

NEVADA SYSTEM OF HIGHER EDUCATION

**FACULTY WORKLOAD
REPORT
2004**

June 2005

NSHE System Administration • University of Nevada, Las Vegas
University of Nevada, Reno • Nevada State College at Henderson
Community College of Southern Nevada • Great Basin College
Truckee Meadows Community College • Western Nevada Community College
Desert Research Institute

Nevada System of Higher Education

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Nevada System of Higher Education

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ACKNOWLEDGEMENTS

This report is the collective work of many people, both at the campuses and in the System Administration Office. However, the majority of the effort fell upon the campuses. It is campus personnel who are responsible for analyzing campus files to provide summary information to the System Administration Office, and it is campus personnel who shoulder the effort of compiling information for nearly 2,000 full-time faculty serving the Nevada System of Higher Education.

Chief among the campus personnel are Kari Coburn at UNLV, Arthur Chenin at UNR, Brad Jensen at NSC, Frank Di Puma at CCSN, Garry Heberer at GBC, Elena Bubnova at TMCC, and Susan Riggs at WNCC.

Also, special thanks go out to the Faculty Senate representatives. Their interest and input was critical in developing a measurement tool that accurately reflects the work done by faculty.

Tyler Trevor
Assistant Vice Chancellor
NSHE, Office of Academic and Student Affairs
June 2, 2005

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Workload Overview

NSHE Faculty Workload Report 2004

INSTRUCTIONAL WORKLOAD

UNIVERSITIES – 1,245 faculty FTE represented, 37% in doctoral instruction, 31% with release time

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

Fall 2004 Average Instructional Workload

3.7 Course Sections Taught	10.8 Total Credit Hours Taught	7.1 Organized Credit Hours
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- University faculty taught an average of 3.7 course sections, equating to a total 10.8 credit hours in both organized and individualized instruction.
- Faculty at the two universities taught an average 7.1 credit hours in organized course sections.
- This aggregated instructional workload summary includes faculty involved in doctoral-level education, as well as those with administrative release time.

STATE COLLEGE – 17.5 faculty FTE represented, 27% with release time

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

Fall 2004 Average Instructional Workload

3.3 Course Sections Taught	12.0 Total Credit Hours Taught	11.1 Organized Credit Hours
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- State college faculty taught an average of 3.3 course sections, equating to 12.0 credit hours in both organized and individualized instruction.
- Faculty at Nevada State College taught an average of 11.1 credit hours in organized course sections.

COMMUNITY COLLEGES – 697 faculty FTE represented, 32% with release time

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

Fall 2004 Average Instructional Workload

4.7 Course Sections Taught	13.1 Total Credit Hours Taught	16.0 In-class Contact Hours
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- Community college faculty taught an average of 4.7 course sections, equating to 13.1 credit hours in both organized and individualized instruction.
- Faculty at the community colleges taught an average 16.0 in-class contact hours per week.

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

OUT-OF-CLASSROOM ACTIVITIES

It should also be noted that a significant amount of faculty's time is spent engaged in out-of-classroom activities. Detailed information describing these activities is included within this report.

Introduction

NSHE Faculty Workload Report 2004

Background

In the fall of every even numbered year, the NSHE conducts a faculty workload study. The Fall 2004 Faculty Workload Report marks the first year of information collected under a newly redesigned methodology. During the 2003-04 academic year, the NSHE Board of Regents assembled a faculty workload task force to analyze and address issues related to systemwide faculty workload policies and data reporting. As a result of these efforts, the NSHE adopted a formalized workload policy (see Appendix A) containing expected instructional teaching loads for each type of institution.

The Task Force recommended a new research methodology for collecting faculty workload data including:

- 1) Redesign of workload reporting forms to incorporate new data elements, as well as a common set of definitions;
- 2) Record out-of-classroom activities by collecting annual output, instead of average hours per week;
- 3) Report instructional workloads from institutional databases specifically designed to collect faculty workload; and
- 4) Collect workload information that is validated by faculty, as well as department heads.

As a result of this new data collection and reporting methodology, information presented in this report is not comparable to previous years' workload data. As information is collected in future semesters, all attempts will be made to compare workloads as they are measured over time.

Workload Expectations

Faculty workload can be separated into two distinct areas: instructional workload (i.e. in-class workload) and out-of-classroom activities. This indicates that at the universities, the state college, and the community colleges the role of full-time faculty extends well beyond in-class instruction. To varying degrees, faculty workload is impacted by requirements to engage in research, develop professionally, participate in public service, as well as contribute to the commitment of shared governance, advise students, and develop new curriculum and programs. Depending upon institutional type and mission, the workload of faculty is further influenced by numerous factors occurring both inside and outside of the classroom. As a result, the NSHE method for measuring workload of full-time faculty employs a two-pronged approach, one method for instructional workload and another for out-of-classroom activities.

Instructional Workload

Instructional workload hours spent in-class, as well as indicators of workload activity (i.e. average class size) are collected from institutional databases. Instructional workload data for full-time faculty is aggregated by institution and compared to the expectations delineated in Board of Regents' policy (Title 4, Chapter 3, Section 3).

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 individual faculty heavily involved in doctoral-level education, the expected load would be an average of 12 instructional units per academic year, or 6 units per semester;*
- 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, president, or at an alternative level to be determined by the institution; and*
- 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. The preferred teaching loads are those "achieved by our leading colleges and universities ... [and] ... provide as reliable a guide as may be found for teaching loads in any institutions intending to achieve and maintain excellence in faculty performance."

Out-of-classroom Activities

In addition to instructional workload, faculty throughout the NSHE is expected to engage in scholarship, research, other creative activities, and to provide service to the institution and to the public. Out-of-classroom activities are collected for each full-time faculty member and aggregated for each institution. Data depicting out-of-classroom activities are reported by individual faculty and collected from information found in annual

evaluations. Ultimately, all information is validated by administrative departmental heads before it is reported to System Administration. Detailed definitions have been established for each out-of-classroom activity indicator (see Appendix F and Appendix G).

Data Caveats

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

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 (i.e. for purposes such as administrative, research, oversized classes, professional development, etc.) are included in these data. It should also be noted that workload averages do not include credit hours taught by full-time faculty as overload (i.e. credits above expected semester teaching load and where extra compensation is received above a regular full-time faculty contract).
2. Workload results for the universities include faculty teaching at the undergraduate, graduate, and doctoral levels, or a mixture of any 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.
4. Due to the fact that this is the first year of employing a new research methodology, multi-year data needed for trend analysis are not available. Until at least three years of data are collected, conclusions related to individual institutional workloads should not be made.

Definitions

The following are definitions useful in reviewing faculty workload results:

Full-time Faculty: Regular, contract faculty available for instruction and funded totally or partially from the state budget, including faculty who are less than 1.0 FTE. Do not include letters of appointment (LOB or LOA).

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

Supplemental Instruction: Courses generating state supported FTE that are taught by instructors other than full-time faculty.

Faculty Reassignments: Faculty may be reassigned from all or part of their instructional workload for a variety of reasons (e.g. administrative, research, oversized classes, professional development, etc.).

Organized Instruction: Regularly scheduled classes meeting at designated times and places, including distance education courses.

Individualized Instruction: Instruction where regular in-class contact between faculty and students does not occur (e.g. internships, independent studies, dissertation/thesis research).

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 doubled counted.

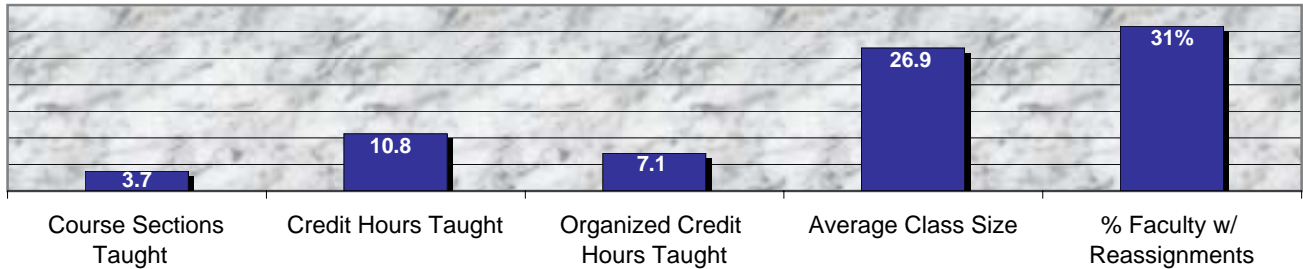
Instructional Workload Summary

NSHE Faculty Workload Report 2004

Aggregated Data by Institutional Type

Universities

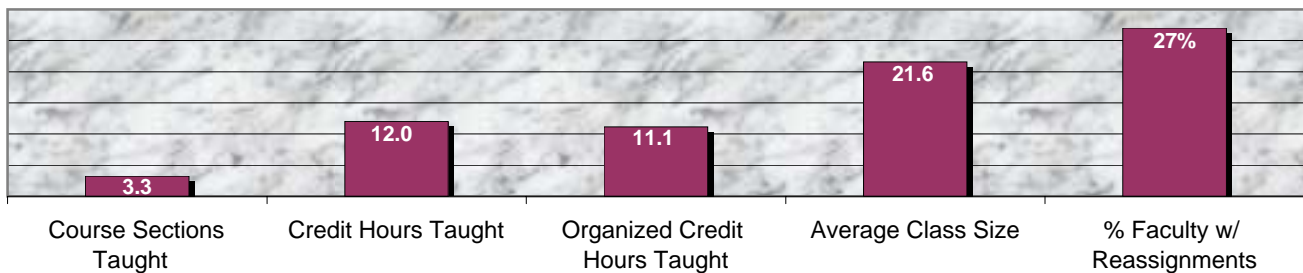
Full-time Faculty Workload (averages) - Fall 2004



Average Full-time Faculty Workload	Course Sections Taught	Credit Hours Taught	Organized Credit Hours Taught	Average Class Size	% Faculty w/ Reassignments
Universities	3.7	10.8	7.1	26.9	31

State College

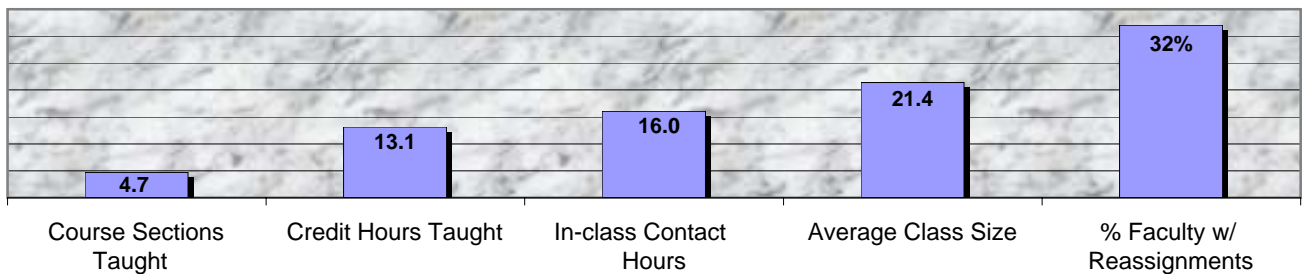
Full-time Faculty Workload (averages) - Fall 2004



Average Full-time Faculty Workload	Course Sections Taught	Credit Hours Taught	Organized Credit Hours Taught	Average Class Size	% Faculty w/ Reassignments
State College	3.3	12.0	11.1	21.6	27

Community Colleges

Full-time Faculty Workload (averages) - Fall 2004



Average Full-time Faculty Workload	Course Sections Taught	Credit Hours Taught	In-class Contact Hours	Average Class Size	% Faculty w/ Reassignments
Community Colleges	4.7	13.1	16.0	21.4	32

Instructional Workload - *Universities*

NSHE Faculty Workload 2004

Aggregated data for UNLV & UNR

Instructional Workload - Fall 2004 Information depicting workload of faculty occurring in the classroom.

Instructional workload averages included all full-time faculty available for instruction, including those with a portion of their instructional duties reassigned for administrative purposes and special projects. Workload averages do not include credit hours taught by full-time faculty as overload.

Full-time Faculty FTE Available for Instruction:

(does not include sabbaticals, faculty on leave, or unfilled faculty positions)

University Total:	1244.5
UNLV:	734.0
UNR:	510.5

Total Instruction:

Instruction occurring in regular scheduled classes with in-class contact, as well as individualized instruction where in-class contact does not occur.

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught
University Average	3.7	19.5	10.8
UNLV	3.5	19.5	10.2
UNR	4.0	19.5	11.5

Organized Instruction:

Instruction occurring in regularly scheduled classes meeting at designated times and places (includes distance education courses).

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught
University Average	2.6	26.9	7.1
UNLV	2.6	25.1	7.3
UNR	2.5	29.6	6.8

Individualized Instruction:

Instruction where regular in-class contact between faculty and students does not occur (examples: internships, independent studies, dissertation/thesis research).

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught
University Average	1.1	2.6	3.7
UNLV	0.9	2.8	2.9
UNR	1.5	2.5	4.7

Reassignments:

Faculty reassignments from all or part of their instructional workload for a variety of reasons (administrative, research, oversized classes, professional development, etc.)

Average Full-time Faculty Reassignments	Credit Hours Reassigned	% of Faculty with Reassignments	Adjusted Credit Hour Workload ¹
University Average	3.5	31%	8.6
UNLV	3.5	36%	8.6
UNR	NA	24%	NA

¹Adjusted Credit Hour Workload: computed instructional workload calculated by adding the number of reassigned credit hours to organized instructional credit hours and dividing by faculty FTE available for instruction

Instructional Workload - *Universities*

NSHE Faculty Workload 2004

Aggregated data for UNLV & UNR

Instructional Workload (cont.)

Information depicting workload of faculty occurring in the classroom.

Instructional Level: Percent of organized credit hours taught by faculty assignment and instructional level

	University Average	UNLV	UNR
<i>Undergraduate Credit Hours</i>			
% Taught by Full-time Faculty	45.9%	41.2%	55.5%
% Taught by Supplemental Instruction	54.1%	58.8%	44.5%
Full-time Faculty Overload	0.8%	1.2%	0.0%
Part-time/Adjunct	35.9%	41.1%	25.4%
Teaching Assistants	14.8%	15.8%	12.8%
Other ²	2.5%	0.7%	6.3%
<i>Graduate Credit Hours</i>			
% Taught by Full-time	81.6%	81.9%	81.3%
% Taught by Supplemental Instruction	18.4%	18.1%	18.7%
Full-time Faculty Overload	1.4%	2.3%	0.0%
Part-time/Adjunct	13.1%	14.3%	11.3%
Teaching Assistants	0.9%	0.4%	1.7%
Other ²	2.9%	1.1%	5.7%

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

Doctoral Instruction: Percent of full-time faculty involved in doctoral instruction

	University Average	UNLV	UNR
% of full-time faculty with doctoral student enrollment in at least one class section	37.4%	35.2%	40.6%

Instructional Workload - State College

NSHE Faculty Workload Report 2004

Aggregated data for NSC

Instructional Workload - Fall 2004 Information depicting workload of faculty occurring in the classroom.

Instructional workload averages included all full-time faculty available for instruction, including those with a portion of their instructional duties reassigned for administrative purposes and special projects. Workload averages do not include credit hours taught by full-time faculty as overload.

Full-time Faculty FTE Available for Instruction: NSC: 17.5

(does not include sabbaticals, faculty on leave, or unfilled faculty positions)

Total Instruction: Instruction occurring in regular scheduled classes with in-class contact, as well as individualized instruction where in-class contact does not occur.

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught
NSC	3.3	21.0	12.0

Organized Instruction: Instruction occurring in regularly scheduled classes meeting at designated times and places (includes distance education courses).

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught
NSC	3.1	21.6	11.1

Individualized Instruction: Instruction where regular in-class contact between faculty and students does not occur (examples: internships, independent studies, dissertation/thesis research).

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught
NSC	0.1	0.0	0.0

Reassignments: Faculty reassignments from all or part of their instructional workload for a variety of reasons (administrative, research, oversized classes, professional development, etc.)

Average Full-time Faculty Reassignments	Credit Hours Reassigned	% of Faculty with Reassignments	Adjusted Credit Hour Workload ¹
NSC	9.0	27%	14.2

¹Adjusted Credit Hour Workload: computed instructional workload calculated by adding the number of reassigned credit hours to organized instructional credit hours and dividing by faculty FTE available for instruction

Instructional Workload - State College

NSHE Faculty Workload Report 2004

Aggregated data for NSC

Instructional Workload (cont.)

Information depicting workload of faculty occurring in the classroom.

Instructional Level: Percent of organized credit hours taught by faculty assignment and instructional level

	NSC
<i>Undergraduate Credit Hours</i>	
% Taught by Full-time Faculty	35.4%
% Taught by Supplemental Instruction	64.6%
Full-time Faculty Overload	0.0%
Part-time/Adjunct	59.5%
Teaching Assistants	0.9%
Other ²	4.2%

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

Instructional Workload - Community Colleges

NSHE Faculty Workload Report 2004

Aggregated data for CCSN, GBC, TMCC, & WNCC

Instructional Workload - Fall 2004 Information depicting workload of faculty occurring in the classroom.

Instructional workload averages included all full-time faculty available for instruction, including those with a portion of their instructional duties reassigned for administrative purposes and special projects. Workload averages do not include credit hours taught by full-time faculty as overload.

Full-time Faculty FTE Available for Instruction:

(does not include sabbaticals, faculty on leave, or unfilled faculty positions)

Community College Total:	696.6
CCSN	438.0
GBC	53.6
TMCC	138.0
WNCC	67.0

Total Instruction:

Instruction occurring in regular scheduled classes with in-class contact, as well as individualized instruction where in-class contact does not occur.

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught
CC Average	4.7	20.9	13.1	16.0
CCSN	4.8	21.6	13.0	15.2
GBC	4.2	17.1	11.8	13.6
TMCC	4.2	22.1	13.0	18.6
WNCC	5.5	17.4	15.0	17.9

Organized Instruction:

Instruction occurring in regularly scheduled classes meeting at designated times and places (includes distance education courses).

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught
CC Average	4.5	21.4	12.9	16.0
CCSN	4.6	22.1	12.9	15.2
GBC	4.0	17.8	11.4	13.6
TMCC	4.0	22.8	12.4	18.6
WNCC	5.4	17.5	14.8	17.9

Individualized Instruction:

Instruction where regular in-class contact between faculty and students does not occur (examples: internships, independent studies, dissertation/thesis research).

Average Full-time Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught
CC Average	0.2	7.8	0.3	NA
CCSN	0.2	9.2	0.2	NA
GBC	0.2	1.3	0.3	NA
TMCC	0.2	6.5	0.6	NA
WNCC	0.1	8.6	0.3	NA

Instructional Workload - Community Colleges

NSHE Faculty Workload Report 2004

Aggregated data for CCSN, GBC, TMCC, & WNCC

Instructional Workload (cont.) Information depicting workload of faculty occurring in the classroom.

Reassignments: Faculty reassignments from all or part of their instructional workload for a variety of reasons (administrative, research, oversized classes, professional development, etc.)

Average Full-time Faculty Reassignments	Credit Hours Reassigned	% of Faculty with Reassignments	Adjusted Credit Hour Workload ¹
CC Average	3.8	32%	14.1
CCSN	3.1	35%	14.0
GBC	5.5	46%	14.0
TMCC	4.9	18%	13.3
WNCC	6.6	25%	16.7

¹Adjusted Credit Hour Workload: computed instructional workload calculated by adding the number of reassigned credit hours to organized instructional credit hours and dividing by faculty FTE available for instruction

Instructional Level: Percent of organized credit hours taught by faculty assignment and

	<u>CC Average</u>	<u>CCSN</u>	<u>GBC</u>	<u>TMCC</u>	<u>WNCC</u>
<i>Undergraduate Credit Hours</i>					
% Taught by Full-time Faculty	46%	47%	49%	40%	47%
% Taught by Supplemental Instruction	54%	53%	51%	60%	53%
Full-time Faculty Overload	4%	5%	7%	4%	0%
Part-time/Adjunct	50%	48%	44%	56%	53%

Out-of-Classroom Activities - Universities

NSHE Faculty Workload Report 2004

Aggregated data for UNLV & UNR

Out-of-Classroom Activities

Out-of-classroom activities engaged in by full-time faculty from January 1, 2004, through December 31, 2004.

	University Aggregate		UNLV		UNR	
	Total	Average	Total	Average	Total	Average
1. Total number of full-time faculty FTE included in data collection.	1,232.5		722.0		510.5	
2. Number of activities related to recognized or visible service to profession (e.g., serve on a regional or national committee, external accreditation involvement, etc).	2,199	1.8	1,106	1.5	1,093	2.1
3. Number of outreach activities related to field of expertise (e.g., community workshops, seminars, demonstrations, etc.).	3,875	3.1	2,078	2.9	1,797	3.5
4. Number of activities related to institutional or system-wide service (e.g., faculty senate, tenure committees, search committees, faculty committees, system committees, assessment, etc.).	4,734	3.8	2,651	3.7	2,083	4.1
5. Number of leadership positions held in a professional association (e.g., elected officer, committee chair, conference chair, etc.).	856	0.7	451	0.6	405	0.8
6. Number of new courses developed, or existing courses in which you have significantly redesigned the pedagogy or curriculum.	1,783	1.4	1,046	1.4	737	1.4
7. Number of formal presentations made at state, regional, national, and international professional meetings.	3,353	2.7	1,771	2.5	1,582	3.1
8. Number of clinical, practicum, or internship students formally assigned to you.	5,565	4.5	3,787	5.2	1,778	3.5
9. Total number of students advised.	34,620	28.1	22,415	31.0	12,205	23.9
10. Number of peer reviews conducted.	4,316	3.5	1,965	2.7	2,351	4.6
11. Number of recruitment and/or promotional activities in which you have participated.	1,987	1.6	1,141	1.6	846	1.7
12. Number of external grants, contract proposals, and/or scholarly fellowship proposals submitted.	1,583	1.3	742	1.0	841	1.6
13. Number of newly-awarded external grants, contracts, and/or scholarly fellowships awarded to institution on your behalf.	684	0.6	298	0.4	386	0.8

Out-of-Classroom Activities - Universities

NSHE Faculty Workload Report 2004

Aggregated data for UNLV & UNR

Out-of-Classroom Activities

Out-of-classroom activities engaged in by full-time faculty from January 1, 2004, through December 31, 2004.

	University Aggregate		UNLV		UNR	
	Total	Average	Total	Average	Total	Average
14. Total dollar value for the externally funded grants, contracts, and/or scholarly fellowships reported in Item 13.	\$96,476,761	\$78,277	\$43,050,129	\$59,626	\$53,426,632	\$104,655
15. Number of active or ongoing external grants, contracts, and/or scholarly fellowships on which you are working.	1,264	1.0	549	0.8	715	1.4
16. Number of journal articles and/or book chapters published.	1,994	1.6	964	1.3	1030	2.0
17. Number of single-author or joint-author books or monographs published.	242	0.2	133	0.2	109	0.2
18. Number of books, collections, and monographs edited.	304	0.2	178	0.2	126	0.2
19. Number of invited reviews of books and/or manuscripts.	2,741	2.2	1,697	2.4	1044	2.0
20. Number of juried shows, commissioned performances, or competitive exhibitions presented in a physical or an electronic venue.	1,175	1.0	487	0.7	688	1.3
21. Number of editorial positions held.	590	0.5	372	0.5	218	0.4
22. Number of provisional or issued licensing agreements or patents registered.	59	0.0	15	0.0	44	0.1
23. Number of active thesis/dissertation committees where you served as first reader or chair.	1,294	1.0	1,294	1.8	0	0.0
24. Number of active thesis/dissertation committees where you served in a non-chairing role.	3,297	2.7	2,100	2.9	1197	2.3
25. Number of undergraduate students formally engaged in research with you as the faculty mentor.	2,930	2.4	1,140	1.6	1790	3.5
26. Number of students (undergraduate and/or graduate) who have jointly authored a journal article or book chapter with you as the faculty mentor.	1,124	0.9	496	0.7	628	1.2
27. Number of students (undergraduate and/or graduate) who have jointly presented a paper at a professional meeting with you as the faculty mentor.	1,033	0.8	620	0.9	413	0.8

Out-of-Classroom Activities - State College

NSHE Faculty Workload Report 2004

Aggregated data for NSC

Out-of-Classroom Activities

Out-of-classroom activities engaged in by full-time faculty from January 1, 2004, through December 31, 2004.

	NSC	
	Total	Average
1. Total number of full-time faculty FTE included in data collection.	22	
2. Number of activities related to recognized or visible service to profession (e.g. serve on a regional or national committee, external accreditation involvement, etc).	29	1.3
3. Number of outreach activities related to field of expertise (e.g., community workshops, seminars, demonstrations, etc.).	54	2.5
4. Number of activities related to institutional or system-wide service (e.g., faculty senate, tenure committees, search committees, faculty committees, system committees, assessment, etc.).	102	4.6
5. Number of leadership positions held in a professional association (e.g., elected officer, committee chair, conference chair, etc.).	22	1.0
6. Number of new courses developed, or existing courses in which you have significantly redesigned the pedagogy or curriculum.	65	3.0
7. Number of formal presentations made at state, regional, national, and international professional meetings.	24	1.1
8. Number of clinical, practicum, or internship students formally assigned to you.	253	11.5
9. Total number of students advised.	1,382	62.8
10. Number of peer reviews conducted.	28	1.3
11. Number of recruitment and/or promotional activities in which you have participated.	96	4.4
12. Number of external grants, contract proposals, and/or scholarly fellowship proposals submitted.	9	0.4
13. Number of newly-awarded external grants, contracts, and/or scholarly fellowships awarded to institution on your behalf.	4	0.2
14. Total dollar value for the externally funded grants, contracts, and/or scholarly fellowships reported in Item 13.	\$673,199	\$30,600
15. Number of active or ongoing external grants, contracts, and/or scholarly fellowships on which you are working.	8	0.4
16. Number of journal articles and/or book chapters published.	20	0.9
17. Number of single-author or joint-author books or monographs published.	1	0.0
18. Number of books, collections, and monographs edited.	0	0.0

Out-of-Classroom Activities - State College

NSHE Faculty Workload Report 2004

Aggregated data for NSC

Out-of-Classroom Activities

Out-of-classroom activities engaged in by full-time faculty from January 1, 2004, through December 31, 2004.

	NSC	
	Total	Average
19. Number of invited reviews of books and/or manuscripts.	1	0.0
20. Number of juried shows, commissioned performances, or competitive exhibitions presented in a physical or an electronic venue.	4	0.2
21. Number of editorial positions held.	1	0.0
22. Number of undergraduate students formally engaged in research with you as the faculty mentor.	15	0.7

Out-of Classroom Activities - Community College

NSHE Faculty Workload Report 2004

Aggregated data for CCSN, GBC, TMCC, & WNCC

Out-of-Classroom Activities

Out-of-classroom activities engaged in by full-time faculty from January 1, 2004 through December 31, 2004

	CC Aggregate		CCSN		GBC		TMCC		WNCC	
	Total	Average	Total	Average	Total	Average	Total	Average	Total	Average
1. Total number of full-time faculty FTE included in data collection.	550.5		302.0		53.5		133.0		62.0	
2. Number of courses where faculty have updated and/or redesigned pedagogy or curriculum.	1,764	3.2	1,103	3.7	134	2.5	462	3.5	65	1.0
3. Number of new or significantly redesigned courses requiring institutional approval.	658	1.3	513	1.7	48	0.9	97	0.7	N/A	N/A
4. Number of peer reviews performed by faculty.	1,536	3.1	1,083	3.6	67	1.3	386	2.9	N/A	N/A
5. Total number of students given academic advisement by faculty.	21,336	38.8	16,215	53.7	1,057	19.8	4,064	30.6	135	2.2
6. Number of clinical, practicum, or internship, self-paced, and service learning students formally assigned to faculty.	4,302	7.8	2,891	9.6	217	4.1	1,036	7.8	158	2.5
7. Number of faculty activities related to institutional service.	3,128	5.7	1,943	6.4	226	4.2	828	6.2	131	2.1
8. Number of recruitment activities participated in by faculty.	1,550	2.8	990	3.3	116	2.2	353	2.7	91	1.5
9. Number of faculty activities related to system service.	834	1.5	591	2.0	23	0.4	129	1.0	91	1.5
10. Number of faculty outreach activities related to field of expertise.	1,780	3.2	1,165	3.9	115	2.1	343	2.6	157	2.5
11. Number of leadership positions in a professional, technical, or occupational association.	397	0.7	259	0.9	24	0.4	81	0.6	33	0.5

Out-of Classroom Activities - Community College

NSHE Faculty Workload Report 2004

Aggregated data for CCSN, GBC, TMCC, & WNCC

Out-of-Classroom Activities Out-of-classroom activities engaged in by full-time faculty from January 1, 2004 through December 31, 2004

	CC Aggregate		CCSN		GBC		TMCC		WNCC	
	Total	Average	Total	Average	Total	Average	Total	Average	Total	Average
12. Number of faculty activities related to recognized or visible service to profession.	881	1.6	609	2.0	31	0.6	181	1.4	60	1.0
13. Number of formal presentations made by faculty at local, state, regional, national, and international professional, technical, or occupational professional meetings.	878	1.6	708	2.3	36	0.7	105	0.8	29	0.5
14. Number of faculty memberships in discipline-related professional, technical, or occupational organizations.	1,056	2.2	653	2.2	101	1.9	302	2.3	N/A	N/A
15. Number of professional, technical, or occupational conferences and seminars attended by faculty.	1,154	2.4	762	2.5	51	1.0	341	2.6	N/A	N/A
16. Number of updated/renewed national or industry standards certifications and updated/renewed licensures.	416	0.9	260	0.9	47	0.9	109	0.8	N/A	N/A
17. Number of industry liaisons for factory updates re: training, safety, equipment, specifications.	436	0.9	209	0.7	24	0.4	203	1.5	N/A	N/A
18. Number of occupational/industry internship programs for students.	527	1.1	378	1.3	31	0.6	118	0.9	N/A	N/A
19. Number of significant artistic creations in the fine arts, performing arts, or visual arts.	641	1.2	379	1.3	12	0.2	231	1.7	19	0.3
20. Number of significant scholarly and/or research activities.	851	1.5	583	1.9	67	1.3	142	1.1	59	1.0

Appendix A

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

Section 3. Faculty Workload Guidelines.

1. The Board of Regents of the University and Community College System of Nevada 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 UCCSN 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 UCCSN 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 UCCSN 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 UCCSN institutions shall be established:

- a. At the universities, an expectation of 18 instructional units per academic year, or 9 units each semester. For individual faculty heavily involved in doctoral-level education, the expected load would be an average of 12 instructional units per academic year, or 6 units per semester.
 - 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, president, or at an alternative level to be determined by the institution.
 - 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 UCCSN 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 UCCSN institutions.
9. The Board of Regents encourages UCCSN institutions to participate in national, benchmarked studies, and their participation shall be facilitated by System staff.

Appendix B

UCCSN Faculty Workload Study 2004 University & State College Instructional Workload Form

Provide information on the faculty positions at your institution funded totally or partially from the instruction function of the state budget.			
Institution:	Total <u>budgeted</u> Full-time FTE faculty positions	Total FTE of faculty not available for teaching ¹⁰	
Term: Fall 2004	Total FTE of faculty on sabbatical or other leave	Total Headcount of full-time faculty available for instruction	
	Total FTE of unfilled full-time faculty positions	Total FTE of full-time faculty available for instruction	

Instructions: Report aggregated faculty workloads for all state-supported instructional activity in Fall 2004. When complete, your institution's total student FTE should be accounted for at the time this form was completed. Data must originate from workload databases that have been validated by department heads.

	Faculty FTE	Organized Instruction ³											
		Undergraduate Level				Graduate Level				400/600 Level Dual Listed			
		# of Class Sections ⁷	Student Enrollments	Credits Hours	Student Credit Hours ⁵	# of Class Sections ⁷	Student Enrollments	Credits Hours	Student Credit Hours ⁵	# of Class Sections ⁷	Student Enrollments	Credits Hours	Student Credit Hours ⁵
Full-time Faculty¹													
Total Full-time Faculty													
Supplemental Instructors²													
Full-time Faculty Overload ⁶													
Part-time Instruction (LOA, LOB)													
Teaching Assistants													
Other Supplemental													
Total Supplemental Instruction													

	Total Organized Instruction (sum of Undergraduate, Graduate, & 400/600)				Total Individualized Instruction ⁴				Total (sum of organized and individualized)				
	# of Class Sections ⁷	Student Enrollments	Credits Hours	Student Credit Hours ⁵	# of Class Sections ⁷	Student Enrollments	Credits Hours	Student Credit Hours ⁵	# of Class Sections ⁷	Student Enrollments	Credits Hours	Student Credit Hours ⁵	Student FTE
Full-time Faculty¹													
Total Full-time Faculty													
Supplemental Instructors²													
Full-time Faculty Overload ⁶													
Part-time/Adjunct Instruction													
Teaching Assistants													
Other Supplemental ⁸													
Total Supplemental Instruction													

	Faculty FTE	Total Number of Credit Hours Taught
Full-time Faculty Involved in Doctoral Education ⁹		

Appendix B

UCCSN Faculty Workload Study 2004 University & State College Instructional Workload Form

Full-time Faculty Reassignment Information

Please report the number of full-time faculty and total credits reassigned in Fall 2004. Faculty may be reassigned from all or part of their instructional workload for a variety of reasons (administrative, research, oversized classes, professional development, etc.)

University Full-time Faculty Workload Expectation = 9 credit hours/semester; 6 credit hours/semester for faculty heavily involved in doctoral-level instruction

State College Full-time Faculty Workload Expectation = 12 credit hours/semester

Total # of Full-time Faculty Reassigned (headcount)

Total # of Credit Hours Reassigned

Definitions & Calculations

- ¹Full-time Faculty: Regular, contract faculty available for instruction and funded totally or partially from the state budget. Include faculty who are less than 1.0 FTE. Do not include letters of appointment (LOB or LOA).
- ²Supplemental Instruction: Courses generating state supported FTE that are taught by instructors other than full-time faculty. Supplemental FTE is computed by dividing organized credit hours taught by 15.
- ³Organized Instruction: Regularly scheduled classes meeting at designated times and places (includes distance education courses).
- ⁴Individualized Instruction: Instruction where regular in-class contact between faculty and students does not occur (examples: internships, independent studies, dissertation/thesis research).
- ⁵Student 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).
- ⁶Full-time Faculty Overload: Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract.
- ⁷Class Sections: An individual class that is taught by an instructor(s) with a unique set of students. When possible, be sure not to double count dual or cross listed class sections taught at the same level of instruction.
- ⁸Other Supplemental: Classes taught by instructors other than full-time, part-time, or TA's (examples include volunteers, administrative faculty, emeritus faculty, etc.)
- ⁹Doctoral Education Involvement: Full-time faculty with doctoral student enrollment in at least one class section.
- ¹⁰FTE not available for instruct. Refers to instructional positions used by faculty who have moved to administrative positions, instructional support staff, and faculty who are not on teaching contracts.

note: student credit hours and FTE will not match official reports; drops and course cancellations are factored into faculty teaching assignments

Appendix C

UCCSN Faculty Workload Study 2004

Selected Measures of Out-of-Classroom Faculty Activity

Institutional Reporting Form - University & State College

This form is designed for reporting aggregated information representing the entire institution and must be returned to System Administration. The activities listed on this form represent a range of out-of-classroom activities that may be performed by faculty; this list is meant to be neither prescriptive nor inclusive of all activities.

Instructions:

Please report the aggregated results for all full-time instructional faculty that are fully or partially funded in the state supported budget (excluding librarians and counselors). Report accomplishments in each area that occurred during the most recent 12-month evaluation period. Depending on institutional evaluation periods, the 2004 report will include activities occurring either from Jan. 2004 through Dec. 2004 or during 2003-04 academic year). Be sure to review the definitions provided before responding.

1. Total number of full-time faculty FTE included in data collection (i.e. # of faculty FTE represented in the data collected on this form) _____
2. 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). _____
3. Number of faculty outreach activities related to field of expertise (e.g. community workshops, seminars, demonstrations, etc.). _____
4. Number of faculty activities related to institutional or system wide service (e.g., faculty senate, tenure committees, search committees, faculty committees, system committees, assessment etc.). _____
5. Number of leadership positions in a professional association held by faculty (e.g. elected officer, comm. chair, conf.chair, etc.) _____
6. Number of courses where faculty have developed new or significantly redesigned pedagogy or curriculum. _____
7. Number of formal presentations made by faculty at state, regional, national, and international professional meetings. _____
8. Number of clinical, practicum, or internship students formally assigned to faculty. _____
9. Total number of students advised by faculty. _____
10. Number of peer reviews conducted by faculty. _____
11. Number of recruitment and/or promotional activities participated in by faculty. _____
12. Number of external grants and/or contract proposals submitted by faculty. _____
13. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty. _____

Appendix C

UCCSN Faculty Workload Study 2004

Selected Measures of Out-of-Classroom Faculty Activity Institutional Reporting Form - University & State College

14. Total dollar value for the externally funded grants and contracts reported in Item 13. _____

15. Number of active or ongoing external grants and/or contracts on which faculty are working. _____

16. Number of journal articles and/or book chapters published by faculty. _____

17. Number of single-author or joint-author books or monographs published by faculty. _____

18. Number of books, collections, and monographs edited by faculty. _____

19. Number of invited reviews of books and/manuscripts by faculty. _____

20. Number of juried shows, commissioned performances, or competitive exhibitions by faculty presented in a physical venue or an electronic one. _____

21. Number of editorial positions held by faculty. _____

22. Number of provisional or issued licensing agreements or patents registered by faculty. _____

The following are applicable only to the Universities:

23. Number of active thesis/dissertation committees where faculty served as first reader or chairperson. _____

24. Number of active thesis/dissertation committees where faculty served in a non-chairing role. _____

25. Number of undergraduate students formally engaged in research with a faculty mentor. _____

26. Number of students (undergraduate and/or graduate) who have jointly authored a journal article or book chapter with a faculty mentor. _____

27. Number of students (undergraduate and/or graduate) who have jointly presented a paper at a professional meeting with a faculty mentor. _____

Note: The contents of this form have been adapted from the Delaware Study on Instructional Costs and Productivity.

Appendix D

UCCSN Faculty Workload Study 2004 Community College Instructional Workload Form

Provide information on the faculty positions at your institution funded totally or partially from the instruction function of the state budget.

Total budgeted Full-time FTE faculty positions	<input type="text"/>	Total FTE of faculty not available for teaching ⁹	<input type="text"/>
Total FTE of faculty on sabbatical or other leave	<input type="text"/>	Total Headcount of full-time faculty available for instruction	<input type="text"/>
Total FTE of unfilled full-time faculty positions	<input type="text"/>	Total FTE of full-time faculty available for instruction	<input type="text"/>

Institution:
Term: Fall 2004

Instructions: Report aggregated faculty workloads for all state-supported instructional activity in Fall 2004. When complete, your institution's total student FTE should be accounted for at the time this form was completed. Data must originate from workload databases that have been validated by department heads (i.e. no self-reported faculty data).

	Faculty FTE	Organized Instruction ³					Individualized Instruction ⁴					Total (sum of organized and individualized)					
		# of Class Sections ⁷	Student Enrollments	Credits Hours	Contact Hours/Week ⁸	Student Credit Hours ⁵	# of Class Sections ⁷	Student Enrollments	Credits Hours	Contact Hours/Week ⁸	Student Credit Hours ⁵	# of Class Sections ⁷	Student Enrollments	Credits Hours	Contact Hours/Week ⁸	Student Credit Hours ⁵	Student FTE
Full-time Faculty¹																	
Total Full-time Faculty																	
Supplemental Instructors²																	
Full-time Faculty Overload ⁶																	
Part-time/Adjunct Instruction																	
Total Supplemental Instruction																	

Full-time Faculty Reassignment Information

Please report the number of full-time faculty and total credits reassigned in Fall 2004. Faculty may be reassigned from all or part of their instructional workload for a variety of reasons (administrative, research, oversized classes, professional development, etc.)

Community College Full-time Faculty Workload Expectation = 15 credit hours (instructional units)

# of Full-time Faculty Reassigned (headcount)	<input type="text"/>
Total # of Credit Hours Reassigned	<input type="text"/>

Definitions & Calculations

- ¹Full-time Faculty: Regular, contract faculty available for instruction and funded totally or partially from the state budget. Include faculty who are less than 1.0 FTE. Do not include letters of appointment (LOB or LOA).
- ²Supplemental Instruction: Courses generating state supported FTE that are taught by instructors other than full-time faculty. Supplemental FTE is computed by dividing organized credit hours taught by 15.
- ³Organized Instruction: Regularly scheduled classes meeting at designated times and places (includes distance education courses).
- ⁴Individualized Instruction: Instruction where regular in-class contact between faculty and students does not occur (examples: internships, independent studies, dissertation/thesis research).
- ⁵Student 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).
- ⁶Full-time Faculty Overload: Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract.
- ⁷Class Sections: An individual class that is taught by an instructor(s) with a unique set of students. When possible, be sure not to double count dual or cross listed class sections.
- ⁸Contact Hours/Week: Actual time spent in the classroom each week as the result of scheduled class hours (ex. in occupational programs, credit and contact hours are not always equivalent).
- ⁹FTE not available for instruct. Refers to instructional positions used by faculty who have moved to administrative positions, instructional support staff, and faculty who are not on teaching contracts.
- note: student credit hours and FTE will not match official reports; drops and course cancellations are factored into faculty teaching assignments

Appendix E

UCCSN Faculty Workload Study 2004

Selected Measures of Out-of-Classroom Faculty Activity Institutional Reporting Form - Community Colleges

This form is designed for reporting aggregated information representing the entire institution and must be returned to System Administration. The activities listed on this form represent a range of out-of-classroom activities that may be performed by faculty; this list is meant to be neither prescriptive nor inclusive of all activities.

Instructions:

Please report the aggregated results for all full-time instructional faculty that are fully or partially funded in the state supported budget (excluding librarians and counselors). Report accomplishments in each area that occurred during the most recent 12-month evaluation period. Depending on institutional evaluation periods, the 2004 report will include activities occurring either from Jan. 2004 through Dec. 2004 or during 2003-04 academic year). Be sure to review the definitions provided before responding.

1. Total number of full-time faculty FTE included in data collection (i.e. # of faculty FTE represented in the data collected on this form) _____
2. Number of courses where faculty have updated and/or redesigned pedagogy or curriculum. _____
3. Number of new or significantly redesigned courses requiring institutional approval. _____
4. Number of peer reviews performed by faculty. _____
5. Total number of students given academic advisement by faculty. _____
6. Number of clinical, practicum, or internship, self-paced, and service learning students formally assigned to faculty. _____
7. Number of faculty activities related to institutional service. _____
8. Number of recruitment activities participated in by faculty. _____
9. Number of faculty activities related to system service. _____
10. Number of faculty outreach activities related to field of expertise. _____
11. Number of leadership positions in a professional, technical, or occupational association. _____
12. Number of faculty activities related to recognized or visible service to profession. _____
13. Number of formal presentations made by faculty at local, state, regional, national, and international professional, technical, or occupational professional meetings. _____

Appendix E

UCCSN Faculty Workload Study 2004

Selected Measures of Out-of-Classroom Faculty Activity Institutional Reporting Form - Community Colleges

- 14. Number of faculty memberships in discipline-related professional, technical, or occupational organizations. _____
- 15. Number of professional, technical, or occupational conferences and seminars attended by faculty. _____
- 16. Number of updated/renewed national or industry standards certifications and updated/renewed licensures. _____
- 17. Number of industry liaisons for factory updates re: training, safety, equipment, specifications. _____
- 18. Number of occupational/industry internship programs for students. _____
- 19. Number of significant artistic creations in the fine arts, performing arts, or visual arts. _____
- 20. Number of significant scholarly and/or research activities. _____

Appendix F

Definitions for Faculty Workload Study - University & State College

Definitions for Selected Measures of Out-of Classroom Faculty Activity: Data Collection Forms and Institutional Reporting Forms

1. Total number of full-time faculty FTE included in data collection (i.e. # of faculty FTE represented in the data collected on this form)	This number includes all regular, contract faculty employed at your institution who were funded fully or partially from the state supported budget during the 12 months under examination. This includes: - Faculty who may have subsequently retired or left the institution, as well as faculty on paid leaves and sabbaticals. - Each faculty member falling within this 12-month time frame should be counted only once.
2. 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).	This item reports the number of activities where faculty have engaged in high-level service to their profession. The service might be serving on a regional or national committee or serving as a volunteer juror for a show, performance, or exhibition. This item includes external promotion or tenure reviews and external accreditation involvement. This item excludes leadership positions held in professional associations within the 12-month evaluation period.
3. Number of faculty outreach activities related to field of expertise (e.g. community workshops, seminars, demonstrations, etc.).	This item reports the number of activities where faculty have engaged in some form of extension or outreach related to their field of expertise. The outreach might include community workshops, invited talks to community groups, seminars, lectures, or demonstrations. This item excludes formal presentations at state, regional, national, and international professional meetings during the most recent 12-month evaluation period.
4. Number of faculty activities related to institutional or system wide service (e.g., faculty senate, tenure committees, search committees, faculty committees, system committees, assessment etc.).	This item reports the number of activities where faculty have engaged in some form of service to the UCCSN (service may occur at the department, college, institutional, or system level). The service might be committee work (e.g., faculty senate, promotion and tenure), service on the institutional accreditation self-study team, supervising student organizations or student service and community projects, faculty art shows, performances, or creative readings at the home institution within the most recent 12-month evaluation period.
5. Number of leadership positions in a professional association held by faculty (e.g. elected officer, comm. chair, conf.chair, etc.)	This item seeks to report the number of activities where faculty have engaged in high-level service to their profession during the most recent 12-month evaluation period (membership alone in a professional association is insufficient, one must be actively involved). The leadership position might include being a member of the board of directors or holding some other leadership position in a professional association (e.g. elected officer, comm. chairperson, conf. chair).
6. Number of courses where faculty have developed new or significantly redesigned pedagogy or curriculum.	This item seeks the number of existing courses that have formally been redesigned, in each instance, by one or more faculty within the discipline during the most recent 12-month evaluation period. The curriculum development /redesign may be under the auspices of an externally funded instructional grant; part of a course-release sponsored by the department for the specific purpose of enhancing instructional methods and materials; or may include new initiatives in distance education. The key determinant is that this goes beyond the normal updating in course preparation as part of instructional workload.
7. Number of formal presentations made by faculty at state, regional, national, and international professional meetings.	This item seeks the number of invited and contributed papers, panels, performances, exhibitions, etc. by faculty during the most recent 12-month evaluation period. The key determinant is that the presentation was formal (i.e., listed in the meeting program and actually delivered by faculty member).
8. Number of clinical, practicum, or internship students formally assigned to faculty.	This item seeks to report faculty activity associated with supervising students in various types of field experiences in clinical, practicum, internship (non-research), cooperative, and service learning education programs during the most recent 12-month evaluation period.
9. Total number of students advised by faculty.	This item reports the number students advised by faculty during the most recent 12-month evaluation period. This item reflects formal academic advising to assigned students, as opposed to informal advice frequently given by faculty to students.
10. Number of peer reviews conducted by faculty.	This item reports the number of peer reviews performed by faculty for professional development, annual evaluations, and promotion/tenure purposes.

11. Number of recruitment and/or promotional activities participated in by faculty.	This item reports the number of recruitment activities participated in, such as school visits, presentations, development of promotional material, appearances at publicity events, and other activities involved in recruiting students and promoting the institution.
12. Number of external grants and/or contract proposals submitted by faculty.	This item seeks the number of external grant, contract, and scholarly fellowship proposals that have been submitted by faculty during the most recent 12-month evaluation period. The proposal may or may not have been accepted.
13. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	This item asks for the number of new external grants, contracts, and scholarly fellowships (e.g., National Endowment for the Humanities, Guggenheim Foundation) awarded to faculty or the institution on faculty's behalf during the most recent 12-month evaluation period, for which a formal award letter is in hand, regardless of whether the funds have been expended. While grants are often awarded for multiple years and funding is continuous, for purposes of this item, report the grant as awarded only the year where the initial award letter is received.
14. Total dollar value for the externally funded grants and contracts reported in Item 13.	Report the face value of the new grants, contracts, and scholarly fellowships cited in the previous term, whether or not the funds have been expended at the time of reporting. The face value should not include any matching instructional dollars.
15. Number of active or ongoing external grants and/or contracts on which faculty are working.	This item asks for the number of active or ongoing external grants, contracts, and/or scholarly fellowships (e.g. national endowment for the humanities, Guggenheim Foundation) on which faculty are working on during the most recent 12-month evaluation period.
16. Number of journal articles and/or book chapters published by faculty.	Single author articles are counted once. Co-authored journal articles, where faculty are from different institutions, are also counted once. If both faculty are from the same institution and discipline, count the article twice, as it represents out-of-classroom activity for each individual. The work must be published, i.e., initially published either in print or electronically during the most recent 12-month evaluation period.
17. Number of single-author or joint-author books or monographs published by faculty.	This item is seeking information on volumes produced by faculty. These volumes must be published by an academic or commercial press. Use the same counting convention with respect to joint authorship as was the case for journal articles and book chapters. Note: the work must be in print, i.e., initially published either in print or electronically during the most recent 12-month evaluation.
18. Number of books, collections, and monographs edited by faculty.	This item seeks the number of books, collections, and monographs edited by faculty. Use the same counting convention as for journal articles and book chapters. Note: the work must be in print, i.e., initially published either in print or electronically during the most recent 12-month evaluation.
19. Number of invited reviews of books and/manuscripts by faculty.	This item refers to the number of reviews of books or journal articles in print or manuscripts submitted to a publisher. This includes reviews for a university press or a scholarly journal. The review must have occurred during the most recent 12-month evaluation period.
20. Number of juried shows, commissioned performances, or competitive exhibitions by faculty presented in a physical venue or an electronic one.	This item is seeking information on scholarly productions in the fine, performing, and visual arts. Implicit in this measure is the endorsement of a jury or referee. Accordingly, this item seeks an art exhibition at a gallery or museum, as opposed to an all -faculty show at the home institution. Similarly it seeks a musical or theatrical performance where the faculty member is composer, author, performer, conductor, designer, or director. Where the faculty member is performer, he/she is an invited artist as opposed to a participant at an event sponsored by the department. When the exhibition is presented on a website, it must be a juried site where the participants are subject to a selection process by jury or referee.
21. Number of editorial positions held by faculty.	This item seeks the number of instances where a faculty member serves as editor, associate editor, assistant editor, or member of an editorial board for a scholarly publication directly related to the knowledge content in the discipline. This includes reviews for a university press or a scholarly journal. The review must have occurred during the most recent 12-month evaluation period.
22. Number of provisional or issued licensing agreements or patents registered by faculty.	This item seeks the number of provisional or issued patents formally conferred by the U.S. Patent Office for faculty products directly related to scholarly research in this discipline during the most recent 12-month evaluation period.
23. Number of active thesis/dissertation committees where faculty served as first reader or chairperson.	This item seeks a count of those committees (master's thesis and doctoral dissertations) where faculty members serve as the first reader or chair, whichever term is more applicable. For each faculty member, we are looking for those committees for which he/she had primary responsibility for directing the study, meeting regularly with the student, and coordinating the overall efforts of the committee during the most recent 12-month evaluation period.

24. Number of active thesis/dissertation committees where faculty served in a non-chairing role.	For each faculty member, this item seeks the number of committees where service was rendered other than as primary reader or committee chair. An "active committee" is defined as one where progress has been made during the most recent 12-month evaluation period.
25. Number of undergraduate students formally engaged in research with a faculty mentor.	This item seeks the number of undergraduate students who have been formally engaged in research during the most recent 12-month evaluation period, in a fashion consistent with practices at your institution. This might include students engaged in independent research, honors research, research with a faculty member for credit or non-credit, or paid research assistantships or research internships. This item excludes paid or unpaid student workers and work study (e.g., students who set up laboratories). Count each student only once within the 12-month period.
26. Number of students (undergraduate and/or graduate) who have jointly authored a journal article or book chapter with a faculty mentor.	Report the number of students who have jointly authored a journal article or book chapter with a faculty member during the most recent 12-month evaluation period. The student must be listed as a joint author in the publication. The work must be in print, i.e., published either in hard copy or online during the most recent 12-month evaluation period.
27. Number of students (undergraduate and/or graduate) who have jointly presented a paper at a professional meeting with a faculty mentor.	Report the number of students who have jointly presented a paper at a professional meeting with a faculty mentor during the most recent 12-month evaluation period. The student must be listed as joint presenter in the meeting program.

Appendix G

Definitions for Faculty Workload Study - Community Colleges

Definitions for Selected Measures of Out-of Classroom Faculty Activity: Data Collection Forms and Institutional Reporting Forms

1. Total number of full-time faculty FTE included in data collection (i.e. # of faculty FTE represented in the data collected on this form)	This number includes all full-time instructional faculty employed at your institution who were funded fully or partially from the state supported budget during the 12 months under examination. This includes Faculty who may have subsequently retired or left the institution, as well as Faculty on paid leave sabbaticals. Each faculty member falling within this 12-month time frame should be counted only once.
2. Number of courses where faculty have updated and/or redesigned pedagogy or curriculum.	This item reports the number of courses during the most recent 12-month evaluation period where faculty have updated and/or redesigned pedagogy or curriculum as part of the regular updating necessary to maintain currency with a heavy teaching load. This may include adapting existing courses to DE formats.
3. Number of new or significantly redesigned courses requiring institutional approval.	This item reports the number of instances during the most recent 12-month evaluation period where faculty have updated and/or redesigned courses requiring institutional review/approval. The process may be part of a course reassignment for the specific purpose of creating a new course or significantly redesigning an existing course. The key determinant is that it goes beyond the regular updating and requires institutional review/approval.
4. Number of peer reviews performed by faculty.	This item reports the number of peer reviews performed by faculty for professional development, annual evaluations, and/or tenure purposes during the most recent 12-month period.
5. Total number of students given academic advisement by faculty.	This item reports the number of students during the most recent reporting period advised by faculty. This item reflects informal academic advising as well as more formal academic advising of assigned students, where applicable during the most recent 12-month evaluation period (i.e. one-on-one individual advisement).
6. Number of clinical, practicum, or internship, self-paced, and service learning students formally assigned to faculty.	This item seeks to report faculty activity associated with supervising students in various types of field experiences in clinical, practicum, internship (non-research), cooperative, and service learning education programs during the most recent 12-month evaluation period.
7. Number of faculty activities related to institutional service.	This item reports faculty activity related to institutional service during the most recent 12-month evaluation period. The service may occur at the department, division, or institutional level. The service may be serving on department textbook selection committees, faculty senate or faculty senate committees, tenure committees, search committees, assessment committees, etc.
8. Number of recruitment activities participated in by faculty.	This item reports faculty activity in recruitment activities such as school visits, presentations, development of promotional materials, appearances at college publicity events, and other activities that recruit students and promote the institution.
9. Number of faculty activities related to system service.	This item reports faculty activity related to system service. The key determinant is that the service links the institution to the UCCSN in an identifiable manner, such as service on a system committee, K-16 articulation, etc.
10. Number of faculty outreach activities related to field of expertise.	This item reports the number of activities where faculty have engaged in some form of extension or outreach related to their field of expertise. The activities might include community workshops, invited talks to community groups, seminars, lectures, or demonstrations.
11. Number of leadership positions in a professional, technical, or occupational association.	This item reports the number of leadership positions held by faculty in professional, technical, or occupational associations. The leadership position might include being a member of the board of directors or holding some other office such as elected officer, committee chairperson, or conference chair.
12. Number of faculty activities related to recognized or visible service to profession.	This item reports the number of faculty activities where faculty have engaged in service to their profession. This service might be serving on a regional or national committee, external accreditation involvement, serving as an industry contact or liaison, etc.

13. Number of formal presentations made by faculty at local, state, regional, national, and international professional, technical, or occupational professional meetings.	This item reports the number of invited and contributed presentations, papers, panels, performances, exhibitions, etc by faculty. The key determinant is that the presentation was formal (i.e, listed in the meeting program and delivered by the faculty member).
14. Number of faculty memberships in discipline-related professional, technical, or occupational organizations.	This item reports the number of faculty memberships in discipline-related professional, technical, or occupational organizations. Membership in such organizations reflects currency in the discipline and a level of professional development.
15. Number of professional, technical, or occupational conferences and seminars attended by faculty.	This item reports the number of professional, technical, or occupational conferences and seminars attended by faculty. Attendance at such conferences and seminars reflects engagement in disciplinary professional development.
16. Number of updated/renewed national or industry standards certifications and updated/renewed licensures.	This item reports the number of updated/renewed national or industry standards certifications and updated/renewed licensures, which reflect currency in occupational/technical disciplines as well as professional development. The certifications/licensures may or may not be required.
17. Number of industry liaisons for factory updates re: training, safety, equipment, specifications.	This item reports the number of industry liaisons necessary for factory/industry updates for training, safety, equipment, and specification coordination in the occupational disciplines.
18. Number of occupational/industry internship programs for students.	This item reports the number of occupational/industry internship programs for students. These programs are time intensive regardless of the number of students and reflect a community response/involvement level that reflects a responsiveness to community occupational/industry needs.
19. Number of significant artistic creations in the fine arts, performing arts, or visual arts.	This item reports the number of significant artistic creations in the fine, performing, and visual arts. These may include an art exhibition at a gallery or at the home institution; similarly, it may be a musical or theatrical production where the faculty member is composer, author, performer, conductor, designer, or director. It may include juried shows, commissioned performances, or competitive exhibitions by faculty presented in a physical or electronic venue.
20. Number of significant scholarly and/or research activities.	This item reports the number of significant scholarly and/or research activities completed by faculty. These may include external grants or contracts; journal articles and/or book chapters; single- or joint-author books or monographs; book and/or manuscript reviews; and other significant activity that reflects a scholarly focus.