dedicated to the success of a largely first-generation, under-served student population, NSC recruits, develops and appoints its faculty in the service of excellent instruction, student and community-oriented programs, and the pursuit of meaningful scholarship.

Instruction is the foremost responsibility of faculty at NSC, and this is evident in the 12.0 average semester credit hours taught by faculty in 2014. This workload commitment meets the expectations established by the Board of Regents, while simultaneously directing faculty towards the fulfillment of our core themes of Opportunity, Enrichment, and Impact. Overall, faculty were primarily invested in carving a path towards educational *enrichment*, which our strategic plan defines as “the personal and professional growth wrought by learning experiences that

challenge and inspire students to achieve their potential.” However, faculty also were strategically assigned to the fulfillment of our other core themes. In the interest of providing students with *opportunity* – “the supportive services and inclusive practices that open doors to a diverse and largely under-served student population” – 0.5 faculty FTE was allocated for the formation of a new student Writing Center, and 1 FTE was utilized to guide Instructional Technology and Academic Success. To further enhance the *impact* of our educational offerings, we allocated 1 faculty FTE in support of student and faculty interactions with community partners, and an additional 0.25 FTE for the development of internship programs and post-graduate engagement with the community. The sum of these efforts, combined with the many contributions of our staff and administrators, is expected to help our alumni realize post-graduate success, enjoy an improved quality of life, and act as catalysts for social, civic and economic progress in the community.

From fall 2012 to fall 2014, NSC grew 7% in student FTE. This growth was followed closely and purposefully by a 7% increase in the FTE of regular faculty. The recruitment of new faculty was driven by demonstrated student FTE needs and the anticipated growth of various departments and programs. With a mission geared towards excellence in teaching, one of NSC’s primary goals has been to increase the percentage of credit hours taught by regular faculty. To this end, the College managed to increase the percentage of assigned credit hours taught by faculty from 41.5% in fall 2010 to 43.4% in fall 2014, despite weathering a reduced budget and substantial enrollment growth. Given that part-time faculty are primarily assigned to lower division courses – which often are comparatively high in enrollment – and that we have witnessed a steady increase in new students, the expansion of our faculty ranks has not offset a decrease in student credit hours taught by regular faculty. Specifically, the percentage of student credit hours taught by regularly faculty slipped from 40.4% in fall 2010 to 37.8% in 2014. To counter this decrease, and simultaneously enhance the student experience in critical first-year courses (which has been closely linked to retention), the College plans to increase the number of lower division sections taught by regular faculty. These changes are expected to be evident in the 2016 faculty workload report.

College of Southern Nevada

The core themes of CSN are access, student success, quality, and diversity. To address student success, quality and diversity, CSN has made conscious efforts to increase the number of full-time faculty in the classroom. These efforts resulted in an increase of full-time faculty headcount from 450 (fall 2010) to 469 (fall 2014). These efforts at increasing full-time faculty are reflected in the increased class sections taught by full-time faculty. CSN also improved marketing and recruitment efforts to attract a more diverse teaching faculty in an effort to achieve a teaching faculty demographic reflective of student demographic. Overall student enrollments (headcount and FTE) declined which explains the decline in class section enrollments, student credit hours taught and student FTE taught. The increase in class sections taught is evidence of institutional emphasis on program completion.

During the upcoming academic year, CSN continues to evaluate institutional efficiency through the strategic enrollment planning process. Faculty workload is part of this strategic enrollment planning in the following action items:

- Evaluate progress on faculty workload policy revisions in Faculty Senate;

- Evaluate process for creation of semester schedule of courses;
- Develop a master calendar for the production of a semester schedule of course offerings; and
- Evaluate the calendar for production of full-time faculty workload worksheets.

As the College of Southern Nevada continues its efforts to address institutional performance, faculty workloads will continue to be central to insuring student success.

Great Basin College

GBC full-time faculty positions (headcount) reduced 8.4% from 2012, but the FTE taught by these positions reduced only 1.7%. The reduction in positions is directly related to budget cuts, but the faculty remaining have taken on more overload to maintain the curriculum required for programs to continue. There is a continuing trend to utilize less part-time instruction, again the result of budget cuts. Instruction shifted in part to the overload being taken on by full-time faculty, and with more students per class in these sections.

As noted in the 2012 report, from 2010 to 2012 GBC increased its number of faculty by nearly 16% (8 positions). However this was an artifact of converting temporary full-time positions (not counted in 2010) to regular full-time positions by 2012. Since 2008, GBC lost 12 full-time positions, an 18% reduction.

During the period of this report, overall GBC enrollment declined slightly. Though enrollment decreased, there has been an overall increase in class size since 2008 that reflects a longer trend. The general long term trend for GBC instruction is for fewer sections taught with more students per section. This is in large the result of more online classes being taught that consolidate more students into fewer sections. There is also the advantageous use of interactive video to consolidate live classes between different sites across the GBC service area. The average class size in 2008 was 12.3. This increased to almost 19 by 2014, a 54% increase in class size since 2008. This increase is an intentional result of efforts for efficiency.

Truckee Meadows Community College

The number of both full-time and part-time faculty at TMCC has been declining in recent years, mirroring the institution's enrollment decline and concurrent budget reductions. For 2014 the number of full-time faculty fell to 149 (from 155 in 2012 and 160 in 2010) and part-time faculty fell to 370 (from 389 in 2012 and 429 in 2010). With dropping numbers of faculty hired to teach full-time, the percentage of instruction taught by full-time faculty also fell. In 2014, measured by credits hours, full time faculty taught 48.7 percent of class sections compared to 51.3 percent taught by part-time faculty. However, the average number of class sections taught by full-time faculty increased, an indication of less release time for other duties.

TMCC has worked hard to reduce release time for teaching faculty, but with the decrease in state support in recent years, TMCC has seen a decrease in classified and professional employees. To continue to cover necessary functions, faculty have been given release time to perform duties which might have been previously done by administrative or classified employees. Release time

from teaching a course is given for department chair and coordinator duties and additional assignments.

Total in-class productivity by full-time faculty increased. Effective scheduling and student advising resulted in more students in each section. TMCC has new scheduling technology in place this year which should result in even greater productivity in years to come. On the other hand, the growth of our technical courses, essential to our meeting the workforce needs of Northern Nevada, will likely result in smaller average numbers of students in sections since these courses require limited enrollment.

TMCC is focusing on student success in courses and in completion of degrees. Full-time faculty are being asked to mentor students in their discipline as well as provide excellent instruction. Part-time faculty are getting enhanced orientation and support to ensure they can help students be successful. In the midst of this focus, all faculty are being asked to do more beyond classroom contact hours.

Western Nevada College

WNC summary points, comparison of 2010 to 2014:

As WNC works to establish high expectations for effectiveness and efficiency in educational delivery, three data points in our Instructional Workload report are worth highlighting.

1. The number of full-time faculty decreased dramatically from 2010 to 2014; down 12 by headcount (20% decrease) and 12.8 by FTE (19.1% decrease).
2. The average number of student credit hours taught by part-time faculty increased from 2010 to 2012 and again from 2012 to 2014; up from 226.8 to 230.7 and 281.1 in 2014.
3. The average number of student credit hours taught by all faculty exhibited similar increases; up from 239.0 to 262.8 and 273.0 in 2014.

The conclusion to be drawn is that with revenue shortfalls in prior biennia, WNC was unable to maintain the level of full-time faculty, and has become increasingly more dependent on part-time instructors. Part-time instructors are now responsible for the delivery of over 60% of our instructional load.

Appendix A

NSHE Board of Regents' *Handbook*
Title 4, Chapter 3, Section 3

Faculty Workload Policy

1. The Board of Regents of the Nevada System of Higher Education (NSHE) recognizes the distinct and unique missions of its member institutions, each of which serves the needs of the citizens of the State of Nevada through a combination of quality teaching, scholarly research or creative activity, and service. The way in which these activities are combined to set the individual faculty member's workload depends primarily on the mission of the institution and the constituencies it serves.
2. The NSHE Code defines the primary areas of faculty responsibility for all higher education institutions in Nevada, and these areas are reinforced throughout the Code in standards for tenure and annual evaluation.
3. With the exception of faculty members at the Desert Research Institute, all NSHE instructional faculty members are expected to teach; develop curriculum; conduct other instructional activities including advising, grading, and preparing for classes; maintain currency in their academic discipline; and perform public and professional service, service to the institution, and similar academic activities. In addition, at the universities, state college and Desert Research Institute, academic faculty members are expected to conduct scholarly research or creative activity.
4. Consistent with the principles identified herein, and consistent with their mission, the NSHE institutions shall have substantial autonomy to select and determine the relative importance of faculty activities in the areas of teaching, scholarly research or creative activity, and service. The distribution of responsibilities should take maximum advantage of the talents of individual faculty members and may reflect differences among academic disciplines.
5. The Board of Regents affirms that the duties in each of these areas are essential elements of the work of the faculty and must be viewed as a whole whenever faculty workload and productivity are measured and reported. Faculty workload cannot and should not be measured solely by the time spent by the faculty member in the classroom.
6. In recognition of its commitment to accountability and productivity, the Board of Regents will regularly compile information regarding faculty workloads. To aid in this process, the following expected teaching workloads at NSHE institutions shall be established:
 - a. At the universities, an expectation of 18 instructional units per academic year, or 9 units each semester. For faculty heavily involved in doctoral-level education or research, the expected instructional workload may be reduced as required by an equivalent increase in doctoral-level instruction and/or research. Additionally,

newly-hired faculty may be given a reduced instructional workload for a limited period of time in order to establish a research program.

- b. At the state college, an expectation of 24 instructional units per academic year, or 12 units each semester.
 - c. At the community colleges, an expectation of 30 instructional units per academic year, or 15 units per semester.
 - d. As it applies to a, b, and c, reassignments from the expected teaching load as well as course overloads must be approved in advance by the appropriate vice president or president.
 - e. The aforementioned expectations do not apply to the instructional faculty of the University of Nevada School of Medicine, the UNLV School of Dental Medicine, and the William S. Boyd School of Law.
7. It shall be the responsibility of the president of each NSHE institution to establish justifiable, equitable instructional workload standards through a process of shared governance with the faculty. It is expected that the institutional policies will provide detailed guidelines for equivalent teaching load credit as well as adjustments of workloads that reflect different kinds of instruction – including, but not limited to, distance education, rural education, internet instruction, vocational education, and clinical education. The policies should also take into account non-instructional activities that may be essential to the work of faculty in particular disciplines and provide equitable recognition for extra contact hours that faculty spend with students in courses that involve studios, laboratories, clinics, independent study, thesis and dissertation, internships, and similar activities related to instruction.
 8. In the fall of every even-numbered year, the Chancellor shall compile a System report on faculty workloads at NSHE institutions.
 9. The Board of Regents encourages NSHE institutions to participate in national, benchmarked studies, and their participation shall be facilitated by System staff.