



# 2020 Faculty Workload Report

*Prepared by the  
Office of Academic and Student Affairs  
January 2021*



University of Nevada, Reno

*Nevada System of Higher Education Leadership*

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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 2016 *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.
4. Institutions report aggregated faculty workloads for all state-supported instructional activity in Fall 2020.

## 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).

**Student FTE Taught:** Divide student FTE by instructional faculty.



## Highlights

### Fall 2020 Average Instructional Workload

#### **UNIVERSITIES – 1,481.0 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.

<b>3.3</b>	<b>8.3</b>	<b>28.4</b>
<b>Organized Course Sections Taught</b>	<b>Organized Credit Hours</b>	<b>Class Section Enrollment</b>

- Regular faculty at the universities taught an average of 3.3 organized course sections, equating to an average of 8.3 credit hours with an average course enrollment of 28.4 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 (2016).

#### **STATE COLLEGE – 95.1 regular faculty FTE**

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

<b>4.1</b>	<b>12.0</b>	<b>20.2</b>
<b>Organized Course Sections Taught</b>	<b>Organized Credit Hours</b>	<b>Class Section Enrollment</b>

- Regular faculty at the state college taught an average of 4.1 organized course sections, equating to an average of 12.0 credit hours with an average course enrollment of 20.2 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 (2016).

#### **COMMUNITY COLLEGES – 905.3 regular faculty FTE**

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

<b>4.7</b>	<b>13.4</b>	<b>19.7</b>
<b>Organized Course Sections Taught</b>	<b>Organized Credit Hours</b>	<b>Class Section Enrollment</b>

- Regular faculty at the community colleges taught an average of 4.7 organized course sections, equating to an average of 13.4 credit hours with an average course enrollment of 19.7 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 (2016).

**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>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2020	3.3	28.4	8.3	245.4	16.9

#### *Supplemental Faculty Workload (Averages)*

<u>Average Regular Faculty Workload</u>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2020	6.0	25.6	13.7	366.8	24.8

### State College

#### *Regular Faculty Workload including Overload (Averages)*

<u>Average Regular Faculty Workload</u>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2020	4.1	20.2	12.0	235.8	15.8

#### *Supplemental Faculty Workload (Averages)*

<u>Average Regular Faculty Workload</u>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2020	5.1	21.7	15.0	328.7	22.0

# 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)*

<u>Average Regular Faculty Workload</u>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2020	4.7	19.7	13.4	273.7	18.2

#### *Supplemental Faculty Workload (Averages)*

<u>Average Regular Faculty Workload</u>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2020	4.9	19.0	13.2	263.6	17.6

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 Overview– 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
2020	1481.0	1712	57	574.8	0	1833
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	1243	53	383.2	62	1399

<b>Averages based on Faculty FTE</b>					
<b>Fall 2020</b>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.3	28.4	8.3	245.4	16.9
Supplemental Faculty	6.0	25.6	13.7	366.8	24.8
All Faculty	4.0	27.3	9.8	278.9	19.1
Supplemental Faculty Avg based on Headcount	1.9	25.6	4.3	115.0	7.8
<b>Averages based on Faculty FTE</b>					
<b>Fall 2018</b>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
<b>Averages based on Faculty FTE</b>					
<b>Fall 2016</b>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
<b>Averages based on Faculty FTE</b>					
<b>Fall 2014</b>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
<b>Averages based on Faculty FTE</b>					
<b>Fall 2012</b>	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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

## 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	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2020	632.0	831	28	217.9	0	650
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

### Averages based on Faculty FTE

Fall 2020	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Regular Faculty	4.0	27.0	9.5	263.0
Supplemental Faculty	5.2	27.0	11.5	326.2	22
All Faculty	4.3	27.0	10.0	279.2	19.1
Supplemental Faculty Avg based on Headcount	1.7	27.0	3.9	109.4	7.4

### 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	3.5	30.9	8.8	246.2
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

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
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
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
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

## 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
2020	849.0	881	29	356.9	0	1183
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

Averages based on Faculty FTE					
Fall 2020	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	2.9	29.9	7.8	241.6	16.8
Supplemental Faculty	6.5	25.0	15.0	391.6	26.5
All Faculty	3.9	27.5	9.9	286.0	19.6
Supplemental Faculty Avg based on Headcount	2.0	25.0	4.5	118.1	8.0

  

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	2.0	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

## Instructional Workload Summary – 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 (Course Credit Hours):

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

	UNR					UNLV					Universities				
	2020	2018	2016	2014	2012	2020	2018	2016	2014	2012	2020	2018	2016	2014	2012
% Taught by Regular Faculty	63.4%	52.9%	52.3%	51.2%	52.4%	48.3%	48.3%	48.2%	49.6%	48.5%	53.9%	50.3%	50.0%	50.3%	50.2%
% Taught by Supplemental Faculty	36.6%	47.1%	47.7%	48.8%	47.6%	51.7%	51.7%	51.8%	50.4%	51.5%	46.1%	49.7%	50.0%	49.7%	49.8%
Part-time/Adjunct	20.8%	21.2%	22.5%	24.4%	25.4%	33.5%	32.8%	37.0%	34.4%	34.3%	28.8%	27.8%	30.5%	29.9%	30.4%
Teaching Assistants	9.0%	3.1%	4.4%	4.3%	5.7%	14.4%	14.5%	14.5%	15.5%	16.5%	12.4%	9.6%	10.0%	10.4%	11.8%
Other <sup>2</sup>	6.8%	22.8%	20.8%	20.1%	16.5%	3.9%	4.3%	0.4%	0.5%	0.7%	4.9%	12.3%	9.5%	9.5%	7.6%

### Undergraduate Instruction (SCH):

Percent of *student credit hours* taught by faculty assignment. Student credit hours (SCH) represents total credits for all enrolled in each course section multiplied by the credit hour value assigned to each course section.

	UNR					UNLV					Universities				
	2020	2018	2016	2014	2012	2020	2018	2016	2014	2012	2020	2018	2016	2014	2012
% Taught by Regular Faculty	66.5%	64.3%	64.1%	63.5%	63.0%	56.3%	56.2%	56.1%	57.6%	56.8%	60.9%	59.7%	59.6%	60.2%	59.4%
% Taught by Supplemental Faculty	33.5%	35.7%	35.9%	36.5%	37.0%	43.7%	43.8%	43.9%	42.4%	43.2%	39.1%	40.3%	40.4%	39.8%	40.6%
Part-time/Adjunct	19.9%	22.5%	24.1%	24.7%	23.6%	27.7%	27.8%	31.5%	27.9%	27.8%	24.7%	25.5%	28.2%	26.5%	26.0%
Teaching Assistants	6.8%	3.9%	5.5%	6.1%	7.2%	12.7%	12.4%	12.3%	14.2%	15.2%	10.4%	8.8%	9.3%	10.7%	11.8%
Other <sup>2</sup>	6.8%	9.3%	6.3%	5.6%	6.1%	3.3%	3.5%	0.2%	0.3%	0.3%	4.0%	6.0%	2.9%	2.6%	2.7%

### Graduate Instruction (Course Credit Hours):

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

	UNR					UNLV					Universities				
	2020	2018	2016	2014	2012	2020	2018	2016	2014	2012	2020	2018	2016	2014	2012
% Taught by Regular Faculty	88.4%	89.3%	82.2%	85.9%	80.8%	80.3%	80.1%	77.6%	82.9%	85.1%	83.6%	76.9%	79.5%	84.2%	82.9%
% Taught by Supplemental Faculty	11.6%	10.7%	17.8%	14.1%	19.2%	19.7%	19.9%	22.4%	17.1%	14.9%	16.4%	23.1%	20.5%	15.8%	17.1%
Part-time/Adjunct	7.0%	5.6%	6.1%	8.0%	4.8%	14.3%	12.4%	19.7%	15.7%	13.4%	11.3%	16.2%	14.0%	12.3%	9.0%
Teaching Assistants	0.7%	0.2%	0.0%	0.2%	0.7%	0.0%	0.6%	2.6%	1.1%	0.8%	0.3%	0.8%	1.5%	0.7%	0.7%
Other <sup>2</sup>	3.9%	4.8%	11.7%	5.9%	13.7%	5.4%	6.9%	0.1%	0.4%	0.8%	4.8%	6.1%	5.0%	2.8%	7.4%

<sup>2</sup>Classes 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
2020	95.1	111	0	104.6	0	246
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

### Averages based on Faculty FTE

Fall 2020	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Regular Faculty	4.1	20.2	12.0	235.8
Supplemental Faculty	5.1	21.7	15.0	328.7	22.0
All Faculty	4.6	21.1	13.6	284.5	19.0
Supplemental Faculty Avg based on Headcount	2.2	21.7	6.4	139.8	9.3

### 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	3.7	23.6	12.2	283.0
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

Fall 2016	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Regular Faculty	3.5	21.4	12.4	252.0
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

Fall 2014	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Regular Faculty	3.9	19.6	12.0	246.4
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

Fall 2012	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
	Regular Faculty	4.0	20.1	12.8	261.4
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 Summary– 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.

	2020	2018	2016	2014	2012
% Taught by Regular Faculty	42.1%	46.6%	47.4%	43.4%	42.9%
% Taught by Supplemental Faculty	57.9%	53.4%	52.6%	56.6%	57.1%
Part-time/Adjunct	51.6%	52.6%	49.8%	54.0%	55.5%
Other <sup>2</sup>	6.3%	0.8%	2.8%	2.6%	1.6%

**Undergraduate Instruction (SCH):**

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

	2020	2018	2016	2014	2012
% Taught by Regular Faculty	39.3%	44.2%	42.9%	37.8%	39.0%
% Taught by Supplemental Faculty	60.7%	55.8%	57.1%	62.2%	61.0%
Part-time/Adjunct	56.9%	55.0%	54.3%	59.4%	59.0%
Other <sup>2</sup>	3.8%	0.8%	2.8%	2.7%	2.0%

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

## Instructional Workload Overview– 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. 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
2020	905.3	776	640.9	1,348	905.3	776
2018	894.8	769	609.0	1,478	894.8	769
2016	823.9	725	596.0	1,536	823.9	725
2014	821.4	720	591.9	1,582	821.4	720
2012	796.0	710	680.5	1,626	796.0	710

Averages based on Faculty FTE					
Fall 2020	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.7	19.7	13.4	17.4	273.7
Supplemental Faculty	4.9	19.0	13.2	17.9	263.6
All Faculty	4.8	19.4	13.3	17.6	269.6
Supplemental Faculty Avg based on Headcount	2.3	19.0	6.3	8.5	125.5
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	4.4	21.4	12.7	14.1	275.4
Supplemental Faculty	5.7	20.0	15.3	17.4	313.4
All Faculty	5.0	20.7	13.7	15.4	290.8
Supplemental Faculty Avg based on Headcount	1.8	20.0	4.9	5.6	101.3
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	4.6	21.7	12.8	14.2	293.5
Supplemental Faculty	5.6	20.7	14.8	16.8	315.9
All Faculty	5.0	21.2	13.7	15.3	302.9
Supplemental Faculty Avg based on Headcount	2.2	20.7	5.7	6.5	122.6
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	4.7	21.4	12.5	14.5	290.2
Supplemental Faculty	5.8	20.9	15.7	18.3	339.5
All Faculty	5.2	21.2	13.8	16.1	310.9
Supplemental Faculty Avg based on Headcount	2.2	20.9	5.9	6.9	127.0
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	4.5	22.7	12.8	14.5	303.0
Supplemental Faculty	5.2	21.4	14.3	17.4	314.7
All Faculty	4.8	22.0	13.5	15.8	308.4
Supplemental Faculty Avg based on Headcount	2.2	21.4	6.0	7.3	131.7

## 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. 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
2020	576.5	491	412.3	727	576.5	491
2018	567.8	485	384.4	830	567.8	485
2016	544.0	472	368.4	872	544.0	472
2014	542.3	469	346.3	913	542.3	469
2012	508.5	444	405.5	918	508.5	444

### Averages based on Faculty FTE

Fall 2020	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	20.5	12.7	18.3	277.4
Supplemental Faculty	4.7	18.7	11.9	18.2	244.2
All Faculty	4.6	19.7	12.4	18.2	263.6
Supplemental Faculty Avg based on Headcount	2.6	18.7	6.8	10.3	138.5

### 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	4.4	21.7	12.4	12.9	286.7
Supplemental Faculty	5.7	20.3	14.8	16.9	320.2
All Faculty	4.9	21.0	13.4	14.5	300.3
Supplemental Faculty Avg based on Headcount	2.7	20.3	6.9	7.8	148.3

### 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	4.5	21.9	12.5	13.2	294.3
Supplemental Faculty	5.7	20.3	14.7	16.9	319.1
All Faculty	5.0	21.1	13.4	14.7	304.3
Supplemental Faculty Avg based on Headcount	2.4	20.3	6.2	7.1	134.8

### 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	4.9	21.5	12.2	14.2	295.8
Supplemental Faculty	6.3	20.5	16.3	20.4	360.4
All Faculty	5.5	21.1	13.8	16.6	321.0
Supplemental Faculty Avg based on Headcount	2.4	20.5	6.2	7.7	136.7

### 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	4.5	23.1	12.4	14.5	309.3
Supplemental Faculty	5.7	20.8	14.9	19.5	330.7
All Faculty	5.0	22.0	13.5	16.7	318.8
Supplemental Faculty Avg based on Headcount	2.5	20.8	6.6	8.6	146.1

## 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. 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
2020	104.4	67	32.4	113	104.4	67
2018	103.1	66	18.7	113	103.1	66
2016	74.2	57	26.3	108	74.2	57
2014	69.7	54	32.6	113	69.7	54
2012	70.9	59	45.2	144	70.9	59

### Averages based on Faculty FTE

Fall 2020	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.8	16.1	16.5	15.5	254.7
Supplemental Faculty	6.2	21.5	18.0	16.9	376.2
All Faculty	5.1	17.7	16.9	15.8	283.6
Supplemental Faculty Avg based on Headcount	1.8	21.5	5.2	4.8	108.1

### 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	3.5	16.9	11.7	15.0	195.2
Supplemental Faculty	9.7	21.4	28.6	29.8	544.1
All Faculty	4.5	18.4	14.3	17.3	248.7
Supplemental Faculty Avg based on Headcount	1.6	21.4	4.7	4.9	90.0

### 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	4.5	19.8	13.6	15.6	271.1
Supplemental Faculty	5.9	21.3	15.0	15.7	295.6
All Faculty	4.8	20.2	14.0	15.6	277.5
Supplemental Faculty Avg based on Headcount	1.4	21.3	3.7	3.8	72.0

### 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	4.7	18.8	13.7	18.3	260.5
Supplemental Faculty	5.5	19.0	15.0	15.0	260.3
All Faculty	4.9	18.9	14.1	17.2	260.4
Supplemental Faculty Avg based on Headcount	1.6	19.0	4.3	4.3	75.1

### 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	5.2	19.5	16.2	17.5	308.1
Supplemental Faculty	4.8	18.0	13.9	13.9	231.0
All Faculty	5.0	19.0	15.3	16.1	278.1
Supplemental Faculty Avg based on Headcount	1.5	18.0	4.4	4.4	72.5

## 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. 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
2020	166.0	167	125.3	333	166.0	167
2018	165.6	166	134.6	355	165.6	166
2016	156.5	147	125.4	345	156.5	147
2014	155.3	149	137.1	370	155.3	149
2012	169.1	155	145.5	389	169.1	155

Averages based on Faculty FTE					
Fall 2020	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	5.1	19.8	14.0	16.4	288.1
Supplemental Faculty	5.5	20.2	15.0	18.6	306.4
All Faculty	5.3	20.0	14.4	17.3	296.0
Supplemental Faculty Avg based on Headcount	2.1	20.2	5.6	7.0	115.3
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	5.1	23.4	13.9	16.9	300.0
Supplemental Faculty	5.7	20.1	15.0	18.5	297.1
All Faculty	5.3	21.9	14.4	17.6	298.7
Supplemental Faculty Avg based on Headcount	1.0	20.1	2.7	3.3	52.5
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	4.6	23.8	12.9	15.5	314.1
Supplemental Faculty	5.6	23.6	14.8	17.2	337.7
All Faculty	5.0	23.7	13.8	16.3	324.6
Supplemental Faculty Avg based on Headcount	2.0	23.6	5.4	6.3	122.8
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	4.1	23.8	12.4	13.5	294.1
Supplemental Faculty	4.9	24.0	14.8	15.8	337.9
All Faculty	4.5	23.9	13.5	14.6	314.6
Supplemental Faculty Avg based on Headcount	1.8	24.0	5.5	5.8	125.2
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	3.9	23.2	12.0	11.2	277.3
Supplemental Faculty	4.9	24.8	14.7	13.8	345.0
All Faculty	4.4	24.0	13.2	12.4	308.6
Supplemental Faculty Avg based on Headcount	1.8	24.8	5.5	5.2	129.1

## 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. 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
2020	58.5	51	70.9	175	58.5	51
2018	58.3	52	71.3	180	58.3	52
2016	49.2	49	75.9	211	49.2	49
2014	54.1	48	75.9	186	54.1	48
2012	47.5	52	84.3	175	47.5	52

Averages based on Faculty FTE					
Fall 2020	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	18.4	12.5	14.3	230.6
Supplemental Faculty	4.6	17.0	14.8	15.3	249.2
All Faculty	4.6	17.6	13.8	14.8	240.8
Supplemental Faculty Avg based on Headcount	1.9	17.0	6.1	6.3	102.1
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	4.5	18.3	12.9	15.5	237.3
Supplemental Faculty	4.6	16.8	14.7	14.4	246.8
All Faculty	4.6	17.4	13.9	14.9	242.5
Supplemental Faculty Avg based on Headcount	1.8	16.8	5.8	5.7	97.7
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	5.0	16.2	15.3	18.7	254.0
Supplemental Faculty	4.9	17.8	15.0	16.3	271.2
All Faculty	5.0	17.1	15.1	17.2	264.4
Supplemental Faculty Avg based on Headcount	1.8	17.8	5.4	5.9	97.5
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	4.8	18.5	13.7	16.0	261.5
Supplemental Faculty	4.9	18.6	15.0	15.0	281.1
All Faculty	4.9	18.6	14.5	15.4	273.0
Supplemental Faculty Avg based on Headcount	2.0	18.6	6.1	6.1	114.7
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	5.0	21.8	14.8	21.2	319.8
Supplemental Faculty	3.9	20.0	11.3	15.4	230.7
All Faculty	4.3	20.8	12.6	17.5	262.8
Supplemental Faculty Avg based on Headcount	1.9	20.0	5.5	7.4	111.2

## Instructional Workload Summary– 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 (Course Credit Hours):** Percent of *credit hours* taught by faculty assignment. Credit hours represent the credit value of a class section.

		CSN					GBC				
		2020	2018	2016	2014	2012	2020	2018	2016	2014	2012
% Taught by Regular Faculty		59.8%	55.4%	55.6%	54.0%	51.1%	74.7%	69.3%	72.0%	66.1%	64.6%
% Taught by Part-time/Adjunct		40.2%	44.6%	44.4%	46.0%	48.9%	25.3%	30.7%	28.0%	33.9%	35.4%

  

		WNC					TMCC					Community Colleges Summary				
		2020	2018	2016	2014	2012	2020	2018	2016	2014	2012	2020	2018	2016	2014	2012
% Taught by Regular Faculty		40.9%	41.7%	39.8%	39.4%	42.4%	55.2%	53.3%	52.1%	48.7%	48.7%	58.9%	54.9%	54.5%	52.4%	51.1%
% Taught by Part-time/Adjunct		59.1%	58.3%	60.2%	60.6%	57.6%	47.4%	45.3%	47.9%	51.3%	51.3%	41.1%	44.8%	45.5%	47.6%	48.9%
% Taught by Other (subset of Part-time/Adjunct)							2.6%	1.4%				2.3%	0.3%			

**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				
		2020	2018	2016	2014	2012	2020	2018	2016	2014	2012
% Taught by Regular Faculty		67.8%	56.9%	57.7%	56.2%	54.0%	68.5%	66.4%	72.1%	68.1%	67.7%
% Taught by Part-time/Adjunct		32.2%	43.1%	42.3%	43.8%	46.0%	31.5%	33.6%	27.9%	31.9%	32.3%

  

		WNC					TMCC					Community Colleges Summary				
		2020	2018	2016	2014	2012	2020	2018	2016	2014	2012	2020	2018	2016	2014	2012
% Taught by Regular Faculty		43.3%	44.0%	37.8%	39.9%	43.8%	55.5%	55.4%	53.7%	49.7%	48.3%	59.5%	56.4%	56.2%	54.3%	53.0%
% Taught by Part-time/Adjunct		56.7%	56.0%	62.2%	60.1%	56.2%	44.5%	42.9%	46.3%	50.3%	51.7%	40.5%	43.3%	43.8%	45.7%	47.0%
% Taught by Other (subset of Part-time/Adjunct)							2.5%	1.7%				1.6%	0.3%			

NSHE Faculty Workload Study 2020  
 Out-of-Classroom Activity Report: University of Nevada, Las Vegas  
 January 1 – December 31, 2019

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 (i.e. # of academic faculty FTE represented in the data collected on this form)	1,017
1. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	278
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$37,294,607
Total number of faculty who received awards identified in item 1.	142
Average amount awarded per faculty of those who received awards identified in item 1.	\$262,638
Amount and percent of total awards identified in item 1 produced by top 25% of faculty.	\$ 27,114,618 (72.7%)
Amount and percent of total awards identified in item 1 produced by top 10% of faculty.	\$ 17,918,538 (48.05%)
2. Number of provisional or issued licensing agreements or patents registered by faculty.	22
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	1,298
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	57
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	32
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).	782
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).	1,508
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). Include a description of what is included in this category.	2878
9. Number of leadership positions in a professional association held by faculty (e.g. elected officer, comm. chair, conf.chair, etc.)	340
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	401
Of those faculty included in item 10, the number that served as a supervisor or chair.	148
11. The number of students supervised in a clinical setting (medical, dental, law excluded). Include a description of what is included in this category.	1,156
Institution-specific Mission	
1. Brookings-Mountain West / Lincy publications and events.	47



NSHE Faculty Workload Study 2020  
 Out-of-Classroom Activity Report: University of Nevada, Reno  
 January 1 – December 31, 2019

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 (i.e. # of academic faculty FTE represented in the data collected on this form)	945.4
1. Number of newly-awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	344
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$76,321,518.70
Total number of faculty who received awards identified in item 1.	203
Average amount awarded per faculty of those who received awards identified in item 1.	\$375,968.07
Amount and percent of total awards identified in item 1 produced by top 25% of faculty.	\$51,957,158.01 (68%)
Amount and percent of total awards identified in item 1 produced by top 10% of faculty.	\$ 32,833,986.65 (43%)
2. Number of provisional or issued licensing agreements or patents registered by faculty.	49
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	1127
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.	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).	698
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).	1761
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). Include a description of what is included in this category.	1888
9. Number of leadership positions in a professional association held by faculty (e.g. elected officer, comm. chair, conf.chair, etc.)	230
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	178
Of those faculty included in item 10, the number that served as a supervisor or chair.	91
11. The number of students supervised in a clinical setting (medical, dental, law excluded). Include a description of what is included in this category.	836
<b>Institution-specific Mission</b>	
1. Number of publications in items 3 and 5 that address the mission of UNR's Cooperative Extension.	43
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.)	204,400

## Institutional Narratives

### University of Nevada, Las Vegas

The University of Nevada, Las Vegas (UNLV) is a dynamic, aspirational, and growing institution that serves one of the most diverse student populations in the country while functioning as the sole research university in one of the nation's fastest-growing metropolitan areas. Achieving an R1 "very high research activity" designation from the Carnegie Classification of Institutions of Higher Education in late 2018 was a key milestone in UNLV's evolution and a validation of the hard work and productivity of its faculty and staff.

The university's workload policy has made possible accomplishments like achieving R1 status by clearing the runway for the academic faculty's tripartite mission: teaching, productivity in research, scholarly, or creative endeavors, and service. The expected teaching load for full-time, tenure-line 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. 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.

The university recognizes that its workload policy must balance instruction needs with faculty productivity, so department chairs and college deans can modify the standard teaching load of tenure-track and tenured faculty on a case-by-case basis to optimize their faculty's background, talents, and interests in a way that simultaneously satisfies student demand for high-quality instruction, fulfills the state's need for research that spurs economic development and social progress, and meets public expectations for community engagement and outreach.

UNLV's ranking as an elite public research university complements its commitment to instruction, particularly among underserved communities. Designated as a Minority-Serving Institution (MSI), Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and Hispanic-Serving Institution (HSI), with 63 percent of its students identifying as a racial or ethnic minority, UNLV is a model of a truly diverse urban institution. The institution revised and refined some of its reporting methods to ensure that only academic faculty activity was reported without any level of duplication. This led to some drops in the research grants, dissertation/thesis committee areas, and clinical supervision. However, they are all an artifact of the reporting method as number of external awards and number of doctoral degrees increased at the university this year.

Despite academic faculty members making great strides towards increasing their research and service productivity, the class sections taught by regular faculty—those individuals who are hired for the purpose of doing teaching, and who may also do research and/or service—have remained constant over the past decade, with a slight uptick from 2018 to 2020. Solid increases in the number of peer-reviewed articles and book chapters published by faculty since the last reporting period and the number of professional service activities is evidence that UNLV's faculty are balancing their increasingly ambitious research agendas with their devotion to student success. This achievement is one example of the dedication to excellence in both research and teaching that UNLV faculty continue to embody.

## 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. In the wake of the Covid-19 pandemic, fall 2020 enrollment has dropped by 1.3 percent compared to 2019 due to a decline in non-degree-seeking and first-time undergraduate students; in contrast, graduate-program enrollment rose by 5 percent. We expect to maintain current enrollment levels into 2021.

Though faced with significant COVID-19-induced budget adjustments, the University will continue to prioritize 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 2018 NSHE Faculty Workload Report, the University added an additional 41 new regular faculty positions, following a rise of 104 positions from 2016 to 2018. Over the past six years the University decreased its student-faculty ratio from 22:1 to 17:1, slightly lower than the median of land-grant universities (18:1). This lower ratio allows faculty to have teaching loads that are comparable to peers at R1 universities. The lower ratio allowed the University to accommodate 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 FY20, the most recent year for which data are available, the University of Nevada, Reno had total annual research expenditures of \$157 million and annual research awards of over \$129 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

The cornerstone of our mission at Nevada State College is the idea that “excellence fosters opportunity,” which means that the quality of our work - particularly in the realm of teaching - is integral to providing our students with opportunities for educational success. To ensure that we extend this opportunity to our entire community, sustainable enrollment growth is a key component of our strategic plan. Accordingly, between Fall 2018 and Fall 2020, student FTE at Nevada State (NS) grew by 29%, from 2,938 to 3,799. To support this growth, our Faculty FTE grew by 50%, from 133.1 in Fall 2018 to 199.7 in Fall 2020. This growth reflects our commitment to our mission and our strategic plan, both of which focus on providing students with excellent teaching and learning experiences. In accordance with board policy, our regular faculty taught an average of 12.0 credit hours in Fall 2020.

This year, as a direct outcome of NSHE’s working group to maintain statewide consistency in faculty workload reporting, our report includes administrative, tenure-track faculty, (e.g., department chairs and directors who are also teaching as supplemental faculty). In prior reports, the teaching portion of their FTEs was included under regular faculty FTE. This change, coupled with our increase in non-degree students, resulted in a 63% increase in FTEs

taught by our supplemental faculty, compared to a 38% growth in our regular faculty. A larger growth in our supplemental faculty corresponds to a modest decrease in the percent of student credit hours taught by regular faculty, from 44.4% in Fall 2018 to 39.3% in Fall 2020. However, more of our regular faculty are strategically assigned to courses taken by our degree-seeking students, resulting in a small increase in the percent of regular faculty teaching degree-seeking students, from 51% in Fall 2018 to 53% in Fall 2020.

As noted in our 2018 report, we planned to increase the number of regular faculty to further improve student success in the first year and beyond. A significant number of our new regular faculty hires were for first-year lecturer positions. As a result, full-time instructors assigned to courses with predominantly freshman enrollment increased from 56 in fall 2018 to 68 in Fall 2020. We have already observed positive results from this approach: 82 percent of the first-time, full-time students enrolled in Fall 2019 courses with at least one full-time faculty were retained in Fall 2020, compared to 79% for all first-time, full-time students.

Encouraged by these results, NS plans to continue hiring more regular faculty to match our enrollment growth and fulfill our mission of providing students with excellent teaching and learning experiences.

## College of Southern Nevada

The College of Southern Nevada (CSN) continues to be laser-focused on student success and closing student achievement gaps. We strive for all of our students to graduate, complete, transfer, and prosper. To address these “students first” outcomes, CSN recognizes that our faculty are central to improving these outcomes. CSN continued to increase the number of full-time faculty in the classroom from 485 in 2018 to 491 in 2020, hiring in high-impact career and technology (CTE) areas as well as gateway math and English. The full-time to part-time faculty ratio (based on credit hours taught) increased to 60% full-time faculty to 40% part-time faculty in 2020 (up from 55% FT to 45% PT in 2018). 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 supplemental instruction, the creation and use of more open educational resources (OERs) and the expansion of co-requisite math and English.

The workload report for Fall 2020 shows that full-time faculty at CSN are teaching, on average, 5.4 sections (an increase of one section compared to the 2018 average) sections; they average 15 credit hours (in 2018 it was 12.4 credit hours) including overload. 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 through our online campus.

## Great Basin College

GBC’s full-time faculty positions declined in the past due to budget reductions. Faculty positions have increased through the CTE Enhancement funding received during the 2017 Legislature and the Capacity Enhancement funding initially received for FY2019, which continued to be funded in the 2019 Legislative session. In 2010 the percent of undergraduate instruction taught by full-time faculty was 57.7% and part-time faculty 42.3%. The percent of undergraduate instruction taught by full-time vs part-time faculty increased in 2020 to 74.7% (FT) and 25.3% (PT). The general long-term trend of GBC instruction is 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. The average section enrollment size in 2010 was 16.4 and increased to 17.7 in 2020. This represents an 8% increase in class size since 2010 and is an intentional result to improve efficiency of faculty workload.

## 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. In Fall 2014, PT faculty taught the majority of credit hours and SCH. This changed in Fall 16 and thereafter with FT faculty teaching majority of credit hours and SCH due to 9.5 full-time faculty lines being restored between 2016 and 2020. 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 improved, we focused on filling 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 decreased from a gross number of full-time faculty FTE but saw an increase in net full-time faculty FTE. This was a result of 156.1 FTE with 8.5 FTE on leave/sabbatical for a net of 147.6 full-time faculty FTE in 2018 compared to 151.8 FTE with 3 FTE on leave/sabbatical for a net of 148.8 in 2020. The change in corresponding overloads was minimal, with faculty FTE decreasing from 18 in 2018 to 17.5 in 2020. The overall class sections taught by full-time faculty increased from 844 in 2018 to 853 in 2020, which represents an increase from 53% of all class sections taught by full-time faculty in 2018 to 57% in 2020. SCH taught by faculty type was static from 2018 to 2020. Full-time faculty taught 56% of SCH and part-time faculty taught 44% in both 2018 and 2020.

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.

*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) has worked toward continued effective and efficient instructional delivery while providing access for students in its five-county service area. The year 2020 started out promising, with six WNC faculty members earning tenure after a five-year process. These faculty will support students in several disciplines including math, English, computer information technology, and nursing.

However, due to the COVID-19 Pandemic during 2020, the college had to stop two tenure-track faculty searches that were in progress in March 2020. This decision was made due to the emerging economic conditions at the time. Due to additional budget reductions made during

2020, the college also has had to keep seven full-time faculty positions vacant for budget savings.

Balancing workload between full- and part-time faculty positions will continue to be a work in progress as we move forward over the next few years. Despite the challenges, WNC's workload shows promising statistics:

1. Despite the health and economic issues as we go into 2021, WNC is committed to building up full-time faculty positions while supporting our robust adjunct faculty members.
2. As the economy rebounds, full-time positions will be added as needed to meet emerging needs. These will be a combination of permanent and temporary hires as permitted under the state hiring freeze criteria. Currently searches are open for three full-time positions.
3. With a commitment to increase the number of full-time faculty in new and expanding disciplines, the college's regular faculty headcount has increased steadily since 2014 from 48 to 51.
4. The percentage of credit hours taught by part-time faculty has increased slightly and continues to be relatively high when compared to the average for Nevada community colleges. Growth areas like dual enrollment and apprenticeship programs rely substantially on part-time faculty as programs become established.