



NEVADA SYSTEM OF HIGHER EDUCATION

University of Nevada, Las Vegas



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Nevada State College



College of Southern Nevada

Great Basin College



*Truckee Meadows Community
College*

Western Nevada College

FACULTY WORKLOAD REPORT 2018

Desert Research Institute

*Prepared by the
Office of Academic and Student Affairs
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Faculty Workload in Context

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

Faculty Workload in Context

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

NSHE is striving to establish a culture of completion aimed at increasing the number of students who graduate from NSHE institutions with a certificate or degree through system-wide policy and through participation in the Complete College America initiative. The 15 to Finish initiative aims to encourage students to enroll in 15 credits per semester to improve the likelihood of a student graduating on time (4 years for a bachelor’s degree, 2 years for an associate’s degree). Increasing student enrollment intensity necessitates either an increase in the number of sections available to students or increasing class sizes. In addition to instructional activity, 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.

Research Universities and Faculty Workload

UNR and UNLV are recognized within the Carnegie Classification of Institutions of Higher Education as doctoral granting institutions with very 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 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 2018 Average Instructional Workload

UNIVERSITIES – 1,499.8 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.

3.1	8.2	30.3
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the universities taught an average of 3.1 organized course sections, equating to an average of 8.2 credit hours with an average course enrollment of 30.3 students.
- This aggregated instructional workload summary includes regular faculty involved in doctoral-level education, as well as those with administrative release time.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at public research institutions taught an average of 8.1 classroom hours.

STATE COLLEGE – 68.9 regular faculty FTE

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

3.7	12.2	23.6
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the state college taught an average of 3.7 organized course sections, equating to an average of 12.2 credit hours with an average course enrollment of 23.6 students.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at 4-year institutions taught an average of 9.4 classroom hours.

COMMUNITY COLLEGES – 894.8 regular faculty FTE

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

4.4	12.7	21.4
Organized Course Sections Taught	Organized Credit Hours	Class Section Enrollment

- Regular faculty at the community colleges taught an average of 4.4 organized course sections, equating to an average of 12.7 credit hours with an average course enrollment of 21.4 students.
- Nationally, the National Center for Education Statistics reports that full-time instructional faculty at public associate's institutions taught an average of 18.1 classroom hours.

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

Instructional Workload Summary

NSHE Faculty Workload Report

Aggregated Data by Institutional Type - *Organized Instruction*
 Faculty workload data are collected in the fall of every even-numbered year.

Universities

Regular Faculty Workload including Overload (Averages)

<u>Average Regular Faculty Workload</u>	<u>Class Sections Taught</u>	<u>Class Section Enrollment</u>	<u>Credit Hours Taught</u>	<u>Student Credit Hours Taught</u>	<u>Student FTE Taught</u>
Fall 2010	3.0	30.8	8.7	252.6	17.5
Fall 2012	2.9	35.3	9.4	263.9	18.2
Fall 2014	3.0	35.3	8.8	269.5	18.9
Fall 2016	3.2	32.2	8.6	264.7	18.2
Fall 2018	3.1	30.3	8.2	240.7	16.6

Supplemental Faculty Workload (Averages)

<u>Average Regular Faculty Workload</u>	<u>Class Sections Taught</u>	<u>Class Section Enrollment</u>	<u>Credit Hours Taught</u>	<u>Student Credit Hours Taught</u>	<u>Student FTE Taught</u>
Fall 2010	6.2	26.9	13.8	371.6	25.0
Fall 2012	7.1	28.8	18.0	453.2	30.5
Fall 2014	7.6	27.4	18.3	471.2	31.7
Fall 2016	7.1	24.9	16.4	414.1	27.9
Fall 2018	7.4	25.4	17.0	429.4	29.0

State College

Regular Faculty Workload including Overload (Averages)

<u>Average Regular Faculty Workload</u>	<u>Class Sections Taught</u>	<u>Class Section Enrollment</u>	<u>Credit Hours Taught</u>	<u>Student Credit Hours Taught</u>	<u>Student FTE Taught</u>
Fall 2010	3.8	23.5	12.9	287.8	19.2
Fall 2012	4.0	20.1	12.8	261.4	17.4
Fall 2014	3.9	19.6	12.0	246.4	16.4
Fall 2016	3.5	21.4	12.4	252.0	16.8
Fall 2018	3.7	23.6	12.2	283.0	18.9

Supplemental Faculty Workload (Averages)

<u>Average Regular Faculty Workload</u>	<u>Class Sections Taught</u>	<u>Class Section Enrollment</u>	<u>Credit Hours Taught</u>	<u>Student Credit Hours Taught</u>	<u>Student FTE Taught</u>
Fall 2010	3.9	23.1	12.0	280.5	18.7
Fall 2012	3.8	23.5	12.0	287.7	19.2
Fall 2014	54.9.1	24.8	15.0	388.0	25.9
Fall 2016	4.5	25.1	15.0	365.1	24.3
Fall 2018	4.7	25.9	15.0	383.7	25.6

Instructional Workload Summary

NSHE Faculty Workload Report

Aggregated Data by Institutional Type - *Organized Instruction*
 Faculty workload data are collected in the fall of every even-numbered year.

Community Colleges

Regular Faculty Workload including Overload (Averages)

Average Regular Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010	4.3	23.7	12.6	307.0	20.9
Fall 2012	4.5	22.7	12.8	303.0	20.2
Fall 2014	4.7	21.4	12.5	290.2	19.3
Fall 2016	4.6	21.7	12.8	293.5	19.6
Fall 2018	4.4	21.4	12.7	275.4	18.3

Supplemental Faculty Workload (Averages)

Average Regular Faculty Workload	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010	5.4	22.3	14.5	334.7	22.3
Fall 2012	5.2	21.4	14.3	314.7	21.0
Fall 2014	5.8	20.9	15.7	339.5	22.6
Fall 2016	5.6	20.7	14.8	315.9	21.1
Fall 2018	5.7	20.0	15.3	313.4	20.9

Note: Because of changes to faculty workload due to budget issues faculty workload has been calculated to capture regular faculty overloads. The new method provides NSHE with the ability to compare overload of regular faculty and part-time faculty over time taking into account paid and unpaid overloads as well as the reduction in part-time adjunct faculty and corresponding increases to regular faculty workloads. The data in this report is not comparable to reports published prior to the 2010 report.

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
2018	1499.8	1631	54	507.5	1	1794
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 2018				
Regular Faculty	3.1	30.3	8.2	240.7	16.6
Supplemental Faculty	7.4	25.4	17.0	429.4	29
All Faculty	4.2	28.1	10.4	288.4	19.7
Supplemental Faculty Avg based on Headcount	2.1	25.4	4.8	121.4	8.2

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 - *University of Nevada, Reno*

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	F/T	P/T	FTE	F/T	P/T
2018	671.4	790	24	172.2	1	640
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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2018					
Regular Faculty	3.5	30.9	8.8	246.2	16.9
Supplemental Faculty	8.5	25.2	20.9	483.9	32.6
All Faculty	4.5	28.7	11.3	294.7	20.1
Supplemental Faculty Avg based on Headcount	2.3	25.2	5.6	130.0	8.7

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	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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2014					
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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2012					
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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010					
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 - *University of Nevada, Las Vegas*

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
2018	828.4	841	30	335.3	0	1154
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

Fall 2018	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	2.7	29.7	7.7	236.2	16.3
Supplemental Faculty	6.8	25.6	15.0	401.3	27.2
All Faculty	3.9	27.6	9.8	283.8	19.5
Supplemental Faculty Avg based on Headcount	2	25.6	4.4	116.6	7.9

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	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

Fall 2014	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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

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

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				
	2018	2016	2014	2012	2010	2018	2016	2014	2012	2010	2018	2016	2014	2012	2010
% Taught by Regular Faculty	52.9%	52.3%	51.2%	52.4%	58.8%	48.3%	48.2%	49.6%	48.5%	49.9%	50.3%	50.0%	50.3%	50.2%	53.0%
% Taught by Supplemental Faculty	47.1%	47.7%	48.8%	47.6%	41.2%	51.7%	51.8%	50.4%	51.5%	50.1%	49.7%	50.0%	49.7%	49.8%	47.0%
Part-time/Adjunct	21.2%	22.5%	24.4%	25.4%	26.0%	32.8%	37.0%	34.4%	34.3%	29.7%	27.8%	30.5%	29.9%	30.4%	28.4%
Teaching Assistants	3.1%	4.4%	4.3%	5.7%	10.3%	14.5%	14.5%	15.5%	16.5%	19.7%	9.6%	10.0%	10.4%	11.8%	16.4%
Other ²	22.8%	20.8%	20.1%	16.5%	4.8%	4.3%	0.4%	0.5%	0.7%	0.7%	12.3%	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				
	2018	2016	2014	2012	2010	2018	2016	2014	2012	2010	2018	2016	2014	2012	2010
% Taught by Regular Faculty	64.3%	64.1%	63.5%	63.0%	66.4%	56.2%	56.1%	57.6%	56.8%	58.2%	59.7%	59.6%	60.2%	59.4%	61.2%
% Taught by Supplemental Faculty	35.7%	35.9%	36.5%	37.0%	33.6%	43.8%	43.9%	42.4%	43.2%	41.8%	40.3%	40.4%	39.8%	40.6%	38.8%
Part-time/Adjunct	22.5%	24.1%	24.7%	23.6%	23.1%	27.8%	31.5%	27.9%	27.8%	24.4%	25.5%	28.2%	26.5%	26.0%	23.9%
Teaching Assistants	3.9%	5.5%	6.1%	7.2%	7.6%	12.4%	12.3%	14.2%	15.2%	17.1%	8.8%	9.3%	10.7%	11.8%	13.5%
Other ²	9.3%	6.3%	5.6%	6.1%	3.0%	3.5%	0.2%	0.3%	0.3%	0.3%	6.0%	2.9%	2.6%	2.7%	1.3%

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

	UNR					UNLV					Universities				
	2018	2016	2014	2012	2010	2018	2016	2014	2012	2010	2018	2016	2014	2012	2010
% Taught by Regular Faculty	89.3%	82.2%	85.9%	80.8%	90.7%	80.1%	77.6%	82.9%	85.1%	88.3%	76.9%	79.5%	84.2%	82.9%	88.9%
% Taught by Supplemental Faculty	10.7%	17.8%	14.1%	19.2%	9.3%	19.9%	22.4%	17.1%	14.9%	11.7%	23.1%	20.5%	15.8%	17.1%	11.1%
Part-time/Adjunct	5.6%	6.1%	8.0%	4.8%	5.8%	12.4%	19.7%	15.7%	13.4%	8.5%	16.2%	14.0%	12.3%	9.0%	7.8%
Teaching Assistants	0.2%	0.0%	0.2%	0.7%	0.4%	0.6%	2.6%	1.1%	0.8%	1.8%	0.8%	1.5%	0.7%	0.7%	1.5%
Other ²	4.8%	11.7%	5.9%	13.7%	3.0%	6.9%	0.1%	0.4%	0.8%	1.3%	6.1%	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
2018	68.9	74	0	64.2	0	202
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 2018					
Regular Faculty	3.7	23.6	12.2	283.0	18.9
Supplemental Faculty	4.7	25.9	15.0	383.7	25.6
All Faculty	4.2	24.8	13.5	331.6	22.1
Supplemental Faculty Avg based on Headcount	1.5	25.9	4.8	122.0	8.1

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

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).

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	3.8	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

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

	2018	2016	2014	2012	2010
% Taught by Regular Faculty	46.6%	47.4%	43.4%	42.9%	41.5%
% Taught by Supplemental Faculty	53.4%	52.6%	56.6%	57.1%	58.5%
Part-time/Adjunct	52.6%	49.8%	54.0%	55.5%	57.1%
Other ²	0.8%	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.

	2018	2016	2014	2012	2010
% Taught by Regular Faculty	44.2%	42.9%	37.8%	39.0%	40.4%
% Taught by Supplemental Faculty	55.8%	57.1%	62.2%	61.0%	59.6%
Part-time/Adjunct	55.0%	54.3%	59.4%	59.0%	57.5%
Other ²	0.8%	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
2018	894.8	769	609.0	1478
2016	823.9	725	596.0	1536
2014	821.4	720	591.9	1582
2012	796.0	710	680.5	1626
2010	824.9	721	762.7	1849

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Fall 2018					
Regular Faculty	4.4	21.4	12.7	14.1	275.4	18.3
Adjunct/Part-time Faculty	5.7	20.0	15.3	17.4	313.4	20.9
All Faculty	5.0	20.7	13.7	15.4	290.8	19.4
Adjunct/Part-time Faculty Avg based on Headcount	1.8	20.0	4.9	5.6	101.3	6.8

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Fall 2016					
Regular Faculty	4.6	21.7	12.8	14.2	293.5	19.6
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

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

Averages based on Faculty FTE

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

Averages based on Faculty FTE

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Fall 2010					
Regular Faculty	4.3	23.7	12.6	14.5	307.0	20.9
Adjunct/Part-time Faculty	5.4	22.3	14.5	17.0	334.7	22.3
All Faculty	4.8	23.0	13.5	15.7	320.3	21.6
Adjunct/Part-time Faculty Avg based on Headcount	2.2	22.3	6.0	7.0	138.0	9.2

Instructional Workload - College of Southern Nevada

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
2018	567.8	485	384.4	830
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 2018					
Regular Faculty	4.4	21.7	12.4	12.9	286.7	19.1
Adjunct/Part-time Faculty	5.7	20.3	14.8	16.9	320.2	21.3
All Faculty	4.9	21.0	13.4	14.5	300.3	20.0

Adjunct/Part-time Faculty Avg based on Headcount	2.7	20.3	6.9	7.8	148.3	9.9
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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
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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
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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
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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
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Instructional Workload - Truckee Meadows Community 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. 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
2018	165.6	166	134.6	355
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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2018						
Regular Faculty	5.1	23.4	13.9	16.9	300.0	19.9
Supplemental Faculty	5.7	20.1	15.0	18.5	297.1	19.8
All Faculty	5.3	21.9	14.4	17.6	298.7	19.9
Supplemental Faculty Avg based on Headcount	1.0	20.1	2.7	3.3	52.5	3.5

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 2016						
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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2014						
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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2012						
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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2010						
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 - *Great Basin 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. 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
2018	103.1	66	18.7	113
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

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Fall 2018					
Regular Faculty	3.5	16.9	11.7	15.0	195.2	13
Adjunct/Part-time Faculty	9.7	21.4	28.6	29.8	544.1	36.3
All Faculty	4.5	18.4	14.3	17.3	248.7	16.6

Adjunct/Part-time Faculty Avg based on Headcount	1.6	21.4	4.7	4.9	90.0	6.0
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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	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
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Averages based on Faculty FTE

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

Adjunct/Part-time Faculty Avg based on Headcount	1.6	19.0	4.3	4.3	75.1	5.0
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Averages based on Faculty FTE

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

Adjunct/Part-time Faculty Avg based on Headcount	1.5	18.0	4.4	4.4	72.5	4.8
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Averages based on Faculty FTE

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

Adjunct/Part-time Faculty Avg based on Headcount	1.6	15.8	4.3	4.1	67.8	4.5
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Instructional Workload - Western Nevada 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. 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
2018	58.3	52	71.3	180
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 2018					
Regular Faculty	4.5	18.3	12.9	15.5	237.3	15.8
Adjunct/Part-time Faculty	4.6	16.8	14.7	14.4	246.8	16.5
All Faculty	4.6	17.4	13.9	14.9	242.5	16.2

Adjunct/Part-time Faculty Avg based on Headcount	1.8	16.8	5.8	5.7	97.7	6.5
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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
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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
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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
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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
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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				
		2018	2016	2014	2012	2010	2018	2016	2014	2012	2010	2018	2016	2014	2012	2010
% Taught by Regular Faculty		55.4%	55.6%	54.0%	51.1%	47.8%	69.3%	72.0%	66.1%	64.6%	57.7%	54.9%	54.5%	52.4%	51.1%	48.4%
% Taught by Part-time/Adjunct		44.6%	44.4%	46.0%	48.9%	52.2%	30.7%	28.0%	33.9%	35.4%	42.3%	44.8%	45.5%	47.6%	48.9%	51.6%
		WNC					TMCC					0.3%				
		2018	2016	2014	2012	2010	2018	2016	2014	2012	2010					
% Taught by Regular Faculty		41.7%	39.8%	39.4%	42.4%	41.8%	53.3%	52.1%	48.7%	48.7%	50.1%					
% Taught by Part-time/Adjunct		58.3%	60.2%	60.6%	57.6%	58.2%	45.3%	47.9%	51.3%	51.3%	49.9%					
% Taught by Other							1.4%									

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				
		2018	2016	2014	2012	2010	2018	2016	2014	2012	2010	2018	2016	2014	2012	2010
% Taught by Regular Faculty		56.9%	57.7%	56.2%	54.0%	49.9%	66.4%	72.1%	68.1%	67.7%	60.1%	56.4%	56.2%	54.3%	53.0%	49.8%
% Taught by Part-time/Adjunct		43.1%	42.3%	43.8%	46.0%	50.1%	33.6%	27.9%	31.9%	32.3%	39.9%	43.3%	43.8%	45.7%	47.0%	50.2%
		WNC					TMCC					0.3%				
		2018	2016	2014	2012	2010	2018	2016	2014	2012	2010					
% Taught by Regular Faculty		44.0%	37.8%	39.9%	43.8%	41.8%	55.4%	53.7%	49.7%	48.3%	50.0%					
% Taught by Part-time/Adjunct		56.0%	62.2%	60.1%	56.2%	58.2%	42.9%	46.3%	50.3%	51.7%	50.0%					
% Taught by Other							1.7%									

NSHE Faculty Workload Study 2018
University of Nevada, Las Vegas
January 1 - December 31, 2017

Selected Measures of Out-of-Classroom Faculty Activity

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	1,004
1. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	357
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$ 45,520,349
Total number of faculty who received awards identified in item 1.	152
Average amount awarded per faculty of those who received awards identified in item 1.	\$ 299,476
Amount of total awards identified in item 1 produced by top 25% of faculty	\$ 34,082,370
Percent of total awards identified in item 1 produced by top 25% of faculty.	74.8%
Amount of total awards identified in item 1 produced by top 10% of faculty.	\$ 21,862,750
Percent of total awards identified in item 1 produced by top 10% of faculty	48.05%
2. Number of provisional or issued licensing agreements or patents registered by faculty.	24
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	1128
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	51
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	30
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).	931
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).	1515
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).	2548
<i>Includes 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.)	298
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	499
Of those faculty included in item 10, the number that served as a supervisor or chair.	176
11. The number of students supervised in a clinical setting (medical, dental, law excluded).	1465

Description: Includes supervision of students in clinical settings related to health care and wellness; 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.

Institution-specific Mission

1. Brookings-Mountain West / Lincy publications and events.	11
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NSHE Faculty Workload Study 2018
University of Nevada, Reno
January 1 - December 31, 2017

Selected Measures of Out-of-Classroom Faculty Activity

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	720.5
1. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty	
Total dollar value for the externally funded grants and contracts reported in Item 1.	
Total number of faculty who received awards identified in item 1.	
Average amount awarded per faculty of those who received awards identified in item 1.	
Amount of total awards identified in item 1 produced by top 25% of faculty	
Percent of total awards identified in item 1 produced by top 25% of faculty.	
Amount of total awards identified in item 1 produced by top 10% of faculty.	
Percent of total awards identified in item 1 produced by top 10% of faculty	
2. Number of provisional or issued licensing agreements or patents registered by faculty.	48
<i>Includes patent applications filed and patents issued [US only]</i>	
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	922
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	12
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	14
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).	443
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).	2,308
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).	1678
<i>Includes, e.g., editorial roles, board and committee members, manuscript and grant reviewers, positions in professional societies</i>	
9. Number of leadership positions in a professional association held by faculty (e.g. elected officer, comm. chair, conf.chair, etc.)	59
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	190
Of those faculty included in item 10, the number that served as a supervisor or chair.	113
11. The number of students supervised in a clinical setting (medical, dental, law excluded). Include a description of what is included in this category.	298
<i>Includes College of Education students, as well as students enrolled in NevadaTeach programs, who are assigned to a mentor and work in a K-12 classroom.</i>	
UNR Cooperative Extension	
1. Number of publications in items 3 and 5 that address the mission of UNR's Cooperative Extension.	22
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.) (includes direct and indirect contact)	188,847
	75,361 (direct); 113,486 (indirect)

Item 1 corrected values not yet available from UNR (02/10/2021)

Institutional Narratives

University of Nevada, Las Vegas

In December 2018, the University of Nevada, Las Vegas was recognized by the Carnegie Classification of Institutions of Higher Education as one of 130 doctoral universities nationwide with “very high research activity,” accomplishing one of the primary goals of its Top Tier strategic plan. Achievement of the prestigious “R1” research designation was the cumulative result of multiple years’ strategic planning to advance in the metrics used to determine institutional classifications, namely research and development expenditures in science and engineering; research and development expenditures in non-science and engineering fields; number of dedicated science and engineering research staff; and number of doctoral degree conferrals in a variety of fields, including science, technology, engineering, and mathematics, the social sciences and humanities, and other academic disciplines. As part of the Top Tier plan, concurrent with UNLV’s goals to become a leading research institution were its aims to enhance instructional quality and student success and to elevate community engagement and public service. The academic faculty of UNLV were central to these institutional efforts. Accordingly, the faculty workload policy was designed to reinforce the University’s commitment to excellence and innovation in the areas of teaching and learning, research and creative activity, and service and outreach.

Guided by the principle that faculty play a fundamental role in carrying out UNLV’s educational, scholarship, and service mission, the workload 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 academic 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) during a given term while another teaches 1 or 2 courses in order to carry out an extensive research or service project.

Not all faculty are expected to commit effort to each of the three major areas of institutional focus. Nontenure-track appointments engage faculty who specialize, fully or primarily, in one of the three. For example, lecturers and faculty-in-residence concentrate on teaching, and those who are 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 members and employing a strategic mix of faculty types, UNLV has largely maintained its level of teaching efficiency since the last reporting cycle. One particular area of improvement was a reduction of average class enrollment size for all faculty (both regular and supplemental) from 28.4 to 27.6. Smaller class sizes allow increased opportunity for engagement with the instructor, resulting in an improved instructional experience for students. The University has also maintained its practice of having the majority of graduate courses taught by regular faculty in order to ensure high-quality instruction. However, it still continues to provide promising doctoral students with the opportunity to participate in instruction and refine their teaching skills as well as to engage other highly specialized supplemental instructors who bring real-world expertise into the 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 expected elements of their workload 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 to understand best teaching practices and improve their own classroom instruction (e.g., by conducting research on teaching and learning) or to develop professionally (e.g., by assuming positions of leadership in relevant professional organizations).

The fact that UNLV achieved growth on virtually every out-of-classroom-activity metric while maintaining a comparable number of credit hours taught by faculty members indicates rising faculty productivity and progress toward the institution's Top Tier goals, recently validated through its attainment of the special R1 Carnegie designation. For instance, there has been considerable progress in external grants and contracts awarded to UNLV faculty members for research and development activities. Additionally, there has been an increase in faculty participation on thesis and dissertation committees, an important indicator of growth in doctoral education and degree conferrals.

Finally, it is important to note that the out-of-classroom-activity report does not account for the research output of faculty members from the professional schools that are self-funded (e.g., School of Dental Medicine, School of Medicine, and William S. Boyd School of Law). The University received a notable boost to its research and service mission in the area of the health sciences with the addition of a large group of faculty in the School of Medicine, the majority of whom joined UNLV in the summer of 2017. These individuals, particularly those involved in large clinical studies, have played an important role in the scholarly and service output of the university and will continue to do so in the years to come. The out-of-classroom-activity report also does not include non-instructional or research faculty whose primary role is the performance of research and development but who are funded by grants and contracts. Although the workload efforts of these faculty members 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 "R1 Research University (highest research activity)." Its undergraduate instructional programs are classified as "Balanced Arts and Sciences/professions, high graduate coexistence." Its graduate instructional programs are classified as "Comprehensive doctoral with

medical.” Its additional responsibilities as Nevada’s land-grant university include engaging communities and citizens across the entire State of Nevada in learning, discovery, clinical services, and technology transfer. These many functions are fulfilled by state-wide faculty with a broad diversity of educational backgrounds and responsibilities. The University is now in a phase of significant growth following the sustained period of budget reductions. It is prioritizing the hiring of tenure-track and full-time instructional faculty who will contribute to both the teaching mission at the undergraduate and graduate levels and the research mission. Since the 2016 NSHE Faculty Workload Report, the University added 104 new regular faculty positions, and it is currently in the process of adding more. Over the past six years the University has decreased its student:faculty ratio from 22:1 to 19:1 toward its goal of a ratio of 18:1 (median of land-grant universities). This lower ratio allow faculty to have teaching loads that are comparable to peers at R1 universities. This allowed the University to handle recent growth, as evidenced by the figures for class section enrollment and student FTE taught. The graduate teaching and research missions of the University are central for the discovery of new knowledge; production of the next generation of scholars, scientists, and leaders; and development of intellectual properties that can be commercialized. In FY18, the most recent year for which data are available, the University of Nevada, Reno had total annual research expenditures of \$145 million and annual research awards of over \$81 million. This requires devotion of faculty time to perform research functions, write grants that 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, supports, and appoints its faculty in the service of excellent instruction, impactful scholarship, and effective student and community-oriented programs. In support of this mission in fall 2018, regular faculty taught an average of 12.2 semester credit hours, exceeding the Board of Regents’ requirement of 12 per semester. This workload level reflects our commitment to our mission and our strategic plan, which both focus on providing students with superb teaching and learning environments.

From fall 2016 to fall 2018, NSC experienced unprecedented growth, increasing 24% in student FTE. In an initial effort to provide instruction that is commensurate with this growth, we increased our regular faculty by 10 (4% FTE) in the same time period. Moreover, a commitment to hiring many new faculty has already emerged as a top priority in our ongoing planning for the FY20 budget. In addition to our teaching-focused mission, the recruitment of new faculty was driven by demonstrated student FTE needs and the anticipated growth of various departments and programs. This effort reflects an overriding goal to increase the percentage of student credit hours taught by regular faculty, and we have made some progress towards that goal. In fall 2018, we increased the percentage of assigned student credit hours taught by faculty to 44.2%, up from the 42.9% in 2016. This is a modest increase, but one that we achieved despite a historic level of growth in student enrollment.

Finally, 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, from fall 2016 to fall 2018 we increased the number of regular faculty assigned to lower division courses by 26%. Notably, the average class grade point average in those courses also increased from 2.51 to 2.66 from fall

2016 to fall 2018. This improved class grade point average is expected to have a positive impact on one-year retention rates and ultimately the graduation rates of our freshmen. Given the continued enrollment growth, NSC plans to increase the number of regular faculty to further improve student success in the first year and beyond.

College of Southern Nevada

The College of Southern Nevada (CSN) is laser-focused on student success: graduate, complete, transfer, and prosper are the goals we have set for our students. To address these “students first” outcomes, CSN recognizes that our faculty are central to improving these outcomes. CSN has continued to increase the number of full-time faculty in the classroom from 472 in 2016 to 485 in 2018, hiring in high-impact career and technology (CTE) areas as well as gateway math and English, and to maintain the ratio of 55% full-time faculty to 45% part-time faculty. CSN faculty are provided opportunities to engage in professional development to explore and implement pedagogical strategies and best practices that propel students toward completion, such as contextualized instruction, the creation and use of open educational resources (OERs) and the expansion of co-requisite math and English. CSN also provides development opportunities specifically for our adjunct faculty through our annual Adjunct Impact Conference, which is offered just before the fall semester begins, providing an opportunity for part-time faculty to attend workshops and interact with full-time faculty, chairs, deans and other student success staff. The workload report for Fall 2018 shows that full-time faculty at CSN are teaching, on average, 4.4 sections; they average 12.4 credit hours including overload and reach 19.1 student FTE. During this academic year, continuing efforts at improving institutional efficiency are in progress to ensure that CSN is offering a “completable schedule” in the morning, afternoon, and evening at each of our main sites as well as our “Core 15” general education offerings to align with CTE programming at each site. Our faculty have also been engaged in the development and implementation of our Academic Maps and Meta Major approach, again providing students with a clear pathway toward graduation, completion, transfer, and ultimately, prosperity.

Great Basin College

GBC full-time faculty positions has declined from 2012, while the FTE taught by these positions has increased. Faculty continue to take on more overload to maintain the curriculum required for programs to continue and to accommodate an increase in student FTE enrollment during the same time period. Faculty positions have increased through the CTE Enhancement funding received during the 2017 Legislature. There is a continuing trend to utilize less part-time instruction, with nearly 67% 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 18.8 in 2018, a 14.6% increase in class size since 2010. This increase is an intentional result of efforts for efficiency.

Truckee Meadows Community College

One of the ways that the recession affected the institution was the loss of many tenured faculty members. These tenure-track faculty lines, while kept open, were either filled by one-year temporary faculty or back-filled by part-time LOA faculty. After the two-year period of 2012 and 2014, which saw part-time faculty teaching the majority of credit hours and SWCH, we saw a shift with the majority of credit hours and SWCH taught by full-time faculty in 2016 and 2018. Studies have shown that community colleges with the highest ratio of part-time to full-time faculty have the lowest graduation rates (Jacoby, 2006). Therefore, as the economy improves, we have begun to fill those open lines with tenure-track full-time faculty. This is reflected in the trend showing the increase in the percentage of credit hours taught by full-time faculty and decrease in those taught by part-time faculty. The inverse correlation between the percentage of credit hours taught by full-time faculty and part-time faculty is as expected.

The faculty FTE increased from 144 in 2016 to 147.6 in 2018 with corresponding overloads faculty FTE increasing from 12.5 to 18. The overall class section taught by full-time faculty increased from 722 in 2016 to 844 in 2018, which represents a 16.9% increase. The impact of this shift in full-time to part-time ratio can also be seen in the WSCH taught by faculty type. Full-time faculty taught 49,164 WSCH in 2016 which increased to 49,683 WSCH in 2018; this represents 55.4% of the total.

TMCC continues to focus 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 through innovative and excellent teaching. 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.

Jacoby, D. 2006. Effects of part-time faculty employment on community college graduation rates. *Journal of Higher Education* 77 (6): 1081–1103.

Western Nevada College

Western Nevada College (WNC) continues to work toward balancing growth, effectiveness, and efficiency in instructional delivery. With the evolving economy in Northern Nevada and the changing demands of students in higher education, WNC strives to balance moving quickly to serve growth areas and strategically to establish programs with a strong foundation of full-time faculty.

1. In 2014, WNC made a commitment to increasing the number of full-time faculty. Regular faculty headcount has increased steadily since 2014 from 48 to 52.
2. The regular faculty FTE showed a substantial decrease from 2014 to 2016. Since 2016 this has steadily increased with faculty headcount. The current balance of FTE and headcount reflects efforts to reduce the number of overloads taught by full-time faculty allowing more time to focus on quality core instruction, assessment, and shared governance.
3. The percentage of credit hours taught by part-time faculty was effectively flat from 2014 through 2016. Recently this percentage has decreased by about four percentage points but

is still relatively high compared to the average for Nevada community colleges. WNC has increased full-time faculty headcount, which has helped to push the percentage in the right direction, but growth areas like dual enrollment and prison education still rely substantially on part-time faculty as programs become established.

While WNC has paid particular attention to increasing the number of full-time faculty, the challenges of budget constraints and a decline in enrollment have slowed progress toward a more balanced instructional workload. 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.