



NEVADA SYSTEM OF HIGHER EDUCATION

University of Nevada, Las Vegas



University of Nevada, Reno



Nevada State College

College of Southern Nevada

Great Basin College



*Truckee Meadows Community
College*

Western Nevada College

FACULTY WORKLOAD REPORT 2016

Desert Research Institute

*Prepared by the
Office of Academic and Student Affairs
January 2017*

Nevada System of Higher Education Board of Regents

Mr. Rick Trachok, Chairman
Ms. Allison Stephens, Vice Chairman

Dr. Andrea Anderson
Dr. Patrick R. Carter
Mr. Cedric Crear
Ms. Carol Del Carlo
Dr. Mark W. Doubrava
Dr. Jason Geddes

Mr. Trevor Hayes
Mr. Sam Lieberman
Ms. Cathy McAdoo
Mr. John T. Moran
Mr. Kevin J. Page

Mr. Dean J. Gould
Chief of Staff and Special Counsel to the Board of Regents

Officers of the Nevada System of Higher Education

Mr. John V. White, Chancellor

Dr. Len Jessup, President
University of Nevada, Las Vegas

Dr. Marc Johnson, President
University of Nevada, Reno

Mr. Bart Patterson, President
Nevada State College

Dr. Michael Richards, President
College of Southern Nevada

Dr. Mark Curtis, President
Great Basin College

Dr. Karin Hilgersom, President
Truckee Meadows Community College

Mr. Chester Burton, President
Western Nevada College

Dr. Robert B. Gagosian, Acting President
Desert Research Institute

Table of Contents

Faculty Workload in Context.....	1
Instructional Workload	3
Highlights.....	6
Instructional Workload - <i>Universities</i>	7
Instructional Workload - <i>State College</i>	11
Instructional Workload - <i>Community Colleges</i>	13
Out-of Classroom Faculty Activity - <i>Universities</i>	19
Institutional Narratives.....	21
APPENDIX	
Appendix A - Faculty Workload Guidelines (<i>Title 4, Chapter 3, Section 3</i>)	26

Faculty Workload in Context

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

Faculty Workload in Context

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

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

Research Universities and Faculty Workload

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

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

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

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

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

Instructional Workload

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

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

- a. At the universities, an expectation of 18 instructional units per academic year, or 9 units each semester. For faculty heavily involved in doctoral-level education or research, the expected instructional workload may be reduced as required by an equivalent increase in doctoral-level instruction and/or research. Additionally, newly-hired faculty may be given a reduced instructional workload for a limited period of time in order to establish a research program.*
- b. At the state college, an expectation of 24 instructional units per academic year, or 12 units each semester;*
- c. At the community colleges, an expectation of 30 instructional units per academic year, or 15 units per semester. For faculty teaching upper division level courses, the President of the community college may approve a differentiated workload calculated at 1.25 instructional units per credit.*
- d. As it applies to a, b, and c, reassignments from the expected teaching load as well as course overloads must be approved in advance by the appropriate vice president or president.*
- e. The aforementioned expectations do not apply to the instructional faculty of the University of Nevada School of Medicine, the UNLV School of Dental Medicine, and the William S. Boyd School of Law.*

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

Notes on the Data

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

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

Definitions

The following are definitions used in reviewing faculty workload results:

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

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

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

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

Organized Instruction: A course that 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 2016 Average Instructional Workload

UNIVERSITIES – 1,391.6 regular faculty FTE

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

3.2	8.6	32.2
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the universities taught an average of 3.2 organized course sections, equating to an average of 8.6 credit hours with an average course enrollment of 32.2 students.
- This aggregated instructional workload summary includes regular faculty involved in doctoral-level education, as well as those with administrative release time.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at public doctoral institutions taught an average of 8.1 classroom hours.

STATE COLLEGE – 66.1 regular faculty FTE

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

3.5	12.4	21.4
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the state college taught an average of 3.5 organized course sections, equating to an average of 12.4 credit hours with an average course enrollment of 21.4 students.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at 4-year institutions taught an average of 9.4 classroom hours.

COMMUNITY COLLEGES – 823.9 regular faculty FTE

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

4.6	12.8	21.7
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the community colleges taught an average of 4.6 organized course sections, equating to an average of 12.8 credit hours with an average course enrollment of 21.7 students.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at public associate's institutions taught an average of 18.1 classroom hours.

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

Instructional Workload - *Universities*

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

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

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2016	1391.6	1476	63	525.5	93	1598
2014	1217.1	1325	60	409.9	76	1397
2012	1124.7	1325	60	383.2	76	1397
2010	1196.8	1214	50	430.0	58	1416

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Fall 2016				
Regular Faculty	3.2	32.2	8.6	264.7	18.2
Supplemental Faculty	7.1	24.9	16.4	414.1	27.9
All Faculty	4.3	28.8	10.8	306.4	20.9
Supplemental Faculty Avg based on Headcount	2.2	24.9	5.1	128.7	8.7

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Fall 2010				
Regular Faculty	3.0	30.8	8.7	252.6	17.5
Supplemental Faculty	6.2	26.9	13.8	371.6	25.0
All Faculty	3.9	29.1	10.1	284.1	19.5
Supplemental Faculty Avg based on Headcount	1.9	26.9	4.2	112.7	7.6

Instructional Workload - *Universities*

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

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

University of Nevada, Las Vegas

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2016	740.8	767	29	321.6	0	1076
2014	701.0	721	25	270.2	0	909
2012	632.0	657	20	250.7	0	901
2010	711.7	715	19	265.5	0	879

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2016					
Regular Faculty	2.8	31.0	8.1	258.3	17.9
Supplemental Faculty	7.0	25.9	15.0	409.9	27.7
All Faculty	4.1	28.4	10.2	304.2	20.8
Supplemental Faculty Avg based on Headcount	2.1	25.9	4.5	122.5	8.3

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010					
Regular Faculty	3.0	29.4	8.6	250.5	17.4
Supplemental Faculty	6.5	26.2	15.0	402.5	27.1
All Faculty	3.9	28.0	10.3	291.8	20.1
Supplemental Faculty Avg based on Headcount	2.0	26.2	4.5	121.6	8.2

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	
2016	650.8	709	34	204.0	93	522
2014	516.1	604	35	139.7	76	488
2012	492.7	586	33	132.5	62	498
2010	485.1	499	31	164.5	58	537

Averages based on Faculty FTE

Fall 2016	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.5	33.4	8.8	257.2	17.6
Supplemental Faculty	7.4	23.3	18.5	420.7	28.3
All Faculty	4.4	29.3	11.1	296.2	20.1
Supplemental Faculty Avg based on Headcount	2.5	23.3	6.1	139.5	9.4

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.1	32.9	9.0	255.7	17.6
Supplemental Faculty	5.8	28.0	11.7	321.6	21.6
All Faculty	3.8	31.0	9.7	272.4	18.6
Supplemental Faculty Avg based on Headcount	1.8	28.0	3.6	98.1	6.6

Instructional Workload - *Universities*

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

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

Undergraduate Instruction (Credit Hours):

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

	UNR				UNLV				Universities			
	2016	2014	2012	2010	2016	2014	2012	2010	2016	2014	2012	2010
% Taught by Regular Faculty	52.3%	51.2%	52.4%	58.8%	48.2%	49.6%	48.5%	49.9%	50.0%	50.3%	50.2%	53.0%
% Taught by Supplemental Faculty	47.7%	48.8%	47.6%	41.2%	51.8%	50.4%	51.5%	50.1%	50.0%	49.7%	49.8%	47.0%
Part-time/Adjunct	22.5%	24.4%	25.4%	26.0%	37.0%	34.4%	34.3%	29.7%	30.5%	29.9%	30.4%	28.4%
Teaching Assistants	4.4%	4.3%	5.7%	10.3%	14.5%	15.5%	16.5%	19.7%	10.0%	10.4%	11.8%	16.4%
Other ²	20.8%	20.1%	16.5%	4.8%	0.4%	0.5%	0.7%	0.7%	9.5%	9.5%	7.6%	2.2%

Undergraduate Instruction (SCH):

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

	UNR				UNLV				Universities			
	2016	2014	2012	2010	2016	2014	2012	2010	2016	2014	2012	2010
% Taught by Regular Faculty	64.1%	63.5%	63.0%	66.4%	56.1%	57.6%	56.8%	58.2%	59.6%	60.2%	59.4%	61.2%
% Taught by Supplemental Faculty	35.9%	36.5%	37.0%	33.6%	43.9%	42.4%	43.2%	41.8%	40.4%	39.8%	40.6%	38.8%
Part-time/Adjunct	24.1%	24.7%	23.6%	23.1%	31.5%	27.9%	27.8%	24.4%	28.2%	26.5%	26.0%	23.9%
Teaching Assistants	5.5%	6.1%	7.2%	7.6%	12.3%	14.2%	15.2%	17.1%	9.3%	10.7%	11.8%	13.5%
Other ²	6.3%	5.6%	6.1%	3.0%	0.2%	0.3%	0.3%	0.3%	2.9%	2.6%	2.7%	1.3%

Graduate Instruction (Credit Hours):

Percent of *credit hours* taught by faculty assignment.

	UNR				UNLV				Universities			
	2016	2014	2012	2010	2016	2014	2012	2010	2016	2014	2012	2010
% Taught by Regular Faculty	82.2%	85.9%	80.8%	90.7%	77.6%	82.9%	85.1%	88.3%	79.5%	84.2%	82.9%	88.9%
% Taught by Supplemental Faculty	17.8%	14.1%	19.2%	9.3%	22.4%	17.1%	14.9%	11.7%	20.5%	15.8%	17.1%	11.1%
Part-time/Adjunct	6.1%	8.0%	4.8%	5.8%	19.7%	15.7%	13.4%	8.5%	14.0%	12.3%	9.0%	7.8%
Teaching Assistants	0.0%	0.2%	0.7%	0.4%	2.6%	1.1%	0.8%	1.8%	1.5%	0.7%	0.7%	1.5%
Other ²	11.7%	5.9%	13.7%	3.0%	0.1%	0.4%	0.8%	1.3%	5.0%	2.8%	7.4%	1.8%

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

Instructional Workload - Nevada 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).

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2016	66.1	64	0	60.6	0	198
2014	51.0	56	0	53.2	0	149
2012	46.5	46	0	66.0	0	156
2010	39.2	41	0	59.2	0	134

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2016					
Regular Faculty	3.5	21.4	12.4	252.0	16.8
Supplemental Faculty	4.5	25.1	15.0	365.1	24.3
All Faculty	4.0	23.4	13.6	306.1	20.4
Supplemental Faculty Avg based on Headcount	1.4	25.1	4.6	111.8	7.5

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Instructional Workload - Nevada 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).

Undergraduate Instruction (Credit Hours):

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

	2016	2014	2012	2010
% Taught by Regular Faculty	47.4%	43.4%	42.9%	41.5%
% Taught by Supplemental Faculty	52.6%	56.6%	57.1%	58.5%
Part-time/Adjunct	49.8%	54.0%	55.5%	57.1%
Other ²	2.8%	2.6%	1.6%	1%

Undergraduate Instruction (SCH):

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

	2016	2014	2012	2010
% Taught by Regular Faculty	42.9%	37.8%	39.0%	40.4%
% Taught by Supplemental Faculty	57.1%	62.2%	61.0%	59.6%
Part-time/Adjunct	54.3%	59.4%	59.0%	57.5%
Other ²	2.8%	2.7%	2.0%	2.1%

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

Instructional Workload - *Community Colleges*

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

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

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2016	823.9	725.0	596.0	1536.0
2014	821.4	720	591.9	1582
2012	796.0	710	680.5	1626
2010	824.9	721	762.7	1849

Averages based on Faculty FTE

Fall 2016	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Regular Faculty	4.6	21.7	12.8	14.2	293.5
Adjunct/Part-time Faculty	5.6	20.7	14.8	16.8	315.9	21.1
All Faculty	5.0	21.2	13.7	15.3	302.9	20.2
Adjunct/Part-time Faculty Avg based on Headcount	2.2	20.7	5.7	6.5	122.6	8.2

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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	12.8	14.5	303.0
Adjunct/Part-time Faculty	5.2	21.4	14.3	17.4	314.7	21.0
All Faculty	4.8	22.0	13.5	15.8	308.4	20.6
Adjunct/Part-time Faculty Avg based on Headcount	2.2	21.4	6.0	7.3	131.7	8.8

Averages based on Faculty FTE

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
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

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
2016	544.0	472	368.4	872
2014	542.3	469	346.3	913
2012	508.5	444	405.5	918
2010	519.8	450	465.3	1012

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2016						
Regular Faculty	4.5	21.9	12.5	13.2	294.3	19.6
Adjunct/Part-time Faculty	5.7	20.3	14.7	16.9	319.1	21.3
All Faculty	5.0	21.1	13.4	14.7	304.3	20.3
Adjunct/Part-time Faculty Avg based on Headcount	2.4	20.3	6.2	7.1	134.8	9.0

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 2014						
Regular Faculty	4.9	21.5	12.2	14.2	295.8	19.7
Adjunct/Part-time Faculty	6.3	20.5	16.3	20.4	360.4	24.0
All Faculty	5.5	21.1	13.8	16.6	321.0	21.4
Adjunct/Part-time Faculty Avg based on Headcount	2.4	20.5	6.2	7.7	136.7	9.1

Averages based on Faculty FTE

	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	12.4	14.5	309.3	20.6
Adjunct/Part-time Faculty	5.7	20.8	14.9	19.5	330.7	22.0
All Faculty	5.0	22.0	13.5	16.7	318.8	21.3
Adjunct/Part-time Faculty Avg based on Headcount	2.5	20.8	6.6	8.6	146.1	9.7

Averages based on Faculty FTE

	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

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
2016	74.2	57	26.3	108
2014	69.7	54	32.6	113
2012	70.9	59	45.2	144
2010	65.8	51	46.2	162

Averages based on Faculty FTE

Fall 2016	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.5	19.8	13.6	15.6	271.1	18.1
Adjunct/Part-time Faculty	5.9	21.3	15.0	15.7	295.6	19.7
All Faculty	4.8	20.2	14.0	15.6	277.5	18.5
Adjunct/Part-time Faculty Avg based on Headcount	1.4	21.3	3.7	3.8	72.0	4.8

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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 Avg based on Headcount	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

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
2016	156.5	147	125.4	345
2014	155.3	149	137.1	370
2012	169.1	155	145.5	389
2010	172.4	160	145.3	429

Averages based on Faculty FTE

Fall 2016	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	23.8	12.9	15.5	314.1	20.8
Adjunct/Part-time Faculty	5.6	23.6	14.8	17.2	337.7	22.5
All Faculty	5.0	23.7	13.8	16.3	324.6	21.6
Adjunct/Part-time Faculty Avg based on Headcount	2.0	23.6	5.4	6.3	122.8	8.2

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.1	24.4	12.7	16.5	309.7	20.7
Adjunct/Part-time Faculty	5.2	24.3	15.0	21.1	367.9	24.5
All Faculty	4.6	24.4	13.8	18.6	336.4	22.4
Adjunct/Part-time Faculty Avg based on Headcount	1.8	24.3	5.1	7.1	124.6	8.3

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
2016	49.2	49	75.9	211
2014	54.1	48	75.9	186
2012	47.5	52	84.3	175
2010	66.9	60	106.0	246

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2016						
Regular Faculty	5.0	16.2	15.3	18.7	254.0	16.9
Adjunct/Part-time Faculty	4.9	17.8	15.0	16.3	271.2	18.1
All Faculty	5.0	17.1	15.1	17.2	264.4	17.6
Adjunct/Part-time Faculty Avg based on Headcount	1.8	17.8	5.4	5.9	97.5	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 2014						
Regular Faculty	4.8	18.5	13.7	16.0	261.5	17.4
Adjunct/Part-time Faculty	4.9	18.6	15.0	15.0	281.1	18.7
All Faculty	4.9	18.6	14.5	15.4	273.0	18.2
Adjunct/Part-time Faculty Avg based on Headcount	2.0	18.6	6.1	6.1	114.7	7.6

Averages based on Faculty FTE

	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 Avg based on Headcount	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

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			
	2016	2014	2012	2010	2016	2014	2012	2010	2016	2014	2012	2010
% Taught by Regular Faculty	55.6%	54.0%	51.1%	47.8%	72.0%	66.1%	64.6%	57.7%	54.5%	52.4%	51.1%	48.4%
% Taught by Part-time/Adjunct	44.4%	46.0%	48.9%	52.2%	28.0%	33.9%	35.4%	42.3%	45.5%	47.6%	48.9%	51.6%

	WNC				TMCC			
	2016	2014	2012	2010	2016	2014	2012	2010
% Taught by Regular Faculty	39.8%	39.4%	42.4%	41.8%	52.1%	48.7%	48.7%	50.1%
% Taught by Part-time/Adjunct	60.2%	60.6%	57.6%	58.2%	47.9%	51.3%	51.3%	49.9%

Undergraduate Instruction (SCH):

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

	CSN				GBC				CC Summary			
	2016	2014	2012	2010	2016	2014	2012	2010	2016	2014	2012	2010
% Taught by Regular Faculty	57.7%	56.2%	54.0%	49.9%	72.1%	68.1%	67.7%	60.1%	56.2%	54.3%	53.0%	49.8%
% Taught by Part-time/Adjunct	42.3%	43.8%	46.0%	50.1%	27.9%	31.9%	32.3%	39.9%	43.8%	45.7%	47.0%	50.2%

	WNC				TMCC			
	2016	2014	2012	2010	2016	2014	2012	2010
% Taught by Regular Faculty	37.8%	39.9%	43.8%	41.8%	53.7%	49.7%	48.3%	50.0%
% Taught by Part-time/Adjunct	62.2%	60.1%	56.2%	58.2%	46.3%	50.3%	51.7%	50.0%

Selected Measures of Out-of-Classroom Faculty Activity

University of Nevada, Las Vegas

January 1 - December 31, 2015

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

Total number of academic faculty FTE included in data collection	1014
1. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	366
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$50,366,462
Total number of faculty who received awards identified in item 1.	175
Average amount awarded per faculty of those who received awards identified in item 1.	\$287,808
Amount of total awards identified in item 1 produced by top 25% of faculty.	\$40,353,119
Percent of total awards identified in item 1 produced by top 25% of faculty.	80.1%
Amount of total awards identified in item 1 produced by top 10% of faculty.	\$31,300,854
Percent of total awards identified in item 1 produced by top 10% of faculty.	62.1%
2. Number of provisional or issued licensing agreements or patents registered by faculty. (<i>Note: includes patent applications filed</i>).	96
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	1156
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	117
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	35
6. Number of on- or off-campus musical and theatrical productions, recordings, exhibits (performance series is counted once regardless of the number of times performed).	639
7. Number of formal presentations (excluding panel discussions, roundtables, and poster presentations) made by faculty at state, regional, national, and international professional meetings (total of all presentation types).	1308
8. Number of faculty activities related to recognized or visible service to profession (e.g. serve on a regional or national committee, external accreditation involvement, etc).	1176
<i>Description: Membership on state/national/international committees and task forces, leadership positions on boards of state/national/international organizations, service on editorial boards of prominent journals, participation in accreditation teams, and other such significant service activities</i>	
9. Number of leadership positions in a professional association held by faculty (e.g. elected officer, comm. chair, conf.chair, etc.)	400
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	461
Of those faculty included in item 10, the number that served as a supervisor or chair.	163
11. The number of students supervised in a clinical setting (medical, dental, law excluded).	1879
<i>Description: Supervision of students in clinical settings related to fundamentals, medical surgical, obstetrics, pediatrics, mental health, critical care, and women's health; local, regional, and national physical therapy clinics/hospitals/schools; diagnostic imaging modalities (CT, MRI, Nuclear Medicine, Radiography and Ultrasound) at hospitals and imaging facilities; practice program required for board exam eligibility; child and family therapy clinics; marriage and family therapy clinics; student teaching environments; counseling and human services clinics; practicums; production settings; etc.</i>	
Institution-specific Mission	
1. Brookings-Mountain West / Lincy publications and events.	17

Selected Measures of Out-of-Classroom Faculty Activity

University of Nevada, Reno

January 1 - Decembr 31, 2015

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

Total number of academic faculty FTE included in data collection 635.4

Note: Total FTE includes tenure-track academic faculty and rank-0 research faculty only. Rank-0 instructional faculty excluded from total FTE.

1. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty. <i>Note: Data is for FY2016</i>	513
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$70,816,175
Total number of faculty who received awards identified in item 1.	252
Average amount awarded per faculty of those who received awards identified in item 1.	\$281,017
Amount of total awards identified in item 1 produced by top 25% of faculty.	\$52,015,956
Percent of total awards identified in item 1 produced by top 25% of faculty.	74%
Amount of total awards identified in item 1 produced by top 10% of faculty.	\$33,213,316
Percent of total awards identified in item 1 produced by top 10% of faculty.	47%

2. Number of provisional or issued licensing agreements or patents registered by faculty.	43
---	----

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

3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	752
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	21
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	12
6. Number of on- or off-campus musical and theatrical productions, recordings, exhibits (performance series is counted once regardless of the number of times performed).	363
7. Number of formal presentations (excluding panel discussions, roundtables, and poster presentations) made by faculty at state, regional, national, and international professional meetings (total of all presentation types).	2077
8. Number of faculty activities related to recognized or visible service to profession (e.g. serve on a regional or national committee, external accreditation involvement, etc).	1223

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

9. Number of leadership positions in a professional association held by faculty	299
---	-----

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

10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	308
Of those faculty included in item 10, the number that served as a supervisor or chair.	125

11. The number of students supervised in a clinical setting (medical excluded).	393
---	-----

Note: Includes Counseling and Educational Psychology, Nursing Undergrad and Grad, Dietetic Internships, Psychological Services Center

UNR Cooperative Extension

1. Number of publications in items 3 and 5 that address the mission of UNR's Cooperative Extension.	194
2. UNCE Face-to-Face (A nationally recognized measure of contacts that occur with the public in meetings, classrooms, seminars, home/farm visits, office visits, or other personal encounters.)	540,049

Institutional Narratives

University of Nevada, Las Vegas

The faculty workload policy at the University of Nevada, Las Vegas (UNLV) reflects its institutional commitment to excellence, innovation, and impact in the areas of teaching and learning, research and creative activity, and public service and community outreach. Guided by the principle that faculty play a central role in carrying out UNLV's educational, scholarship, and service mission, the policy specifies the assignment of work to faculty in a manner that maximizes the advancement of institutional priorities and goals.

The typical workload for tenure-track and tenured faculty members encompasses three categories of effort corresponding to the University's tripartite mission: teaching, scholarly/creative activity, and service. The expected teaching load for such full-time faculty is the equivalent of 3 courses, or 9 credit hours, per semester. Instructional workload includes all formal teaching activities such as lectures, laboratory/clinic/studio sessions, practicum, seminars, and discussion groups. Associated teaching duties include course preparation, maintenance of office hours, grading coursework and exams, student advising, etc. Teaching loads may be affected by the number of contact hours required or other associated time commitments (e.g., teaching of large sections or participation in graduate/doctoral instruction). Instructional assignments may also be adjusted to facilitate significant research and/or service involvement.

Modifications to the standard teaching load of tenure-track and tenured faculty are made individually on an annual basis by department chairs and college deans seeking to tailor work assignments to a faculty members' background, talents, and interests in a way that best supports unit responsibilities to satisfy student demand for high-quality instruction, fulfill the state's need for research that aids economic and social development, and meet public expectations for community engagement and outreach. As such, within a single academic department, there may be one faculty member teaching 9 or even 12 credit hours (generally 3 or 4 courses) in a given term while another faculty member teaches 1 or 2 courses in order to carry out a major research or service project.

Not all faculty are expected to commit effort to each of the seminal areas. Nontenure-track appointments engage faculty who specialize, fully or primarily, in one of the three. For instance, faculty-in-residence focus on teaching, and full-time faculty are expected to teach 12 credit hours per semester. These faculty generally participate in undergraduate instruction and do not teach graduate students. Research faculty, on the other hand, who are usually funded through grants and contracts, almost exclusively dedicate their time to research activities and have no formal instructional assignments.

By assigning appropriate workloads to individual faculty and employing a strategic mix of faculty types, UNLV has either maintained or improved its level of teaching efficiency since the last reporting cycle. For instance, while the 2.8 class sections taught by faculty in Fall 2016 was identical to the number in Fall 2014, the credit hours taught by regular faculty increased from 7.9 to 8.1 and the class enrollment decreased from 32.3 to 31.0, resulting in an improved instructional experience for students. These improvements were achieved in spite of a sizeable

7.8 percent increase in total student FTE from 2014 to 2016. The University maintained its trend of having the majority of graduate courses taught by regular faculty in order to ensure high-quality instruction. However, it continues to provide promising doctoral students with the opportunity to engage in graduate instruction as well as engage other highly specialized supplemental instructors who bring special expertise into graduate classroom.

As noted above, faculty effort devoted to teaching must be balanced with the effort for out-of-classroom activities (i.e., research and service). The out-of-classroom-activity report includes the activities of instructional tenure-track faculty who engage in both research/creative activity and service as well as those of instructional nontenure-track faculty whose primary role is to teach, but some of whom engage in out-of-classroom activities for professional development, to keep up with best practices, to conduct research on teaching and learning, etc. The fact that UNLV achieved growth on virtually every out-of-classroom-activity metric while increasing the number of credit hours taught by faculty members indicates rising faculty productivity and progress toward the University's Top Tier goals. The out-of-classroom-activity report does not account for non-instructional or research faculty whose primary role is the performance of research but who are funded by grants and contracts. Although their efforts are not directly funded by the state, they contribute much toward the overall research output of the institution.

University of Nevada, Reno

The University of Nevada, Reno is classified by the Carnegie Foundation for the Advancement of Teaching as a "Doctoral University (R2 Higher Research Activity)." Its undergraduate instructional programs are classified as "Balanced Arts and Sciences/professions, high graduate coexistence." Its graduate instructional programs are classified as "Research Doctoral: Comprehensive programs, with medical/veterinary school." Its additional responsibilities as Nevada's land-grant university include engaging communities and citizens across the entire State of Nevada in learning, discovery, clinical services, and technology transfer. These many functions are fulfilled by state-wide faculty with a broad diversity of educational backgrounds and responsibilities. The University is now in a phase of significant growth. It is prioritizing the hiring of tenure-track faculty who will contribute to both the teaching mission at the undergraduate and graduate levels and the research mission. Since the 2014 NSHE Faculty Workload Report, the University added a number of new faculty positions, and it is currently in the process of adding more. This is allowing the University to handle recent growth, as evidenced by the figures for class section enrollment and student FTE taught.

The graduate teaching and research missions of the University are central for the discovery of new knowledge; production of the next generation of scholars, scientists, and leaders; and development of intellectual properties that can be commercialized. In FY15, the most recent year for which all research awards data is available, the University of Nevada, Reno had overall annual sponsored research expenditures of \$90 million and annual sponsored research awards of just over \$68 million. This requires devotion of faculty time to perform research functions, write grants which are nationally competitive, and manage graduate students and research personnel.

Nevada State College

Dedicated to the success of a largely first-generation, under-served student population, Nevada State College (NSC) recruits, develops, and appoints its faculty in the service of excellent instruction, student and community-oriented programs, and the pursuit of meaningful scholarship. In support of this mission in Fall 2016, regular faculty taught an average of 12.4 semester credit hours, exceeding the Board of Regents' requirement. This workload displays our commitment to our core themes of opportunity, enrichment, and impact, as outlined in our 2015-2020 Academic Strategic Plan.

From Fall 2014 to Fall 2016, NSC grew 7% in student FTE. As a result, we increased our regular faculty by 10 FTE. The recruitment of new faculty was driven by demonstrated student FTE needs and the anticipated growth of various departments and programs. With a mission geared towards excellence in teaching, one of NSC's primary goals has been to increase the percentage of credit hours taught by regular faculty. In Fall 2016, we increased the percentage of assigned credit hours taught by faculty to 47.4%, an increase from the 43.4% of classes taught by regular faculty in 2014. Given that part-time faculty are primarily assigned to lower division courses, which often are comparatively high in enrollment, and that we have witnessed a steady increase in new students, the expansion of our faculty ranks has offset an increase in student credit hours taught by regular faculty. Specifically, the percentage of student credit hours taught by regular faculty increased from 37.8% in fall 2014 to 42.9% in 2016.

Several studies show that our students' experience in first-year courses is closely linked to student retention rates. Students who have a positive experience as freshman are more likely to continue with us and graduate. To improve our support in this area, we increased the number of regular faculty assigned to lower division courses by 18%. Notably, the percent of students on good academic standing in those courses also increased from 79% to 82% from Fall 2014 to Fall 2016. This improved academic standing is expected to have a positive impact on one-year retention and ultimately the graduation rates of our freshmen. Given the continued enrollment growth, NSC plans to increase the number of regular faculty, especially in lower division classes to not only sustain, but to further improve student success in the first-year.

College of Southern Nevada

One of the core themes of College of Southern Nevada (CSN) is student success and quality. To address these core themes, CSN made conscious efforts to increase the number of full-time faculty in the classroom. Full time faculty are provided opportunities to engage in professional development to assist faculty engage students toward completion. CSN continues to monitor improvements in course completions with an emphasis on assisting full time faculty. The workload report for Fall 2016, shows that full-time faculty at CSN are teaching, on the average, 4.5 sections; average 12.5 credit hours including overload; and 19.6 student FTE.

The Faculty Senate approved a revised faculty workload policy effective Fall 2015 that guides and directs the department chairs in calculating workload appropriately for full and part time faculty. During this academic year, continuing efforts at improving institutional efficiency are evident in efforts to:

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

CSN continues to be committed to the improvement of student success and values the contribution to this effort expended by the full-time faculty.

Great Basin College

Great Basin College (GBC) full-time faculty positions (headcount) declined 3% from 2012, while the FTE taught by these positions increased by 5%. The reduction in positions is directly related to budget cuts, but the faculty remaining have taken on more overload to maintain the curriculum required for programs to continue and to accommodate a 14% increase in student FTE enrollment during the same time period. There is a continuing and dramatic trend to utilize less part-time instruction so that 72% of GBC's instruction is now taught by full-time faculty. Instruction shifted in part to the overload being taken on by full-time faculty, and with more students per class in these sections.

The general long term trend for GBC instruction is for fewer sections taught with more students per section. This is in large part the result of more online classes being taught that consolidate more students into fewer sections. There is also the advantageous use of interactive video to consolidate live classes between different sites across the GBC service area. The average class size in 2010 was 16.4. This increased to 20.2 in 2016, a 23% increase in class size since 2010. This increase is an intentional result of efforts for efficiency.

Truckee Meadows Community College

The number of both full-time and part-time faculty at Truckee Meadows Community College (TMCC) fluctuated in recent years. For 2014 the number of full-time faculty fell to 149 (from 155 in 2012 and 160 in 2010) and part-time faculty fell to 370 (from 389 in 2012 and 429 in 2010). With strategic budgeting, we have backfilled some of our tenure-track positions, particularly in gateway areas. The college increased the number of full-time back to 162 and our part-time stands at 345. Overall, instructional faculty productivity increased. In 2016, measured by credits hours, full-time faculty taught 52.1 percent of class sections compared to 48.7 percent taught by full-time faculty in 2014. Our SCH taught by faculty has increased from 49.7 to 53.7 percent. In addition, the average number of class sections taught by full-time faculty increased from 4.1 to a current 4.6.

Effective scheduling and student advising allowed us to remain with a healthy class section enrollment of 23.8. The college made progress in that our credit hours taught by regular faculty increased from 12.4 to 12.9. Average contact hours taught also increased significantly from 13.5 to 15.5. Student credit hours taught increased from 294.1 to 314.1. And our student FTE taught increased from 19.6 to 20.8.

TMCC is focusing on student success in courses and in completion of degrees. Full-time faculty are being asked to mentor students in their discipline as well as provide excellent instruction. Faculty are collaborating with Student Services to foster a positive environment. All faculty are

encouraged to focus on student retention and completion. In the midst of this focus, all faculty are being asked to do more beyond classroom contact hours and total productivity by full-time faculty has increased.

Western Nevada College

As Western Nevada College (WNC) continues to balance effectiveness and efficiency in instructional delivery, three data points in our Instructional Workload report are worth highlighting:

1. WNC made a commitment to increasing the number of full-time faculty. While our regular faculty headcount shows a modest increase from 2014 to 2016, there were two additional full-time faculty lines that were not filled in 2016.
2. The regular faculty FTE shows a substantial decrease from 2014 to 2016, but remains higher than the headcount. This reflects an intentional effort to reduce the number of overloads taught by full-time faculty, allowing them more time to focus on quality core instruction and shared governance.
3. The percentage of credit hours taught by part-time faculty was effectively flat from 2014 to 2016, and is still significantly greater than the average for all Nevada community colleges. This reflects a combination of factors. While we have increased full-time faculty headcount, we are still below our internal target for that metric; at the same time, WNC experienced growth in programs like Jump Start that serve remote, rural high schools and are substantially staffed by part-time faculty.

While WNC has paid particular attention to increasing the number of full-time faculty, budget constraints have left the college dependent on part-time faculty to provide more than 60% of all instruction. Pending a resolution of budget constraints, the college remains committed to a goal of increasing the full-time faculty headcount, and bringing balance to the ratio of courses taught by part-time faculty.

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. For faculty teaching upper division level courses, the President of the community college may approve a differentiated workload calculated at 1.25 instructional units per credit.
 - 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.