

2024 Faculty Workload Report

Office of Academic and Student Affairs

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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.

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 associates 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 Research 1: 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.

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 to establish a research program.
- b. At the state-college university, 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 2024.

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 2024 Average Instructional Workload

UNIVERSITIES – 1,654.5 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.

3.0 Organized Course Sections Taught	8.1 Organized Credit Hours	28.6 Class Section Enrollment
<ul style="list-style-type: none">➤ Regular faculty at the universities taught an average of 3.0 organized course sections, equating to an average of 8.1 credit hours with an average course enrollment of 28.6 students.➤ This aggregated instructional workload summary includes regular faculty involved in doctoral level education, as well as those with administrative release time.		

STATE UNIVERSITY – 129.7 regular faculty FTE

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

4.0 Organized Course Sections Taught	13.3 Organized Credit Hours	15.5 Class Section Enrollment
<ul style="list-style-type: none">➤ Regular faculty at the state college taught an average of 4.0 organized course sections, equating to an average of 13.3 credit hours with an average course enrollment of 15.5 students.		

COMMUNITY COLLEGES – 945.1 regular faculty FTE

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

4.5 Organized Course Sections Taught	13.1 Organized Credit Hours	19.7 Class Section Enrollment
<ul style="list-style-type: none">➤ Regular faculty at the community colleges taught an average of 4.5 organized course sections, equating to an average of 13.1 credit hours with an average course enrollment of 19.7 students.		

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

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)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2024	3.0	28.6	8.1	225.7	15.6
Fall 2022	3.2	27.4	8.3	230.1	15.9
Fall 2020	3.3	28.4	8.3	245.4	16.9
Fall 2018	3.1	30.3	8.2	240.7	16.6
Fall 2016	3.2	32.2	8.6	264.7	18.2

Supplemental Faculty Workload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2024	5.7	28.2	16.5	366.0	24.8
Fall 2022	7.0	26.0	15.9	396.6	26.8
Fall 2020	6.0	25.6	13.7	366.8	24.8
Fall 2018	7.4	25.4	17.0	429.4	29.0
Fall 2016	7.1	24.9	16.4	414.1	27.9

State University

Regular Faculty Workload Including Overload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2024	4.0	15.5	13.3	182.2	12.2
Fall 2022	4.0	16.4	13.5	193.6	13.0
Fall 2020	4.1	20.2	12.0	235.8	15.8
Fall 2018	3.7	23.6	12.2	283.0	18.9
Fall 2016	3.5	21.4	12.4	252.0	16.8

Supplemental Faculty Workload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2024	4.8	19.9	15.0	295.0	19.7
Fall 2022	4.7	20.9	15.0	301.1	20.1
Fall 2020	5.1	21.7	15.0	328.7	22.0
Fall 2018	4.7	25.9	15.0	383.7	25.6
Fall 2016	4.5	25.1	15.0	365.1	24.3

Community Colleges

Regular Faculty Workload Including Overload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2024	4.5	19.7	13.1	264.0	17.6
Fall 2022	4.5	20.2	12.8	265.8	17.7
Fall 2020	4.7	19.7	13.4	273.7	18.2
Fall 2018	4.4	21.4	12.7	275.4	18.3
Fall 2016	4.6	21.7	12.8	293.5	19.6

Supplemental Faculty Workload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Fall 2024	5.4	19.1	14.9	290.8	19.4
Fall 2022	4.9	17.7	13.0	238.0	15.9
Fall 2020	4.9	19.0	13.2	263.6	17.6
Fall 2018	5.7	20.0	15.0	313.4	20.9
Fall 2016	5.6	20.7	14.8	315.9	21.1

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 FTE	Regular Faculty Headcount FT	Regular Faculty Headcount PT	Supplemental Faculty FTE	Supplemental Faculty Headcount FT	Supplemental Faculty Headcount PT
Fall 2024	1,654.5	1,722	128	584.4	-	2,049
Fall 2022	1,549.5	1,706	73	537.2	-	1,925
Fall 2020	1,481.0	1,712	57	574.8	-	1,833
Fall 2018	1,499.8	1,631	54	507.5	1	1,794
Fall 2026	1,391.6	1,476	63	525.5	93	1,598

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.0	28.6	8.1	225.7	15.6
Supplemental Faculty	5.7	28.2	16.5	366.0	24.8
All Faculty	3.7	28.4	10.3	262.3	18.0
Supplemental Faculty Avg based on Headcount	1.6	28.2	4.7	104.4	7.1

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.2	27.4	8.3	230.1	15.9
Supplemental Faculty	7.0	26.0	15.9	396.6	26.8
All Faculty	4.2	26.8	10.2	273.0	18.7
Supplemental Faculty Avg based on Headcount	1.9	26.0	4.4	110.7	7.5

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	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

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	3.1	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 – Fall 2016

	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

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 FTE	Regular Faculty Headcount FT	Regular Faculty Headcount PT	Supplemental Faculty FTE	Supplemental Faculty Headcount FT	Supplemental Faculty Headcount PT
Fall 2024	987.5	944	106	388.6	-	1,324
Fall 2022	890.0	916	40	354.33	-	1,176
Fall 2020	849.0	881	29	356.9	-	1,183
Fall 2018	828.4	841	30	335.3	-	1,154
Fall 2016	740.8	767	29	321.6	-	1,076

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	2.5	28.8	7.3	215.4	15.0
Supplemental Faculty	4.6	26.0	14.4	347.0	23.7
All Faculty	3.1	27.6	9.3	252.6	17.4
Supplemental Faculty Avg based on Headcount	1.3	26.0	4.2	101.8	7.0

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	2.8	28.3	7.7	226.8	15.7
Supplemental Faculty	6.6	24.1	15.0	382.1	25.9
All Faculty	3.9	26.2	9.8	271.0	18.6
Supplemental Faculty Avg based on Headcount	2.0	24.1	4.5	115.1	7.8

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

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 FTE	Regular Faculty Headcount FT	Regular Faculty Headcount PT	Supplemental Faculty FTE	Supplemental Faculty Headcount FT	Supplemental Faculty Headcount PT
Fall 2024	667.0	778	22	195.8	-	725
Fall 2022	659.5	790	33	182.9	-	749
Fall 2020	632.0	831	28	217.9	-	650
Fall 2018	671.4	790	24	172.2	1	640
Fall 2026	650.8	709	34	204.0	93	522

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.8	28.4	9.4	240.9	16.6
Supplemental Faculty	7.8	30.7	20.6	403.8	27.1
All Faculty	4.7	29.3	11.9	277.9	19.0
Supplemental Faculty Avg based on Headcount	2.1	30.7	5.6	109.1	7.3

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.8	26.6	9.0	234.6	16.1
Supplemental Faculty	7.6	29.1	17.7	424.7	28.6
All Faculty	4.6	27.5	10.9	275.8	18.9
Supplemental Faculty Avg based on Headcount	1.9	29.1	4.3	103.7	7.0

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	18
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	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 – Fall 2016

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

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				
	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016
% Taught by Regular Faculty	51.8%	56.7%	63.4%	52.9%	52.3%	49.7%	50.1%	48.3%	48.3%	48.2%	50.6%	52.7%	53.9%	50.3%	50.0%
% Taught by Supplemental Faculty	48.2%	43.3%	36.6%	47.1%	47.7%	50.3%	49.9%	51.7%	51.7%	51.8%	49.4%	47.3%	46.1%	49.7%	50.0%
Part-time/Adjunct	16.3%	19.9%	20.8%	21.2%	22.5%	34.9%	33.7%	33.5%	32.8%	37.0%	26.8%	28.3%	28.8%	27.8%	30.5%
Teaching Assistants	8.0%	8.5%	9.0%	3.1%	4.4%	8.0%	12.4%	14.4%	14.5%	14.5%	8.0%	10.9%	12.4%	9.6%	10.0%
Other ²	24.0%	14.9%	6.8%	22.8%	20.8%	7.4%	3.9%	3.9%	4.3%	0.4%	14.5%	8.2%	4.9%	12.3%	9.5%

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

	UNR					UNLV					Universities				
	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016	2024	2020	2018	2016	2014
% Taught by Regular Faculty	64.9%	64.5%	66.5%	64.3%	64.1%	58.7%	57.1%	56.3%	56.2%	56.1%	61.3%	60.9%	59.7%	59.6%	60.2%
% Taught by Supplemental Faculty	35.1%	35.5%	33.5%	35.7%	35.9%	41.3%	42.9%	43.7%	43.8%	43.9%	38.7%	39.1%	40.3%	40.4%	39.8%
Part-time/Adjunct	17.6%	20.6%	19.9%	22.5%	24.1%	28.4%	28.6%	27.7%	27.8%	31.5%	24.0%	24.7%	25.5%	28.2%	26.5%
Teaching Assistants	7.7%	8.1%	6.8%	3.9%	5.5%	7.5%	11.0%	12.7%	12.4%	12.3%	7.6%	10.4%	8.8%	9.3%	10.7%
Other ²	9.8%	6.8%	6.8%	9.3%	6.3%	5.4%	3.3%	3.3%	3.5%	0.2%	7.2%	4.0%	6.0%	2.9%	2.6%

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				
	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016
% Taught by Regular Faculty	86.9%	82.3%	88.4%	89.3%	82.2%	73.4%	76.5%	80.3%	80.1%	77.6%	78.4%	78.9%	83.6%	76.9%	79.5%
% Taught by Supplemental Faculty	13.1%	17.7%	11.6%	10.7%	17.8%	26.6%	23.5%	19.7%	19.9%	22.4%	21.6%	21.1%	16.4%	23.1%	20.5%
Part-time/Adjunct	10.1%	13.9%	7.0%	5.6%	6.1%	20.0%	18.8%	14.3%	12.4%	19.7%	16.3%	16.8%	11.3%	16.2%	14.0%
Teaching Assistants	0.0%	0.6%	0.7%	0.2%	0.0%	1.7%	0.8%	0.0%	0.6%	2.6%	1.1%	0.7%	0.3%	0.8%	1.5%
Other ²	3.1%	3.2%	3.9%	4.8%	11.7%	4.9%	3.9%	5.4%	6.9%	0.1%	4.2%	3.6%	4.8%	6.1%	5.0%

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 University

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 FTE	Regular Faculty Headcount FT	Regular Faculty Headcount PT	Supplemental Faculty FTE	Supplemental Faculty Headcount FT	Supplemental Faculty Headcount PT
Fall 2024	129.7	1116	279	129.8	-	279
Fall 2022	109.9	101	261	120.1	-	261
Fall 2020	95.1	111	-	104.6	-	246
Fall 2018	68.9	74	-	64.2	-	202
Fall 2026	66.1	64	-	60.6	-	198

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.0	15.5	13.3	182.2	12.2
Supplemental Faculty	4.8	19.9	15.0	295.0	19.7
All Faculty	4.4	17.9	14.2	238.6	16.0
Supplemental Faculty Avg based on Headcount	2.2	19.9	7.0	137.3	9.2

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.0	16.4	13.5	193.6	13.0
Supplemental Faculty	4.7	20.9	15.0	301.1	20.1
All Faculty	4.4	18.9	14.3	249.7	16.7
Supplemental Faculty Avg based on Headcount	2.0	21.5	6.2	128.7	8.6

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	15.8
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	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 – 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	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

Instructional Workload Summary – Nevada State University

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

	2024	2022	2020	2018	2016
% Taught by Regular Faculty	46.8%	45.2%	42.1%	46.6%	47.4%
% Taught by Supplemental Faculty	53.2%	54.8%	57.9%	53.4%	52.6%
Part-time/Adjunct	49.3%	48.9%	51.6%	52.6%	49.8%
Other ²	3.9%	5.9%	6.3%	0.8%	2.8%

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

	2024	2022	2020	2018	2016
% Taught by Regular Faculty	37.8%	37.1%	39.3%	44.2%	42.9%
% Taught by Supplemental Faculty	62.2%	62.9%	60.7%	55.8%	57.1%
Part-time/Adjunct	58.3%	58.5%	56.9%	55.0%	54.3%
Other ²	3.8%	4.5%	3.8%	0.8%	2.8%

²Classes taught by instructors other than full-time, 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 FTE	Regular Faculty Headcount	Adjunct Faculty FTE	Adjunct Faculty Headcount
Fall 2024	945.1	782	575.8	1,279
Fall 2022	911.4	764	633.1	1,264
Fall 2020	905.4	776	640.9	1,348
Fall 2018	894.8	769	609.0	1,478
Fall 2026	823.9	725	596.0	1,536

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.5	19.7	13.1	41.0	264.0	17.6
Adjunct/Part-time Faculty	5.4	19.1	14.9	28.5	290.8	19.4
All Faculty	4.8	19.4	13.8	36.3	274.1	18.3
Adjunct/Part-time Faculty	2.5	19.1	6.7	12.8	130.9	8.7
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.5	20.2	12.8	36.0	266.4	17.8
Adjunct/Part-time Faculty	4.9	17.7	13.0	26.1	238.1	15.9
All Faculty	4.7	19.1	12.9	31.9	254.8	17.0
Adjunct/Part-time Faculty	2.5	17.7	6.5	13.0	118.9	7.9
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2020

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.7	19.7	13.4	17.4	273.7	18.2
Adjunct/Part-time Faculty	4.9	19.0	13.2	17.9	263.6	17.6
All Faculty	4.8	19.4	13.3	17.6	269.6	18.0
Adjunct/Part-time Faculty	2.3	19.0	6.3	8.5	125.5	8.4
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2018

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
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	1.8	20.0	4.9	5.6	101.3	6.8
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2016

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	21.7	12.8	14.2	293.5	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	2.2	20.7	5.7	6.5	122.6	8.2
Average based on Headcount						

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 FTE	Regular Faculty Headcount	Adjunct Faculty FTE	Adjunct Faculty Headcount
Fall 2024	589.0	490	350.1	723
Fall 2022	570.0	486	411.6	705
Fall 2020	576.5	491	412.3	727
Fall 2018	567.8	485	384.4	830
Fall 2026	544.0	472	368.4	872

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.5	19.3	12.5	17.7	256.3	17.1
Adjunct/Part-time Faculty	5.8	18.9	14.9	22.6	295.4	19.7
All Faculty	4.9	19.1	13.4	19.5	270.9	18.1
Adjunct/Part-time Faculty	2.8	18.9	7.2	10.9	143.0	9.5
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	20.1	13.0	18.4	276.8	18.5
Adjunct/Part-time Faculty	4.7	17.5	11.9	18.6	224.4	15.0
All Faculty	4.7	19.0	12.6	18.5	254.8	17.0
Adjunct/Part-time Faculty	2.8	17.5	6.9	10.9	131.0	8.7
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2020

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	20.5	12.7	18.3	227.4	18.5
Adjunct/Part-time Faculty	4.7	18.7	11.9	18.2	244.2	16.3
All Faculty	4.6	19.7	12.4	18.2	263.6	17.6
Adjunct/Part-time Faculty	2.6	18.7	6.8	10.3	138.5	9.2
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2018

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
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	2.7	20.3	6.9	7.8	148.3	9.9
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2016

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.5	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	2.4	20.3	6.2	7.1	134.8	9.0
Average based on Headcount						

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 FTE	Regular Faculty Headcount	Adjunct Faculty FTE	Adjunct Faculty Headcount
Fall 2024	108.5	72	22.0	57
Fall 2022	106.3	73	20.6	70
Fall 2020	104.4	67	32.4	113
Fall 2018	103.1	66	18.7	113
Fall 2026	74.2	57	26.3	108

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.4	18.7	15.0	225.1	252.8	16.9
Adjunct/Part-time Faculty	4.0	19.8	15.0	225.0	256.6	17.1
All Faculty	4.4	18.9	15.0	225.0	253.4	16.9
Adjunct/Part-time Faculty	1.6	19.8	5.8	86.8	99.1	6.6
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.7	17.8	11.3	175.4	210.6	14.0
Adjunct/Part-time Faculty	5.3	20.5	16.5	253.2	331.7	22.1
All Faculty	4.0	18.4	12.1	188.1	230.3	15.4
Adjunct/Part-time Faculty	1.6	20.5	4.8	74.5	97.6	6.5
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2020

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.8	16.1	16.5	15.5	254.7	17.0
Adjunct/Part-time Faculty	6.2	21.5	18.0	16.9	376.6	25.1
All Faculty	5.1	17.7	16.9	0.0	283.6	18.9
Adjunct/Part-time Faculty	1.8	21.5	5.2	4.8	108.1	7.2
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2018

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.5	16.9	11.7	15.0	195.2	13.0
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	1.6	21.4	4.7	4.9	90.0	6.0
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2016

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

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 FTE	Regular Faculty Headcount	Adjunct Faculty FTE	Adjunct Faculty Headcount
Fall 2024	181.6	166	138.8	349
Fall 2022	170.8	152	130.8	305
Fall 2020	166.0	167	125.3	333
Fall 2018	165.6	166	134.6	355
Fall 2026	156.5	147	125.4	345

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.2	21.8	12.4	14.7	272.7	18.1
Adjunct/Part-time Faculty	5.3	20.7	15.0	18.3	307.8	20.5
All Faculty	4.7	21.3	13.5	16.3	287.9	19.1
Adjunct/Part-time Faculty	2.1	20.7	6.0	7.3	122.4	8.2
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.8	22.7	12.8	15.4	278.9	18.5
Adjunct/Part-time Faculty	5.4	18.7	15.0	19.0	268.0	17.9
All Faculty	5.1	20.9	13.8	16.9	274.2	18.2
Adjunct/Part-time Faculty	2.3	18.7	6.4	8.1	115.0	7.7
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2020

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	5.1	19.8	14.0	16.4	288.1	19.2
Adjunct/Part-time Faculty	5.5	20.2	15.0	18.6	306.4	20.4
All Faculty	5.3	20.0	14.4	17.3	296.0	19.7
Adjunct/Part-time Faculty	2.1	20.2	5.6	7.0	115.3	7.7
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2018

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	5.1	23.4	13.9	16.9	300.0	19.9
Adjunct/Part-time 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
Adjunct/Part-time Faculty	1.0	20.1	2.7	3.3	52.5	3.5
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2016

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

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 FTE	Regular Faculty Headcount	Adjunct Faculty FTE	Adjunct Faculty Headcount
Fall 2024	66.0	54	64.9	150
Fall 2022	64.4	53	70.1	184
Fall 2020	58.5	51	70.9	175
Fall 2018	58.3	52	71.3	180
Fall 2026	49.2	49	75.9	211

Averages Based on Faculty FTE – Fall 2024

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	5.5	18.8	17.2	18.6	326.4	21.8
Adjunct/Part-time Faculty	4.5	16.7	14.9	15.4	241.0	16.1
All Faculty	5.0	17.8	16.1	17.0	284.1	18.9
Adjunct/Part-time Faculty	2.0	16.7	6.4	6.7	104.3	7.0
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2022

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	17.1	13.1	15.3	225.3	15.0
Adjunct/Part-time Faculty	4.9	15.7	15.0	15.8	234.3	15.6
All Faculty	4.8	16.3	14.1	15.6	230.0	15.3
Adjunct/Part-time Faculty	1.9	15.7	5.7	6.0	89.2	5.9
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2020

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	18.4	12.5	14.3	230.6	15.4
Adjunct/Part-time Faculty	4.6	17.0	14.8	15.3	249.2	15.2
All Faculty	4.6	17.6	13.8	14.9	240.8	15.3
Adjunct/Part-time Faculty	1.9	17.0	6.1	6.3	102.1	6.8
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2018

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
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	1.8	16.8	5.8	5.7	97.7	6.5
Average based on Headcount						

Averages Based on Faculty FTE – Fall 2016

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	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	1.8	17.8	5.4	5.9	97.5	6.5
Average based on Headcount						

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. 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

CSN						GBC					Community Colleges				
	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016
% Taught by Regular Faculty	58.5%	60.3%	59.8%	55.4%	55.6%	83.1%	78.0%	74.7%	63.9%	72.0%	59.0%	58.6%	58.9%	54.9%	54.5%
% Taught by Part-time/Adjunct	41.5%	39.7%	40.2%	44.6%	44.4%	15.1%	20.3%	25.3%	30.7%	28.0%	40.2%	39.2%	41.1%	44.8%	45.5%
% Taught by Other (subset of Part time/Adjunct)						1.8%	1.7%				0.8%	2.3%	2.3%	0.3%	

TMCC						WNC									
	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016					
% Taught by Regular Faculty	52.0%	52.8%	55.2%	53.3%	52.1%	54.1%	45.3%	40.9%	41.7%	39.8%					
% Taught by Part-time/Adjunct	46.0%	45.8%	47.4%	45.3%	47.9%	43.9%	36.3%	59.1%	58.3%	60.2%					
% Taught by Other (subset of Part-time/Adjunct)	2.0%	1.4%	2.6%	1.4%		2.0%	18.4%								

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					Community Colleges				
	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016
% Taught by Regular Faculty	59.3%	63.1%	67.8%	56.9%	57.7%	82.9%	76.6%	68.5%	66.4%	72.1%	59.8%	61.7%	59.5%	56.4%	56.2%
% Taught by Part-time/Adjunct	40.7%	36.9%	32.2%	43.1%	42.3%	14.6%	21.9%	31.5%	33.6%	27.9%	39.3%	36.5%	40.5%	43.3%	43.8%
% Taught by Other (subset of Part time/Adjunct)						2.4%	1.5%				0.8%	1.8%	1.6%	0.3%	

TMCC						WNC									
	2024	2022	2020	2018	2016	2024	2022	2020	2018	2016					
% Taught by Regular Faculty	53.5%	57.6%	55.5%	55.4%	53.7%	57.9%	47.8%	43.3%	44.0%	37.8%					
% Taught by Part-time/Adjunct	44.5%	41.0%	44.5%	42.9%	46.3%	39.8%	34.9%	56.7%	56.0%	62.2%					
% Taught by Other (subset of Part-time/Adjunct)	2.0%	1.4%	2.5%	1.7%		2.3%	17.3%								

Out-of-Classroom Activity Report: University of Nevada, Las Vegas

January 1 – December 31, 2023

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)	1,061
1. Number of newly awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	532
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$ 124,252,481
Total number of faculty who received awards identified in item 1.	211
Average amount awarded per faculty of those who received awards identified in item 1.	\$ 855,874.32
Amount and percent of total awards identified in item 1 produced by top 25% of faculty.	\$ 95,699,300 [77%]
Amount and percent of total awards identified in item 1 produced by top 10% of faculty.	\$ 69,932,541 [53%]
2. Number of provisional or issued licensing agreements or patents registered by faculty.	4
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	1,346
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	10
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	11
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).	714
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).	1,145
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.	4,232
9. Number of leadership positions in a professional association held by faculty (e.g., elected officer, comm. chair, conf. chair, etc.).	465
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	293
Of those faculty included in item 10, the number that served as a supervisor or chair.	130
11. The number of students supervised in a clinical setting (medical, dental, law excluded). Include a description of what is included in this category.	384
Institution-specific Mission	
UNLV	
1. Brookings-Mountain West/Lincy publications and events.	55

Out-of-Classroom Activity Report: University of Nevada, Reno

January 1 – December 31, 2023

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)	960
1. Number of newly awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	485
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$ 232,595,585
Total number of faculty who received awards identified in item 1.	207
Average amount awarded per faculty of those who received awards identified in item 1.	\$1,123,635.68
Amount and percent of total awards identified in item 1 produced by top 25% of faculty.	\$ 180,407,624 [77.6%]
Amount and percent of total awards identified in item 1 produced by top 10% of faculty.	\$ 112,317,944 [48.3%]
2. Number of provisional or issued licensing agreements or patents registered by faculty.	5
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	660
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.	31
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).	746
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).	1,051
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.	1,216
9. Number of leadership positions in a professional association held by faculty (e.g., elected officer, comm. chair, conf. chair, etc.).	122
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	465
Of those faculty included in item 10, the number that served as a supervisor or chair.	161
11. The number of students supervised in a clinical setting (medical, dental, law excluded). Include a description of what is included in this category.	51
Institution-specific Mission	
UNR Cooperative Extension	
1. Number of publications in items 3 and 5 that address the mission of UNR's Cooperative Extension.	0
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.)	0

Institutional Narratives

University of Nevada, Las Vegas

The University of Nevada, Las Vegas (UNLV) was reaffirmed as one of 146 institutions recognized by the Carnegie Foundation for the Advancement of Teaching in December 2021 as an R1 Highest Research Activity University. UNLV also earned the “[Carnegie Community Engagement](#)” classification in 2020. These achievements align with [UNLV’s strategic plan, Top Tier 2.0](#). UNLV is one of the most racially diverse research universities in the nation and designated as a Minority-Serving Institution (MSI), Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and Hispanic-Serving Institution (HSI). In 2024, 70% of UNLV’s students identified as a racial minority, up from 69% in 2022.

The university’s mission is supported by the accomplishments of faculty in the areas of teaching, scholarly/creative/entrepreneurial activity, and service and community engagement. Not all faculty are expected to perform equally in each of the three areas. Employee-specific workload responsibilities are assigned by the department chair or unit director with the support of the dean. The most common form of teaching is credit-based course instruction. This is conducted in-person, online synchronously, online asynchronously, or hybrid (a combination of in-person and online). The mode of instruction varies across different faculty members although a majority of courses are taught in person. Four- and six-year graduation rates continue to increase each year.

The expected teaching workload for full-time tenured/tenure-track faculty is 9 credit hours per semester. This credit load assignment is reduced to 6 credit hours per semester for faculty with significant involvement in doctoral education and research and creative activity. Faculty often engage in other forms of instruction such as graduate student advising, mentorship of graduate and undergraduate students, independent study supervision, clinical supervision, and service learning. Although the number of students supervised in a clinical setting has decreased significantly from 903 in 2022 to 384 in 2024, this is due to the fact that applied lessons and master classes, mostly in the College of Fine Arts, were removed from the report in 2024. These other forms of teaching also support the university’s goals related to community engagement.

Instructional faculty play a key role in meeting the institution’s teaching needs. Instructional faculty members who do not hold a terminal degree are titled Lecturers and those who do are titled Faculty in Residence. Both groups are eligible for promotion after some years of effective instructional service. Instructional faculty are expected to teach 12 credit hours per semester (typically 4 courses). Instructional faculty do not have research expectations although they are actively involved in university service. In addition, part-time instructors and graduate teaching assistants contribute to the university’s instructional mission.

Although the number of full-time academic faculty has decreased to 1061 in 2024 from 1074 in 2022, research activity has increased. The most dramatic gains have been in new grants and contracts, which increased to \$124,252,481.00 in 2024 from \$56,589,059.00 in 2022. Other indicators of increased research productivity include the number of journal articles and/or book chapters, which has increased to 1346 in 2024 from 1153 in 2022, and the number of formal presentations at professional meetings, which has increased to 1145 in 2024 from 944 in 2022.

UNLV is committed to increasing research productivity while cultivating a faculty committed to providing high-quality instruction to students.

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 a Nevada 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.

Our fall 2024 undergraduate enrollment has increased by 12.6% over the past biennium from 2022, admittedly this is partially driven by our Collegiate Academy program that allows high school students in Clark and Washoe counties to take university classes; in contrast, graduate-program enrollment rose by 2.1% over the same period. Nevertheless, this has not affected our quality of education as our four-year graduation rate has increased from 41.9% to 43.3% and our six-year rate from 61.8% to 64.5% over the same period. Our student-faculty ratio is at 16.9:1, significantly 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 also allowed the University to maintain comparable figures for class section enrollment and student FTE.

The graduate teaching and research missions of the University are central for the discovery of new knowledge; development of the next generation of scholars, scientists, and leaders; and development of intellectual properties that can be commercialized. In FY24 the University of Nevada, Reno had total annual research expenditures of \$103 million and annual research awards of over \$109 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 University

Providing excellent learning experience to our students remains an integral part of decision making at Nevada State University. Excellent teaching calls for qualified, dedicated, instructors in the classroom.

This year, the average number of sections taught by our regular faculty was at 4.0 which is in line with the statewide workload policy. As routinely discussed in our past workload reports, we strive to improve the percent of credit hours taught by regular faculty since our data have shown improved student outcomes for courses taught by full-time faculty. In Fall 2024, 46.8% of the faculty credit hours were assigned to regular faculty– a 4.7% gain from the Fall 2020 report. We are now back to pre-pandemic numbers for regular faculty led courses. However, over 53% of our course credits are still taught by supplemental faculty. This reliance on part-time instruction persists despite the record number of 116 full-time faculty this year. In upcoming

years, we plan to continue increasing the percentage of credit hours taught by regular faculty and have made this a priority within our academic planning.

Our data shows a decrease in the average class section size for full-time faculty, from 20.2 to 15.5 students per faculty FTE between Fall 2020 and Fall 2024. Similarly, student FTE per faculty FTE for full-time instructors has declined from 15.8 to 12.2 during this period. This decline is largely due to our relatively flat undergraduate enrollment the last few years and some new degree offerings that launched during this period. This spread our students over a broader curriculum. We are implementing new approaches for course management and instituting minimum course enrollment guidelines aimed at increasing our average class size.

Overall, we are pleased with the strategic growth of our regular full-time faculty and their touchpoints with our students in relatively small-sized course communities. We are actively working towards future enrollment growth and retention rate increases which will increase our instructional efficiencies.

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 CSN students to graduate, complete, transfer, and prosper. To address these “students first” outcomes, CSN recognizes that our faculty are central to improving these outcomes. In Fall 2024, the number of regular faculty nominally increased to 490. This essentially puts CSN back at the same number as Fall 2020. While the regular faculty headcount increase was less than 1%, the FTE accounted for by the full-time faculty increased by 3.3%. Meanwhile, adjunct faculty headcount increased by 2.5% from 705 in Fall 2022 to 723 in Fall 2024. But despite the higher headcount, the FTE accounted for by adjunct faculty decreased by 15% from 411 in Fall 2022 to 350 in Fall 2024.

CSN continues to depend on adjunct faculty to deliver quality instruction as the full full-time-to-part-time faculty ratio as adjuncts account for around 42% of course units and student units taught. This represents about a 2-percentage point increase from Fall 2022. In determining the full time to part time faculty ratio, from a faculty FTE methodology, the ratio is 58% Full time faculty and 42% Part time faculty. In looking at the CSN full time faculty vs. part time faculty delivery of instruction ratio from a student credit hour perspective, CSN is currently at 63% Full Time faculty and 37% Part time faculty.

To ensure that all full-time and part-time faculty are prepared to address student learning needs, 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 full deployment of corequisite math and English. Additionally, CSN faculty continue to have significant conversations and professional development around the impact, uses, and guardrails to consider around how Artificial intelligence (AI) may be used by students and others.

The workload report for Fall 2024 shows that full-time faculty at CSN are teaching, on average, 4.5 sections per semester, which is a nominal decrease from 4.6 sections in Fall 2022. However,

the average credit hours taught by Regular faculty decreased from 13 in Fall 2022 to 12.5 in Fall 2024. Enrollment for Fall 2024. The average number of student credit hours taught also declined from Fall 2022. This reflects the decrease in enrollment that CSN experienced from Fall 2022 to Fall 2024.

CSN continues their efforts at improving institutional efficiency and to ensure that CSN is offering a “completable schedule” through a variety of learning modalities to include in-person, hybrid, and online course offerings.

Great Basin College

Great Basin College (GBC) saw a significant increase in enrollment. The Fall 2024 headcount increased over 16% while FTE increased by over 11% compared to Fall 2023. This reverses a trend of decreasing enrollment in recent years. GBC is committed to student success and a primary strategy is the utilization of full-time faculty when possible. In many courses adjunct and clinical faculty support the full-time faculty who lead course design and instruction. Full-time faculty lead instruction in 85% of all course sections in Fall 2024. Full-time faculty were the lead instructor for 84% of students by headcount. These numbers have increased steadily over the last ten years. In 2014 full-time faculty led instruction in 66% of course sections and 65% of students by headcount.

GBC seeks to maximize institutional efficiency while maintaining academic excellence. One critical measure of these priorities is average class size. While the enrollment increased significantly in the Fall 2024 semester, GBC was able to maintain an average class size of 18.5 compared to 18.4 for Fall 2023. Over the past ten years these numbers have remained consistent. For example, in the Fall 2014 the average class size was 18.9. Classes are small enough to provide quality instruction, fostering student success while efficiently utilizing the economic resources available to GBC.

Truckee Meadows Community College

The current biennium has seen a recovery from the pandemic-era drop in instructor ranks, with the number of FT faculty rising by 14 to reach the same number that the college employed in Fall 2018 -- 166. At the same time, the number of Adjunct faculty rose by 44 to 349, which is 6 fewer than the college employed in 2018.

The number of class sections taught by FT faculty fell by 0.9 sections since Fall 2022. This change is due to the steady restoration of our FT faculty ranks, which enables us to rely less heavily on overload teaching by FT faculty. This is particularly true in Nursing, where faculty ranks were cut by two-thirds during the pandemic and overload instruction soared in order to meet the continuing needs of our Nursing workforce. Additionally, the number of instructors who were awarded sabbaticals increased from two to four between 2022 and 2024, and we are seeing continued participation in our Faculty Advising program. Faculty Advisors receive 3 credits of reassigned time to serve as advisors to 25-30 students, which reduces the college's student-to-advisor ratio.

Notably, the percentage of instruction delivered by FT faculty continues to exceed 50% of course credits taught. This is an important threshold for our college, as some US colleges can claim no more than 30% of instruction is given by their FT faculty.

Finally, an important outcome of these changes is our rising rate of returning students. Retention from Fall to Fall rose to 57% in Spring 2023, which equals the rate seen in Fall 2020. Fall to Spring retention also reached our highest level yet, 70% in Fall 2023, and the rate of returning students continues to climb in Fall 2024. These increases speak to the importance of maintaining manageable teaching workloads and a strong proportion of FT faculty to PT instructors, among our many other initiatives to maximize retention.

Western Nevada College

Western Nevada College (WNC) recognizes the critical role that faculty play in shaping student success and enhancing learning outcomes in college coursework. WNC continues to increase full-time faculty positions to provide leadership, stability, and a strong college connection for students.

To support the work of faculty, WNC continues to implement and expand initiatives that reflect its commitment to excellence. This includes –

- Expanding community partnerships that enhance the school-to-career connection, creating pathways that lead students from the classroom to success in their chosen fields. Through collaboration with local industries, businesses, and regional stakeholders, faculty are bridging the gap between academic concepts and workforce readiness through research projects, real-world simulations, and work-based learning or internship opportunities.
- Supporting quality instructional practices through innovative initiatives such as a robust instructor training program for new faculty. Combined with existing opportunities for peer-led professional development and discussion forums for the exchange of best practices, faculty have access to tools and resources necessary to engage in a continuous cycle of improvement. As well, these activities foster a collaborative and dynamic academic community that prioritizes student success.
- Developing a comprehensive, student-centered course scheduling strategy that prioritizes offering educational opportunities that fit into students' lives. This included a thorough evaluation of course times and modes of delivery, as well as a significant expansion of flexible learning options. Through this process, WNC has implemented procedures to improve efficiency of faculty workloads each semester while also increasing access for students in the most rural areas of the region.

In dual and concurrent enrollment, WNC has made significant strides in defining and strengthening partnerships with regional school districts. The goal of these partnerships is to expand access to academic and career-technical dual credit opportunities for academically prepared, socially mature high school students. Guided by the National Alliance of Concurrent Enrollment Partnerships (NACEP) framework, WNC is establishing sustainable procedures and practices to ensure a high-quality early college experience consistent with the rigor of

traditional college offerings. By aspiring to meet NACEP standards, WNC provides high school students with a robust and seamless transition into postsecondary education.

WNC's commitment to students is evident in its efforts to empower faculty, strengthen community ties, and create innovative educational opportunities. These initiatives collectively ensure that WNC remains a leader in fostering student achievement and preparing learners for success in an ever-evolving world.