



NEVADA SYSTEM OF HIGHER EDUCATION

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Nevada State College

College of Southern Nevada

Great Basin College

*Truckee Meadows Community
College*

Western Nevada College

Desert Research Institute



FACULTY WORKLOAD REPORT 2012

*Prepared by the
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Nevada System of Higher Education Board of Regents

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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.

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. These two pressures alone have impacted faculty workload, but it has also been in an environment marked by budget cuts.

The budget cuts of the last several years necessitated institutions to restructure, downsize, and increase efficiency to survive. In order to achieve the necessary efficiencies, institutions increased the instructional workload of many faculty, possibly to the detriment of out-of-classroom activities such as research, student advising, and innovative initiatives and technological developments. The State, as well as NSHE institutions, have sought to re-invent themselves in response to extreme economic challenges, a push towards economic development has seen initiatives that directly affect faculty and their role in rebuilding the State and its postsecondary institutions. In addition, NSHE is pursuing 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. Improving student success 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.

In February 2012, the Nevada Governor’s Office of Economic Development released “*Moving Nevada Forward: A Plan for Excellence in Economic Development 2012-2014*” (the State Plan). This dynamic new plan outlines goals and objectives with the stated vision of “a vibrant, innovative, and sustainable economy” and mission of “high-quality jobs for Nevadans.” The State Plan further identifies targeted sectors and specific opportunities and provides the strategies and initiatives that are best expected to capitalize on the State’s existing assets and improve in other areas that require progress. As a key partner in education and a stakeholder in Nevada’s future, the Nevada System of Higher Education is committed to contributing to the achievement of the goals and objectives contained in the State Plan. As one of many first-steps towards contributing to Nevada’s economic development, NSHE’s two research universities – UNLV and UNR – and DRI identified or “mapped” research areas that are aligned with the eight industry sectors targeted under the State Plan (<http://nvsos.gov/Modules/ShowDocument.aspx?documentid=2298>). Over 860 research projects identified by UNLV, UNR, and DRI have direct links to single or multiple industry sectors.

These projects amount to over \$350 million dollars in funding from sponsored programs across the NSHE, including approximately \$106 million at UNLV, \$218 million at UNR, and \$26 million at DRI. With over \$350 million in funding from sponsored projects linked to the industry sectors from the State's economic development plan, the contributions of UNLV, UNR and DRI to the State in the field of research are clearly demonstrated – but again are not necessarily reflected in this report whose focus is instructional workload. With the State Plan as a roadmap, these on-going efforts, along with the other important fields of research in which the institutions are engaged, will help promote Nevada's economic diversity both now and in the future.

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 National Study of Postsecondary Faculty, the National Center for Education Statistics reports that full-time faculty at public research institutions spent 40.4 percent of their time teaching and 31.5 percent on research activities while full-time faculty at public doctoral institutions spent 46.8 percent and 23.8 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 has begun the process of establishing metrics that will measure out-of-classroom activities such as research, development of innovative technologies, improving curriculum, and working with students outside of the classroom that are critical to meeting these goals. The metrics will be developed over the coming year and will be included in future reports.

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 but whose primary job responsibility is non-faculty.

Other Supplemental: Classes taught by instructors other than regular faculty, part-time/adjunct instruction, or teaching assistant's (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 non-faculty.

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 2012 Average Instructional Workload

UNIVERSITIES – 1,124.7 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.

2.9	9.4	35.3
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the universities taught an average of 2.9 organized course sections, equating to a total 9.4 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 faculty at public research institutions taught an average of 6.9 classroom hours and at public doctoral institutions an average of 9.7 classroom hours.

STATE COLLEGE – 46.5 regular faculty FTE

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

4.0	12.8	20.1
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the state college taught an average of 4.0 organized course sections, equating to 12.8 credit hours with an average course enrollment of 20.1 students.
- Nationally, the National Center for Education Statistics reports that full-time faculty at public comprehensive institutions taught an average of 10.9 classroom hours.

COMMUNITY COLLEGES – 799.2 regular faculty FTE

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

4.5	13.5	22.7
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the community colleges taught an average of 4.5 organized course sections, equating to 13.5 credit hours with an average course enrollment of 22.7 students.
- Nationally, the National Center for Education Statistics reports that full-time faculty at public 2-year institutions taught an average of 16.3 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
2012	1124.7	1243	53	383.2	62	1399
2010	1196.8	1214	50	430.0	58	1416
2008	1234.1	1374		446.4	Not Collected	

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

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2008					
Regular Faculty	3.2	25.3	8.7	230.8	Not Collected in 2008
Supplemental Faculty	6.1	25.8	13.9	378.9	
All Faculty	4.0	25.5	10.1	270.1	

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, Las Vegas

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2012	632.0	657	20	250.7	0	901
2010	711.7	715	19	265.5	0	879
2008	743.0	778		276.4	Not Collected	

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	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

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Supplemental Faculty Avg based on Headcount	2.0	26.2	4.5	121.6	8.2

Averages based on Faculty FTE

Fall 2008	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.0	26.2	8.4	228.3	Not
Supplemental Faculty	6.2	27.2	15.0	425.6	Collected
All Faculty	3.9	26.6	10.2	281.8	in 2008

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
2012	492.7	586	33	132.5	62	498
2010	485.1	499	31	164.5	58	537
2008	491.1	596		170.0	Not Collected	

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
Supplemental Faculty Avg based on Headcount	1.8	28.0	3.6	98.1	6.6

Averages based on Faculty FTE

Fall 2008	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.6	24.2	9.1	234.5	Not
Supplemental Faculty	5.9	23.4	12.2	302.8	Collected
All Faculty	4.2	23.9	9.9	252.1	in 2008

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		
	2012	2010	2008	2012	2010	2008	2012	2010	2008
% Taught by Regular Faculty	52.4%	58.8%	59.1%	48.5%	49.9%	49.5%	50.2%	53.0%	52.9%
% Taught by Supplemental Faculty	47.6%	41.2%	40.9%	51.5%	50.1%	50.5%	49.8%	47.0%	47.1%
Part-time/Adjunct	25.4%	26.0%	24.5%	34.3%	29.7%	33.7%	30.4%	28.4%	30.5%
Teaching Assistants	5.7%	10.3%	11.2%	16.5%	19.7%	15.7%	11.8%	16.4%	14.1%
Other ²	16.5%	4.8%	5.2%	0.7%	0.7%	1.1%	7.6%	2.2%	2.6%

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		
	2012	2010	2008	2012	2010	2008	2012	2010	2008
% Taught by Regular Faculty	63.0%	66.4%	66.4%	56.8%	58.2%	53.9%	59.4%	61.2%	58.4%
% Taught by Supplemental Faculty	37.0%	33.6%	33.6%	43.2%	41.8%	46.1%	40.6%	38.8%	41.6%
Part-time/Adjunct	23.6%	23.1%	22.2%	27.8%	24.4%	31.1%	26.0%	23.9%	27.9%
Teaching Assistants	7.2%	7.6%	8.1%	15.2%	17.1%	14.5%	11.8%	13.5%	12.2%
Other ²	6.1%	3.0%	3.4%	0.3%	0.3%	0.5%	2.7%	1.3%	1.5%

Graduate Instruction (Credit Hours):

Percent of *credit hours* taught by faculty assignment.

	UNR			UNLV			Universities		
	2012	2010	2008	2012	2010	2008	2012	2010	2008
% Taught by Regular Faculty	80.8%	90.7%	87.4%	85.1%	88.3%	89.1%	82.9%	88.9%	88.6%
% Taught by Supplemental Faculty	19.2%	9.3%	12.6%	14.9%	11.7%	10.9%	17.1%	11.1%	11.4%
Part-time/Adjunct	4.8%	5.8%	6.6%	13.4%	8.5%	10.1%	9.0%	7.8%	9.1%
Teaching Assistants	0.7%	0.4%	0.2%	0.8%	1.8%	0.5%	0.7%	1.5%	0.5%
Other ²	13.7%	3.0%	5.9%	0.8%	1.3%	0.3%	7.4%	1.8%	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
2012	46.5	46	0	66.0	0	156
2010	39.2	41	0	59.2	0	134
2008	53.5	55		53.2	Not Collected	

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	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

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2008					
Regular Faculty	3.6	18.7	11.4	214.9	Not
Supplemental Faculty	2.3	20.5	7.4	142.5	Collected
All Faculty	3.0	19.4	9.4	178.8	in 2008

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.

	2012	2010	2008
% Taught by Regular Faculty	42.9%	41.5%	60.8%
% Taught by Supplemental Faculty	57.1%	58.5%	39.2%
Part-time/Adjunct	55.5%	57.1%	39.2%
Other ²	1.6%	1%	0%

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.

	2012	2010	2008
% Taught by Regular Faculty	39.0%	40.4%	60.3%
% Taught by Supplemental Faculty	61.0%	59.6%	39.7%
Part-time/Adjunct	59.0%	57.5%	39.7%
Other ²	2.0%	2.1%	0.0%

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
2012	799.2	710	770.5	1626
2010	824.9	721	762.8	1849
2008	731.8	728	703.1	Not Collected

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	22.7	13.5	14.4	319.9	21.3
Adjunct/Part-time Faculty	4.6	21.3	12.7	15.4	300.5	20.0
All Faculty	4.5	22.0	13.1	14.9	310.3	20.7
Adjunct/Part-time Faculty	2.2	21.3	6.0	7.3	142.4	9.5

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	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
Adjunct/Part-time Faculty Avg based on Headcount	2.2	22.3	6.0	7.0	138.0	9.2

Averages based on Faculty FTE

Fall 2008	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	5.0	21.5	14.5	17.4	326.6	Not
Adjunct/Part-time Faculty	5.4	21.7	15.0	17.7	339.0	Collected
All Faculty	5.2	21.6	14.7	17.6	332.7	in 2008

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
2012	511.7	444	495.5	918
2010	519.8	450	465.3	1012
2008	429.2	433	430.8	Not Collected

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	23.1	13.5	14.4	335.6	22.4
Adjunct/Part-time Faculty	4.7	20.8	12.2	15.9	305.6	20.4
All Faculty	4.6	21.9	12.9	15.2	320.8	21.4
Adjunct/Part-time Faculty	2.5	20.8	6.6	8.6	164.9	11.0

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 2010						
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
Adjunct/Part-time Faculty Avg based on Headcount	2.6	23.1	6.9	7.9	164.8	11.0

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 2008						
Regular Faculty	5.1	23.3	14.4	16.7	355.7	Not
Adjunct/Part-time Faculty	5.3	23.8	15.0	17.3	370.3	Collected
All Faculty	5.2	23.6	14.7	17.0	363.0	in 2008

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
2012	70.9	59	45.2	144
2010	65.8	51	46.2	162
2008	72.7	66	54.9	Not Collected

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	5.2	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	1.5	18.0	4.4	4.4	72.5	4.8

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	4.8	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
Adjunct/Part-time Faculty Avg based on Headcount	1.6	15.8	4.3	4.1	67.8	4.5

Averages based on Faculty FTE

Fall 2008	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	6.1	12.1	18.1	18.9	236.9	Not
Adjunct/Part-time Faculty	5.4	12.7	14.5	14.5	177.4	Collected
All Faculty	5.8	12.3	16.5	17.0	211.3	in 2008

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
2012	169.1	155	145.5	389
2010	172.4	160	145.3	429
2008	167.2	159	141.5	Not Collected

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	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
Adjunct/Part-time Faculty Avg based on Headcount	1.8	24.3	5.1	7.1	124.6	8.3

Averages based on Faculty FTE

Fall 2008	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.1	23.6	12.4	18.9	296.4	Not
Adjunct/Part-time Faculty	5.2	23.8	15.0	22.0	368.3	Collected
All Faculty	4.6	23.7	13.6	20.3	329.4	in 2008

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
2012	47.5	52	84.3	175
2010	66.9	60	106.0	246
2008	62.7	70	75.9	Not Collected

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	5.0	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	1.9	20.0	5.5	7.4	111.2	7.4

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	4.6	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
Adjunct/Part-time Faculty Avg based on Headcount	1.9	18.3	5.0	5.1	97.7	6.5

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 2008						
Regular Faculty	5.9	17.9	16.3	17.2	311.8	Not
Adjunct/Part-time Faculty	6.2	13.8	14.9	14.3	223.7	Collected
All Faculty	6.1	15.6	15.6	15.6	263.6	in 2008

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		
	2012	2010	2008	2012	2010	2008	2012	2010	2008
% Taught by Regular Faculty	53.2%	47.8%	48.8%	64.6%	57.7%	62.3%	52.4%	48.4%	50.2%
% Taught by Part-time/Adjunct	46.8%	52.2%	51.2%	35.4%	42.3%	37.7%	47.6%	51.6%	49.8%

	WNC			TMCC		
	2012	2010	2008	2012	2010	2008
% Taught by Regular Faculty	42.4%	41.8%	47.4%	48.7%	50.1%	49.5%
% Taught by Part-time/Adjunct	57.6%	58.2%	52.6%	51.3%	49.9%	50.5%

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		
	2012	2010	2008	2012	2010	2008	2012	2010	2008
% Taught by Regular Faculty	53.1%	49.9%	48.9%	67.7%	60.1%	63.9%	52.5%	49.8%	50.1%
% Taught by Part-time/Adjunct	46.9%	50.1%	51.1%	32.3%	39.9%	36.1%	47.5%	50.2%	49.9%

	WNC			TMCC		
	2012	2010	2008	2012	2010	2008
% Taught by Regular Faculty	43.8%	41.8%	53.5%	48.3%	50.0%	48.8%
% Taught by Part-time/Adjunct	56.2%	58.2%	46.5%	51.7%	50.0%	51.2%

Institutional Narratives

University of Nevada, Las Vegas

How research universities assign, monitor and report the workload of research faculty -- and measure productivity of that work -- are evolving nationally and especially in Nevada to respond to and align with the imperatives of economic development.

UNLV's faculty workload policy resembles those of other research universities, based upon a standard number of classroom hours and then modified on a case-by-case basis to best support 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.

Faculty at a research university like UNLV teach all levels of students in a classroom setting - and also supervise advanced student work in a laboratory, library or clinic (training future professionals). Moreover, these faculty members are researchers – laboratory scientists, clinicians, technologists, system designers, data analysts, and interpreters of texts. Faculty supervise research teams, which means time spent on personnel recruitment, management, supervision and above all resource development – writing grants, bidding on contracts, or even seeking private investors. To perform all these tasks, faculty at a research university must be at the forefront of their fields and therefore devote considerable time – for the good of their patients, their students and their community -- considerable time to keeping abreast of the latest developments in their respective fields.

The instruction provided by faculty at a research university, especially at advanced levels of graduate and doctoral instruction, frequently involves a heavy commitment of time outside of formally scheduled classroom hours. Informal instruction in this setting includes guidance to advanced undergraduate and graduate students on their laboratory or library work, academic and career counseling, and reading drafts of research papers, master's theses and doctoral dissertation,) in preparation for examination committees. While an extremely worthwhile part of faculty effort, these activities are not recorded in formal measures of instructional effort. Similarly course development, preparation of instructional presentations and materials, and assessment of student performance, cannot be measured adequately, although they are integral parts of classroom instruction.

In the academic years 2010-2011 and 2011-2012 (since our last report), UNLV's full-time faculty have again increased the average size of courses taught, to 30.6 students, and the average number of full-time equivalent (FTE) students and average number of student credit hours (SCH) per faculty member per semester, to 18.0 and 260.0 respectively. (All faculty combined, the average number of credit hours per faculty member per semester is over 300, thus equivalent to 100 students per term.) Although the share of total undergraduate SCH taught by full-time faculty declined slightly (due, no doubt, to the significantly smaller size of the full-time faculty resulting from the loss of over 200 full-time faculty teaching lines due to budget cuts since

2009), full-time faculty still teach nearly 60% of our total student credit hours, a very high mark for a public research university. (Most of the rest are taught by supplemental faculty and part-time faculty, frequently teaching specialized courses for which no full-time specialist is on the faculty – such as recently retired faculty, returning to teach until budget conditions allow us to hire full-time replacements.) One important change in our curriculum that is likely to increase the share of undergraduate sections and student credit hours taught by full-time faculty, starting in 2012-2013, is the implementation of the new first-year seminars (and in 2013-2014, second-year seminars) as part of our “vertically integrated” general education curriculum – these small classrooms (25 students or fewer) will be taught by full-time faculty (often as a shared course with a graduate assistant in the first-year seminars, for the full course in the second-year seminars) and which will be reading/writing intensive seminars integrating basic communication and critical thinking competencies with program-specific knowledge, thus requiring the expertise of a full-time faculty member.

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.” The University is Nevada’s land-grant University with responsibilities to engage communities, governments, 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. On-campus, tenure-track and tenured faculty typically have responsibilities distributed as 40 percent teaching, 40 percent research and scholarship, and 20 percent service. Since 2010 the University has decentralized its instructional funding structure to its component colleges. The colleges have prioritized funding new faculty positions in rebuilding losses in instructional capacity sustained during budget reductions. This prioritization, combined with revenue from sustained growth in student enrollment in 2011 and 2012, has made it possible for an 18 percent increase in full-time regular faculty positions in from 2010 to 2012. In order to maintain teaching and learning quality while retaining faculty time for research and scholarship during the budget reductions of 2008- 2010, an increase in regular faculty teaching load was implemented by increased class size and reduced class frequency, rather than by faculty teaching additional class sections. In FY10 there was a 12.8 percent increase in the regular faculty average student full-time equivalent production compared to FY09. In Fall 2012 average student full-time equivalent production by regular faculty continued to increase relative to Fall 2010. The average student full-time equivalent production by supplemental faculty increased significantly in Fall 2012 relative to Fall 2010. This is also a result of rising enrollments, increased class size, and reduced expenditure of state instructional funds used to support supplemental faculty.

The graduate teaching and research mission of the University is essential to add to the stock of knowledge and produce intellectual properties which can be commercialized within the State and solve society’s problems. In FY11, the most recent year for which data is available, the University of Nevada, Reno was awarded 53% of the total research grants awarded to all NSHE institutions. This requires devotion of faculty time to perform research functions, write grants which are nationally competitive, and manage the research personnel and graduate students brought to Nevada to perform research functions and educate the next generation of scientists.

Service functions of faculty include clinical services of physicians associated with the University of Nevada School of Medicine and nursing, social work, and psychology services in clinics, as well as services to maintain professional associations, manage professional journals as editors, and many service functions to Nevada communities. Cooperative Extension personnel are located all over the state and provide educational functions and management of state, area and county personnel engaged in implementing youth development, nutrition education, community development, and agricultural and horticultural education across the State.

Workload of faculty professionals at the University of Nevada, Reno is varied across the entities within the University, from clinical services and education in nursing and medicine, to laboratory and field research, to classroom teaching, to community leadership and business assistance. The workload distribution of University faculty is as varied and complex as the missions of higher education institutions, all of which serve the citizens of Nevada.

College of Southern Nevada

CSN's regular faculty FTE decreased 1.6% while the adjunct faculty FTE increased by 6% between 2010 and 2012. Also during that same time, CSN offered more sections while reducing class sizes. On average, regular faculty taught more sections, more credit hours and more student FTE than part-time faculty.

CSN has slightly fewer full-time faculty in 2012 compared to 2010. These fewer full time faculty are teaching more sections and more credit hours. These fewer full-time faculty are teaching more student credit hours and slightly more student FTEs.

CSN appears to be utilizing full time faculty more efficiently in an attempt to improve the quality of instruction in the classroom. This is further evidenced by the slight reduction in class section enrollment.

Great Basin College

GBC summary points, 2008 to 2012:

- Full-time faculty headcount decreased by 11%
- Adjunct faculty FTE decreased 18%
- FTE decreased by 4.7%
- The number of class sections decreased 21%
- Average class size increased 43%

From 2010 to 2012 GBC appears to have increased its number of faculty by nearly 16% (8 positions), however this is an artifact of converting temporary full-time positions (not counted in 2010) to regular full-time positions by 2012. The total number of faculty is nearly 11% below what it was in 2008. GBC's FTE enrollment grew by 10.8% from 2008 to 2010 (to 2022 FTE, the highest ever for GBC), then reduced by 14% between 2010 and 2012. During this same period, the average class enrollment grew from 12.3 (2008) to 15.8 (2010) to 18.0 (2012). This is an increase of 43% in class size over the four-year period.

Truckee Meadows Community College

TMCC has faced significant challenges with the continuing budget cuts over the past few years. As is evident from our data, fewer class sections are being taught by both adjunct and regular faculty and fewer student credit hours per FTE faculty are being supported. Some of this change can be attributed to our 9 percent drop in enrollment in fall 2012, compared to fall 2010. There are apparently fewer students in classes and less student demand.

We have a declining number of regular faculty, and within faculty, we have fewer tenured or tenure-track faculty. Searches for vacant tenure-track faculty lines have been delayed for years, awaiting a clearer picture of TMCC's fiscal status. This necessitates the use of temporary faculty on year-to-year contracts, faculty who may not immediately be able to carry a student teaching load comparable to our tenured faculty.

Responding to the national and state need for more workers in critical fields, ready for the workplace is a significant part of our mission. TMCC is committed to supporting and increasing both programs and student enrollment in vocational, technical and critical need areas. However, student to faculty ratios in these programs are typically lower due to program-specific accreditation requirements and other reasons. Safety issues in welding instruction, clinical oversight in nursing, and availability of equipment in auto mechanics are examples of the reason why one has to plan on small classes in these fields.

TMCC has initiated new goals for individual course enrollment (fill rates) and will be planning in every department to maximize our resources to serve students well.

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.