



NEVADA SYSTEM OF HIGHER EDUCATION

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Las Vegas

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Nevada State College

College of Southern
Nevada

Great Basin College

Truckee Meadows
Community College

Western Nevada College

Desert Research
Institute

FACULTY WORKLOAD REPORT 2010

Prepared by the Office of Academic and Student Affairs
January 2011

Nevada System of Higher Education

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Executive Summary

UNIVERSITIES – 1,197 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.

Fall 2010 Average Instructional Workload

3.0 Organized Course Sections Taught	8.7 Organized Credit Hours	30.8 Class Section Enrollment
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- Regular faculty at the universities taught an average of 3.0 organized course sections, equating to a total 8.7 credit hours with an average course enrollment of 30.8 students.
- This aggregated instructional workload summary includes regular faculty involved in doctoral-level education, as well as those with administrative release time.

STATE COLLEGE – 39.2 regular faculty FTE

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

Fall 2010 Average Instructional Workload

3.8 Organized Course Sections Taught	12.9 Organized Credit Hours	23.5 Class Section Enrollment
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- Regular faculty at the state college taught an average of 3.8 organized course sections, equating to 12.9 credit hours with an average course enrollment of 23.5 students.

COMMUNITY COLLEGES – 824.9 regular faculty FTE

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

Fall 2010 Average Instructional Workload

4.3 Organized Course Sections Taught	12.6 Organized Credit Hours	23.7 Class Section Enrollment
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- Regular faculty at the community colleges taught an average of 4.3 organized course sections, equating to 12.6 credit hours with an average course enrollment of 23.7 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.

Faculty Workload Overview

Board policy provides that in the fall of every even-numbered year, the Chancellor's Office shall compile a System report on faculty workloads at NSHE institutions.

Faculty workload is collected from the institutions in two parts: 1) in-class instructional data originating from workload databases and validated by department heads; and 2) out-of-classroom data collected at the individual faculty or department level and validated by department heads.

Workload Expectations for Regular Faculty

Faculty workload can be separated into two distinct areas: instructional workload (i.e. in-class workload) and out-of-classroom activities. This indicates that at the universities, the state college, and the community colleges the role of regular faculty extends well beyond classroom instruction. To varying degrees, faculty workload is impacted by requirements to engage in research, develop professionally, participate in public service, as well as contribute to the commitment of shared governance, advise students, and develop new curriculum and programs. Depending upon institutional type and mission, the workload of faculty is further influenced by numerous factors occurring both inside and outside of the classroom. As a result, the NSHE method for measuring workload of regular faculty employs a two-pronged approach, one method for instructional workload and another for out-of-classroom activities.

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 compared to the expectations established by the Board of Regents' (*Title 4, Chapter 3, Section 3*) 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 individual faculty heavily involved in doctoral-level education, the expected load would be an average of 12 instructional units per academic year, or 6 units per semester;*
- b. At the state college, an expectation of 24 instructional units per academic year, or 12 units each semester;*
- c. At the community colleges, an expectation of 30 instructional units per academic year, or 15 units per semester;*
- d. As it applies to a, b, and c, reassignments from the expected teaching load as well as course overloads must be approved in advance by the appropriate*

vice president, president, or at an alternative level to be determined by the institution;

- 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. The preferred teaching loads are those "achieved by our leading colleges and universities ... [and] ... provide as reliable a guide as may be found for teaching loads in any institutions intending to achieve and maintain excellence in faculty performance."

Notes on the Data

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

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

Definitions

The following are definitions used in reviewing faculty workload results:

Regular Faculty: Regular faculty are defined as those individuals who are hired for the purpose of doing teaching, and who may also do research and/or service. They are characterized by a recurring contractual relationship in which the individual and the

institution both assume a continuing appointment. These faculty are typically tenured, tenure-eligible, or non-tenure track.

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

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

Other Supplemental: Classes taught by instructors other than regular faculty, part-time/adjunct instruction, or teaching assistant's (examples include volunteers, administrative faculty, emeritus faculty, etc.). This category includes administrators or professional personnel at the institution who teach but whose primary job responsibility is non-faculty.

Organized Instruction: A course which is provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times (includes distance education courses).

Class Section: An individual class that is taught by an instructor(s) with a unique set of students. When possible, dual or cross listed class sections taught at the same level of instruction are not double counted.

Student Credit Hours: Multiply the credit value of a class section by the student enrollment in that section (example: ENG 101 is 3 credits (x) 20 students enrolled = 60 student credit hours).

Observations

Workload is measured in terms of the number of students taught (class section enrollment, student credit hours taught, student FTE) and the number of courses taught (class sections taught, credit hours taught). Credit hours are the credit value of a course section while student credit hours equate to the number of students multiplied times the credit hours assigned to a course section (i.e. a 3 credit course with 25 students would equal 75 student credit hours).

Universities: The data confirms what one would expect given the severe budget constraints facing NSHE institutions. Regular faculty are teaching more students in larger class sizes while the number of sections and corresponding credit hours remains flat. Supplemental faculty are teaching fewer students in fewer sections at UNLV and more students in more sections at UNR.

In addition, the percent of credit hours (credit value) and student credit hours (credit hours of a course multiplied by the number of students) taught by regular faculty increased while those taught by supplemental faculty decreased demonstrating an increased utilization of regular faculty.

State College: While the credit hours taught increased for both regular and supplemental faculty, the number of actual class sections taught by regular faculty remained flat while those taught by supplemental faculty increased. Both regular and supplemental faculty are teaching more students as the increase in both the student credit hours taught and section enrollment demonstrates.

Overall, the percent of both credit hours and student credit hours taught by regular faculty decreased while those taught by supplemental faculty increased demonstrating an increased utilization of supplemental faculty.

Community Colleges: At the community colleges, regular faculty are teaching fewer sections with more students enrolled in each section. A similarly clear picture does not arise from the data for supplemental faculty. For most institutions the section enrollment increased while the number of sections remains relatively flat.

At CSN and WNC, the percent of credit hours and student credit hours taught by regular faculty decreased while those taught by adjunct/part-time faculty increased demonstrating an increased utilization of adjunct/part-time faculty. At TMCC and GBC the percent of credit hours and student credit hours taught by both regular and supplemental faculty remained relatively flat.

Institutional Narratives

University of Nevada, Las Vegas

Faculty productivity in a research university is not easy to explain, and even more difficult to measure. In part this is because as professionals, a faculty's choice of work is characterized by intellectual curiosity, creativity, individual drive, and lifelong commitment. Faculty work lives are as distinctive as each individual. Although all UNLV faculty allocate their time among the general areas of instruction, scholarship, service, and professional development, there is considerable variation in the work of individual faculty members within a single institution. Similar to other universities, UNLV department chairs usually have discretion when assigning faculty workloads and may tailor assignments to particular faculty members' academic preparation, interests and talents to support the institution's mission and student demand. Because of this it would not be unusual in a single department to find one faculty member teaching 3 or 4 courses per term while another teaches two courses and conducts a major research project as well.

While at doctoral-granting, research universities such as UNLV it is common for research to make up a sizeable portion of assigned workload, there are invisible demands on faculty time. An important dimension of faculty instruction entails informal teaching: meeting with undergraduates individually outside of the classroom, involvement in academic and career counseling, reading theses, and serving on dissertation committees. Although an extremely worthwhile part of faculty effort, these activities are not recorded in formal measures of instructional load. Similarly course development, preparation, and student evaluation cannot be measured adequately, although they are integral parts of classroom instruction.

One of UNLV's strategies for addressing the loss of instructional faculty positions while attempting to maintain a balance in faculty effort is to shift the part-time instructional load in organized sections to full-time faculty, most commonly by increasing class size. Thus, a number of smaller sections are combined into larger classes taught by full-time faculty. In addition, full-time faculty increased class size in high demand courses whenever possible, in an attempt to avoid creating an additional class. This resulted in a shift of the undergraduate courses and course enrollments to full-time faculty. In fall 2010 full-time faculty taught approximately 11% more undergraduate students, and 8 % more undergraduate SCH than in fall 2008. At the graduate level, program elimination and administrative restructuring resulted in fewer course offerings overall, bringing the overall increase in all students taught by full-time faculty to 7%.

University of Nevada, Reno

The University of Nevada, Reno is classified by the Carnegie Foundation for the Advancement of Teaching as a "Comprehensive Doctoral, Arts and Sciences/Professions—Balanced, High Research University." The University also is Nevada's Land Grant University with responsibilities to engage communities, governments, and citizens across the entire State of Nevada in learning, discovery, clinical services, and technology transfer. These many functions are fulfilled by faculty of varying educational backgrounds and responsibilities. On-campus,

tenure-track and tenured faculty typically have responsibilities segmented as 40 percent teaching, 40 percent research and scholarship, and 20 percent service. When the campus was challenged with a 15 percent state fund budget reduction going into FY'10, followed by another 6.9 percent reduction going into FY'11, the strategic decision was made to ask regular, full-time faculty to assume more of the teaching workload within their assigned teaching time, while protecting their time for research and scholarship, in order to reap budget savings in temporary faculty positions and retain the more experienced, regular, full-time faculty. As a result, as the University passed from FY'09 to FY'10, all regular full-time faculty increased their average student full-time equivalent production by 12.8 percent, and the tenured faculty within this full-time group increased their student full-time equivalent production by 17.2 percent (a differential of 4.4 percent, similar to the salary reduction amount of the non-tenured faculty). This increase in teaching workload by full-time faculty was requested to be done in a way that did not detract from time budgeted for scholarship and research, and in a way that did not substantially erode teaching and learning quality. As a result, the increased teaching load was implemented by increased class sizes and reduce class frequency, rather than by faculty teaching additional class sections.

The graduate teaching and research mission of the University is essential to add to the stock of knowledge and produce intellectual properties which can be commercialized within the State and solve society's problems. The University of Nevada, Reno is awarded half of the total research grants awarded to NSHE institutions. This requires devotion of faculty time to perform research functions, write grants which are nationally competitive, and manage the research personnel and graduate students brought to Nevada to perform research functions and educate the next generation of scientists.

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

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

Nevada State College

- Between Fall 2008 and Fall 2010 the student FTE at NSC increased by 38%. Over the same timeframe, the full-time faculty FTE decreased by 19% as a result of budget cuts. To continue to provide the highest quality educational experience to our students, the NSC faculty have increased their class sizes, expanded their availability to students, and

placed greater emphasis on integrating student support services into the classroom until the budget permits us to hire more full-time faculty members.

- The tenured faculty with unpaid leave reflects the two faculty members who are completing their required unpaid overload this fall. It should be noted that several of the tenured faculty members either elected to take the voluntary pay cut or completed their required unpaid overload in the 2009-2010 academic year. With the two faculty members who are completing their overload this semester, there are only two tenured faculty members left to complete their required unpaid overload in spring 2011.

Great Basin College

At GBC we had some difficulty getting this report together in a timely manner due to a current lack of an IR Director, combined with the diversion of other resources into iNtegrate. The numbers included in the report are accurate within our understanding of the definitions.

Since the 2008 workload report, GBC has reduced the number of sections offered by 21% while FTE increased 11%. The number of sections was reduced because of positions being held vacant, reduction of programs, and reducing the number of smaller classes being run. At the same time this occurred, the number of students enrolling increased dramatically, and they in turn forced the enrollment per section up significantly. This was not particularly a plan, but a matter of the coincidence of circumstances. With a full faculty compliment, enrollment would be higher yet.

Through attrition (affected primarily through buyouts) many faculty positions became vacant in 2010 and are now held vacant. Most vacant positions that have been backfilled are now held by people in full-time, **temporary** positions. Because these positions are not “characterized by a recurring contractual relationship in which the individual and the institution assume a continuing appointment,” these are not considered “regular” faculty positions, but are considered to be held vacant. While these five positions are considered “vacant” in the upper sections of the report, they are considered together with regular faculty in the “Organized Instruction” section to provide an accurate depiction of the total enrollment.

College of Southern Nevada

Summary data for the period 2008-2010 include the following highlights:

- Number of class sections has increased 8.9% -- 4,666 in 2008 to 5,083 in 2010
- Student FTE has increased 18.9% -- 9,378 in 2008 to 11,149 in 2010
- Full Time Faculty FTE has increased 13% -- 398 in 2008 to 450 in 2010
- Part-Time Faculty FTE has increased 17.4% -- 396 in 2008 to 465 in 2010

CSN continues to believe that teaching faculty are the core of the institution, and thus the main drivers for meeting our institutional mission, and thus even in these adverse economic times, we have made hiring teaching faculty, both full-time and part-time, a priority. Of course, this has meant heavy cutbacks in other areas of the institution in order to maintain the access commitment to our students. Concurrently, we have maintained scholastic rigor

and quality by increasing average class size by not increasing the maximum numbers of students in a class, but rather by raising the floor (minimum class size) necessary for a class to be run.

Western Nevada College

1. The full-time faculty overload number reflects those faculty who are teaching above their expected semester teaching load for the fall semester. However, at Western, they do not receive compensation for this overload until the spring semester. This is done to compensate for the possibility that they may have an under load in the spring semester and therefore not be entitled to additional compensation for the academic year.
2. The tenured faculty with unpaid leave overload reflects only six faculty this semester because the majority, approximately 70% of our tenured faculty who chose an unpaid overload, completed their obligation in the 2009-2010 academic year. With the six this semester we have only six tenured faculty remaining to complete their obligation in spring 2011.

Truckee Meadows Community College

As requested by the NSHE system office, this brief narrative highlights the basic changes that have occurred at Truckee Meadows Community College from Fall 2008 to Fall 2010. In summary, the data indicates the following:

- Between Fall 2008 and Fall 2010: student FTE has increased 5% but faculty FTE has increased by only 1.5%
- FTE of unfilled regular faculty positions has increased 28%, up from 9 to 11.5
- Credit hours of release time (reassigned credit hours) has dropped by 11% since Fall 2008

As noted, the student population continues to grow while the fiscal environment has made it quite difficult to keep up by hiring new full time faculty. Nonetheless, the faculty continue to maintain a high level of quality in how they deliver instruction at TMCC.

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 2008	3.2	25.3	8.7	230.8	N/A
Fall 2010	3.0	30.8	8.7	252.6	17.5

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 2008	6.1	25.8	13.9	378.9	N/A
Fall 2010	6.2	26.9	13.8	371.6	25.0

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 2008	3.6	18.7	11.4	214.9	N/A
Fall 2010	3.8	23.5	12.9	287.8	19.2

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 2008	2.3	20.5	7.4	142.5	N/A
Fall 2010	3.9	23.1	12.0	280.5	18.7

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 2008	5.0	21.5	14.5	326.6	N/A
Fall 2010	4.3	23.7	12.6	307.0	20.9

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 2008	5.4	21.7	15.0	339.0	N/A
Fall 2010	5.4	22.3	14.5	334.7	22.3

Note: Not comparable to past year's reports. 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.

Instructional Workload - *Universities*

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

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

University of Nevada, Las Vegas

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
	F/T	P/T		F/T	P/T	
2010	711.7	715	19	265.5	0	879
2008	743.0	778		276.4	Not Collected	

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

University of Nevada, Reno

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
	F/T	P/T		F/T	P/T	
2010	485.1	499	31	164.5	58	537
2008	491.1	596		170.0	Not Collected	

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Instructional Workload - *Universities*

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

University Summary

	Regular Faculty			Supplemental Faculty		
	FTE	Headcount		FTE	Headcount	
		F/T	P/T		F/T	P/T
2010	1196.8	1214	50	430.0	58	1416
2008	1234.1	1374		446.4	Not Collected	

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Instructional Workload - *Universities*

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

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

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

	UNR			UNLV			Universities		
	2010	2008	2006	2010	2008	2006	2010	2008	2006
% Taught by Regular Faculty	58.8%	59.1%	57.8%	49.9%	49.5%	44.1%	53.0%	52.9%	48.7%
% Taught by Supplemental Faculty	41.2%	40.9%	42.2%	50.1%	50.5%	55.9%	47.0%	47.1%	51.3%
Part-time/Adjunct	26.0%	24.5%	24.2%	29.7%	33.7%	39.9%	28.4%	30.5%	34.6%
Teaching Assistants	10.3%	11.2%	13.0%	19.7%	15.7%	14.3%	16.4%	14.1%	13.8%
Other ²	4.8%	5.2%	5.0%	0.7%	1.1%	1.8%	2.2%	2.6%	2.9%

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

	UNR			UNLV			Universities		
	2010	2008	2006	2010	2008	2006	2010	2008	2006
% Taught by Regular Faculty	66.4%	66.4%	62.0%	58.2%	53.9%	48.8%	61.2%	58.4%	53.6%
% Taught by Supplemental Faculty	33.6%	33.6%	38.0%	41.8%	46.1%	51.2%	38.8%	41.6%	46.4%
Part-time/Adjunct	23.1%	22.2%	24.4%	24.4%	31.1%	36.7%	23.9%	27.9%	32.2%
Teaching Assistants	7.6%	8.1%	10.3%	17.1%	14.5%	13.4%	13.5%	12.2%	12.3%
Other ²	3.0%	3.4%	3.3%	0.3%	0.5%	1.1%	1.3%	1.5%	1.9%

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

	UNR			UNLV			Universities		
	2010	2008	2006	2010	2008	2006	2010	2008	2006
% Taught by Regular Faculty	90.7%	87.4%	91.7%	88.3%	89.1%	83.7%	88.9%	88.6%	85.9%
% Taught by Supplemental Faculty	9.3%	12.6%	8.3%	11.7%	10.9%	16.3%	11.1%	11.4%	14.1%
Part-time/Adjunct	5.8%	6.6%	4.9%	8.5%	10.1%	14.9%	7.8%	9.1%	12.1%
Teaching Assistants	0.4%	0.2%	0.0%	1.8%	0.5%	0.1%	1.5%	0.5%	0.1%
Other ²	3.0%	5.9%	3.4%	1.3%	0.3%	1.3%	1.8%	1.8%	1.9%

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

Instructional Workload - State College

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

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

Nevada State College

		Regular Faculty			Supplemental Faculty		
		Headcount			Headcount		
		FTE	F/T	P/T	FTE	F/T	P/T
2010		39.2	41	0	59.2	0	134
2008		53.5	55		53.2	Not Collected	

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Undergraduate Instruction (Credit Hours):

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

	2010	2008	2006
% Taught by Regular Faculty	41.5%	60.8%	54.1%
% Taught by Supplemental Faculty	58.5%	39.2%	45.9%
Part-time/Adjunct	57.1%	39.2%	45.9%
Other ²	1%	0%	0%

Undergraduate Instruction (SCH):

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

	2010	2008	2006
% Taught by Regular Faculty	40.4%	60.3%	49.2%
% Taught by Supplemental Faculty	59.6%	39.7%	50.8%
Part-time/Adjunct	57.5%	39.7%	50.8%
Other ²	2.1%	0.0%	0.0%

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

Instructional Workload - *Community Colleges*

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

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

College of Southern Nevada

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2010	519.8	450	465.3	1012
2008	429.2	433	430.8	Not Collected

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.3	24.7	12.3	13.8	319.3	21.3
Adjunct/Part-time Faculty	5.6	23.1	15.0	17.2	358.4	23.9
All Faculty	4.9	23.8	13.5	15.4	337.8	22.5
Adjunct/Part-time Faculty Avg based on Headcount	2.6	23.1	6.9	7.9	164.8	11.0

Averages based on Faculty FTE

Fall 2008	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	5.1	23.3	14.4	16.7	355.7	Not Collected
Adjunct/Part-time Faculty	5.3	23.8	15.0	17.3	370.3	Collected
All Faculty	5.2	23.6	14.7	17.0	363.0	in 2008

Great Basin College

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2010	65.8	51	46.2	162
2008	72.7	66	54.9	Not Collected

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.8	16.8	14.4	15.1	251.4	19.0
Adjunct/Part-time Faculty	5.7	15.8	15.0	14.4	237.9	15.9
All Faculty	5.2	16.4	14.6	14.8	245.8	17.7
Adjunct/Part-time Faculty Avg based on Headcount	1.6	15.8	4.3	4.1	67.8	4.5

Averages based on Faculty FTE

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

Instructional Workload - *Community Colleges*

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

Truckee Meadows Community College

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2010	172.4	160	145.3	429
2008	167.2	159	141.5	Not Collected

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Western Nevada College

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2010	66.9	60	106.0	246
2008	62.7	70	75.9	Not Collected

Averages based on Faculty FTE

Fall 2010	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.6	22.3	13.2	13.9	258.3	19.9
Adjunct/Part-time Faculty	4.5	18.3	11.7	11.8	226.8	15.0
All Faculty	4.5	19.9	12.3	12.6	239.0	16.9
Adjunct/Part-time Faculty Avg based on Headcount	1.9	18.3	5.0	5.1	97.7	6.5

Averages based on Faculty FTE

Fall 2008	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	5.9	17.9	16.3	17.2	311.8	Not
Adjunct/Part-time Faculty	6.2	13.8	14.9	14.3	223.7	Collected
All Faculty	6.1	15.6	15.6	15.6	263.6	in 2008

Instructional Workload - *Community Colleges*

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

Community College Summary

	Regular Faculty		Adjunct Faculty	
	FTE	Headcount	FTE	Headcount
2010	824.9	721	762.8	1849
2008	731.8	728	703.1	Not Collected

Averages based on Faculty FTE

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

Averages based on Faculty FTE

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

Instructional Workload - Community Colleges

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

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

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

	CSN			GBC		
	2010	2008	2006	2010	2008	2006
% Taught by Regular Faculty	47.8%	48.8%	53.2%	57.7%	62.3%	56.0%
% Taught by Part-time/Adjunct	52.2%	51.2%	42.2%	42.3%	37.7%	44.0%

	TMCC			WNC		
	2010	2008	2006	2010	2008	2006
% Taught by Regular Faculty	50.1%	49.5%	50.7%	41.8%	47.4%	50.3%
% Taught by Part-time/Adjunct	49.9%	50.5%	49.3%	58.2%	52.6%	49.7%

	CC Summary		
	2010	2008	2006
% Taught by Regular Faculty	48.4%	50.2%	52.6%
% Taught by Part-time/Adjunct	51.6%	49.8%	47.4%

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		
	2010	2008	2006	2010	2008	2006
% Taught by Regular Faculty	49.9%	48.9%	55.0%	60.1%	63.9%	59.1%
% Taught by Part-time/Adjunct	50.1%	51.1%	45.0%	39.9%	36.1%	40.9%

	TMCC			WNC		
	2010	2008	2006	2010	2008	2006
% Taught by Regular Faculty	50.0%	48.8%	50.4%	41.8%	53.5%	55.7%
% Taught by Part-time/Adjunct	50.0%	51.2%	49.6%	58.2%	46.5%	44.3%

	CC Summary		
	2010	2008	2006
% Taught by Regular Faculty	49.8%	50.1%	54.3%
% Taught by Part-time/Adjunct	50.2%	49.9%	45.7%

Appendix A

NSHE Board of Regents' *Handbook*
Title 4, Chapter 3, Section 3

Faculty Workload Policy

1. The Board of Regents of the Nevada System of Higher Education (NSHE) recognizes the distinct and unique missions of its member institutions, each of which serves the needs of the citizens of the State of Nevada through a combination of quality teaching, scholarly research or creative activity, and service. The way in which these activities are combined to set the individual faculty member's workload depends primarily on the mission of the institution and the constituencies it serves.
2. The NSHE Code defines the primary areas of faculty responsibility for all higher education institutions in Nevada, and these areas are reinforced throughout the Code in standards for tenure and annual evaluation.
3. With the exception of faculty members at the Desert Research Institute, all NSHE instructional faculty members are expected to teach; develop curriculum; conduct other instructional activities including advising, grading, and preparing for classes; maintain currency in their academic discipline; and perform public and professional service, service to the institution, and similar academic activities. In addition, at the universities, state college and Desert Research Institute, academic faculty members are expected to conduct scholarly research or creative activity.
4. Consistent with the principles identified herein, and consistent with their mission, the NSHE institutions shall have substantial autonomy to select and determine the relative importance of faculty activities in the areas of teaching, scholarly research or creative activity, and service. The distribution of responsibilities should take maximum advantage of the talents of individual faculty members and may reflect differences among academic disciplines.
5. The Board of Regents affirms that the duties in each of these areas are essential elements of the work of the faculty and must be viewed as a whole whenever faculty workload and productivity are measured and reported. Faculty workload cannot and should not be measured solely by the time spent by the faculty member in the classroom.
6. In recognition of its commitment to accountability and productivity, the Board of Regents will regularly compile information regarding faculty workloads. To aid in this process, the following expected teaching workloads at NSHE institutions shall be established:
 - a. At the universities, an expectation of 18 instructional units per academic year, or 9 units each semester. For individual faculty heavily involved in doctoral-level

education, the expected load would be an average of 12 instructional units per academic year, or 6 units per semester.

- b. At the state college, an expectation of 24 instructional units per academic year, or 12 units each semester.
 - c. At the community colleges, an expectation of 30 instructional units per academic year, or 15 units per semester.
 - d. As it applies to a, b, and c, reassignments from the expected teaching load as well as course overloads must be approved in advance by the appropriate vice president, president, or at an alternative level to be determined by the institution.
 - e. The aforementioned expectations do not apply to the instructional faculty of the University of Nevada School of Medicine, the UNLV School of Dental Medicine, and the William S. Boyd School of Law.
7. It shall be the responsibility of the president of each NSHE institution to establish justifiable, equitable instructional workload standards through a process of shared governance with the faculty. It is expected that the institutional policies will provide detailed guidelines for equivalent teaching load credit as well as adjustments of workloads that reflect different kinds of instruction – including, but not limited to, distance education, rural education, internet instruction, vocational education, and clinical education. The policies should also take into account non-instructional activities that may be essential to the work of faculty in particular disciplines and provide equitable recognition for extra contact hours that faculty spend with students in courses that involve studios, laboratories, clinics, independent study, thesis and dissertation, internships, and similar activities related to instruction.
 8. In the fall of every even-numbered year, the Chancellor shall compile a System report on faculty workloads at NSHE institutions.
 9. The Board of Regents encourages NSHE institutions to participate in national, benchmarked studies, and their participation shall be facilitated by System staff.