

2022 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.

Faculty Workload in Context

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

NSHE is striving to establish a culture of completion aimed at increasing the number of students who graduate from NSHE institutions with a certificate or degree through system-wide policy and through participation in the Complete College America initiative. The 15 to Finish initiative aims to encourage students to enroll in 15 credits per semester to improve the likelihood of a student graduating on time (4 years for a bachelor’s degree, 2 years for an 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 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 of time in order to establish a research program.
- b. At the state college, an expectation of 24 instructional units per academic year, or 12 units each semester.
- c. At the community colleges, an expectation of 30 instructional units per academic year, or 15 units per semester. For faculty teaching upper division level courses, the President of the community college may approve a differentiated workload calculated at 1.25 instructional units per credit.
- d. As it applies to a, b, and c, reassignments from the expected teaching load as well as course overloads must be approved in advance by the appropriate vice president or president.
- e. The aforementioned expectations do not apply to the instructional faculty of the University of Nevada School of Medicine, the UNLV School of Dental Medicine, and the William S. Boyd School of Law.

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

Notes on the Data

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

1. Results depict workload of all faculty available for instruction, regardless of assignment. In other words, the workload of all faculty, with the exception of those on sabbatical or some form of leave, are represented in the aggregated institutional workloads. Faculty with all or a portion of their instructional workloads reassigned (e.g., for purposes such as administration, research, oversized classes, professional development, etc.) are included in the data.
2. Workload results for the universities include faculty teaching at the undergraduate, master's, and doctoral levels, or a mixture of the three. Faculty heavily involved in doctoral education have reduced instructional workload expectations, a factor that must be taken into consideration when analyzing aggregated teaching loads at the universities.
3. At the community colleges, course credit hours and actual in-class contact hours with students may not align in some vocational or allied health programs. As a result, contact hours are collected in addition to credit hours taught and should be considered when reviewing teaching loads at the community colleges.
4. Institutions report aggregated faculty workloads for all state-supported instructional activity in Fall 2022.

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 2022 Average Instructional Workload

UNIVERSITIES – 1,549.50 regular faculty FTE

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

3.2
Organized Course
Sections Taught

8.3
Organized Credit
Hours

27.4
Class Section
Enrollment

- Regular faculty at the universities taught an average of 3.2 organized course sections, equating to an average of 8.3 credit hours with an average course enrollment of 27.4 students.
- This aggregated instructional workload summary includes regular faculty involved in doctoral level education, as well as those with administrative release time.

STATE COLLEGE – 109.92 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

13.5
Organized Credit
Hours

16.4
Class Section
Enrollment

- Regular faculty at the state college taught an average of 4.0 organized course sections, equating to an average of 13.5 credit hours with an average course enrollment of 16.4 students.

COMMUNITY COLLEGES – 911.43 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

12.8
Organized Credit
Hours

20.2
Class Section
Enrollment

- Regular faculty at the community colleges taught an average of 4.5 organized course sections, equating to an average of 12.8 credit hours with an average course enrollment of 20.2 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 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
Fall 2014	3.0	35.3	8.8	269.5	18.9

Supplemental Faculty Workload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2014	7.6	27.4	18.3	471.2	31.7

State College

Regular Faculty Workload Including Overload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2014	3.9	19.6	12.0	246.4	16.4

Supplemental Faculty Workload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2014	4.9	24.8	15.0	388.0	25.9

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 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
Fall 2014	4.7	21.4	12.5	290.2	19.3

Supplemental Faculty Workload (Averages)

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
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
Fall 2014	5.8	20.9	15.7	339.5	22.6

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

Instructional Workload Overview – Universities

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages.

Supplemental faculty are instructors other than regular faculty including adjuncts, LOAs, teaching assistants, administrators whose primary job responsibility is non-faculty. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

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

	Regular Faculty FTE	Regular Faculty Headcount FT	Regular Faculty Headcount PT	Supplemental Faculty FTE	Supplemental Faculty Headcount FT	Supplemental Faculty Headcount PT
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
Fall 2014	1,124.7	1,243	53	383.2	62	1,399

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

Averages Based on Faculty FTE – Fall 2014

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	3.0	35.3	8.8	269.5	18.9
Supplemental Faculty	4.6	27.4	18.3	471.2	31.7
All Faculty	4.1	31.6	11.2	320.4	22.1
Supplemental Faculty Avg based on Headcount	2.1	27.4	5.1	131.1	8.8

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 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
Fall 2014	516.1	604	35	139.7	76	488

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

Averages Based on Faculty FTE – Fall 2014

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

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 2022	890.0	916	40	354.3	-	1,176
Fall 2020	849.0	881	29	356.9	-	1,183
Fall 2018	828.4	841	30	335.3	-	1,154
Fall 2026	740.8	767	29	321.6	-	1,076
Fall 2014	701.0	721	25	270.2	-	909

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

Averages Based on Faculty FTE – Fall 2014

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

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				
	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014
% Taught by Regular Faculty	56.7%	63.4%	52.9%	52.3%	51.2%	50.1%	48.3%	48.3%	48.2%	49.6%	52.7%	53.9%	50.3%	50.0%	50.3%
% Taught by Supplemental Faculty	43.3%	36.6%	47.1%	47.7%	48.8%	49.9%	51.7%	51.7%	51.8%	50.4%	47.3%	46.1%	49.7%	50.0%	49.7%
Part-time/Adjunct	19.9%	20.8%	21.2%	22.5%	24.4%	33.7%	33.5%	32.8%	37.0%	34.4%	28.3%	28.8%	27.8%	30.5%	29.9%
Teaching Assistants	8.5%	9.0%	3.1%	4.4%	4.03%	12.4%	14.4%	14.5%	14.5%	15.5%	10.9%	12.4%	9.6%	10.0%	10.4%
Other ²	14.9%	6.8%	22.8%	20.8%	20.1%	3.9%	3.9%	4.3%	0.4%	0.5%	8.2%	4.9%	12.3%	9.5%	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				
	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014
% Taught by Regular Faculty	64.5%	66.5%	64.3%	64.1%	63.5%	57.1%	56.3%	56.2%	56.1%	57.6%	60.1%	60.9%	59.7%	59.6%	60.2%
% Taught by Supplemental Faculty	35.5%	33.5%	35.7%	35.9%	36.5%	42.9%	43.7%	43.8%	43.9%	42.4%	39.9%	39.1%	40.3%	40.4%	39.8%
Part-time/Adjunct	20.6%	19.9%	22.5%	24.1%	24.7%	28.6%	27.7%	27.8%	31.5%	27.9%	25.4%	24.7%	25.5%	28.2%	26.5%
Teaching Assistants	8.1%	6.8%	3.9%	5.5%	6.1%	11.0%	12.7%	12.4%	12.3%	14.2%	9.8%	10.4%	8.8%	9.3%	10.7%
Other ²	6.8%	6.8%	9.3%	6.3%	5.6%	3.3%	3.3%	3.5%	0.2%	0.3%	4.7%	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				
	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014
% Taught by Regular Faculty	82.3%	88.4%	89.3%	82.2%	85.9%	76.5%	80.3%	80.1%	77.6%	82.9%	78.9%	83.6%	76.9%	79.5%	84.2%
% Taught by Supplemental Faculty	17.7%	11.6%	10.7%	17.8%	14.1%	23.5%	19.7%	19.9%	22.4%	17.1%	21.1%	16.4%	23.1%	20.5%	15.8%
Part-time/Adjunct	13.9%	7.0%	5.6%	6.1%	8.0%	18.8%	14.3%	12.4%	19.7%	15.7%	16.8%	11.3%	16.2%	14.0%	12.3%
Teaching Assistants	0.6%	0.7%	0.2%	0.0%	0.2%	0.8%	0.0%	0.6%	2.6%	1.1%	0.7%	0.3%	0.8%	1.5%	0.7%
Other ²	3.2%	3.9%	4.8%	11.7%	5.9%	3.9%	5.4%	6.9%	0.1%	0.4%	3.6%	4.8%	6.1%	5.0%	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 – Nevada State College

Instructional workload averages for all regular faculty available for instruction include those with a portion of their instructional duties reassigned for administrative purposes and/or special projects. Full-time faculty teaching credits above their expected semester teaching load and receiving extra compensation over and above their regular contract are included with the regular faculty averages.

Supplemental faculty are instructors other than regular faculty including adjuncts, LOAs, teaching assistants, administrators whose primary job responsibility is non-faculty. Not included are faculty on sabbatical or other leave or unfilled faculty positions.

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

	Regular Faculty FTE	Regular Faculty Headcount FT	Regular Faculty Headcount PT	Supplemental Faculty FTE	Supplemental Faculty Headcount FT	Supplemental Faculty Headcount PT
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
Fall 2014	51.0	56	-	53.2	-	149

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

Averages Based on Faculty FTE – Fall 2014

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

Instructional Workload Summary – Nevada State College

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

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

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

	2022	2020	2018	2016	2014
% Taught by Regular Faculty	45.2%	42.1%	46.6%	47.4%	43.4%
% Taught by Supplemental Faculty	54.8%	57.9%	53.4%	52.6%	56.6%
Part-time/Adjunct	48.9%	51.6%	52.6%	49.8%	54.0%
Other ²	5.9%	6.3%	0.8%	2.8%	2.6%

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.

	2022	2020	2018	2016	2014
% Taught by Regular Faculty	37.1%	39.3%	44.2%	42.9%	37.8%
% Taught by Supplemental Faculty	62.9%	60.7%	55.8%	57.1%	62.2%
Part-time/Adjunct	58.5%	56.9%	55.0%	54.3%	59.4%
Other ²	4.5%	3.8%	0.8%	2.8%	2.7%

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 2022	911.5	837	633.1	1,264
Fall 2020	905.3	776	640.9	1,348
Fall 2018	894.8	769	609.0	1,478
Fall 2026	823.9	725	596.0	1,536
Fall 2014	821.4	720	591.9	1,582

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 Average based on Headcount	2.5	17.7	6.5	13.0	118.9	7.9

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 Average based on Headcount	2.3	19.0	6.3	8.5	125.5	8.4

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 Average based on Headcount	1.8	20.0	4.9	5.6	101.3	6.8

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 Average based on Headcount	2.2	20.7	5.7	6.5	122.6	8.2

Averages Based on Faculty FTE – Fall 2014

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

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 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
Fall 2014	542.3	469	346.3	913

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 Average based on Headcount	2.8	17.5	6.9	10.9	131.0	8.7

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 Average based on Headcount	2.6	18.7	6.8	10.3	138.5	9.2

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 Average based on Headcount	2.7	20.3	6.9	7.8	148.3	9.9

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 Average based on Headcount	2.4	20.3	6.2	7.1	134.8	9.0

Averages Based on Faculty FTE – Fall 2014

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.9	21.5	12.2	14.2	295.8	19.7
Adjunct/Part-time Faculty	6.3	20.5	16.3	20.4	360.4	24.0
All Faculty	5.5	21.1	13.8	16.6	321.0	21.4
Adjunct/Part-time Faculty Average based on Headcount	2.4	20.5	6.2	7.7	136.7	9.1

Instructional Workload – Great Basin College

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

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

	Regular Faculty FTE	Regular Faculty Headcount	Adjunct Faculty FTE	Adjunct Faculty Headcount
Fall 2022	106.3	143	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
Fall 2014	69.7	54	32.6	113

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	0.0	230.3	15.4
Adjunct/Part-time Faculty Average based on Headcount	1.6	20.5	4.8	74.5	97.6	6.5

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 Average based on Headcount	1.8	21.5	5.2	4.8	108.1	7.2

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 Average based on Headcount	1.6	21.4	4.7	4.9	90.0	6.0

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 Average based on Headcount	1.4	21.3	3.7	3.8	72.0	4.8

Averages Based on Faculty FTE – Fall 2014

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

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 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
Fall 2014	155.3	149	137.1	370

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	0.0	274.2	18.2
Adjunct/Part-time Faculty Average based on Headcount	2.3	18.7	6.4	8.1	115.0	7.7

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	0.0	296.0	19.7
Adjunct/Part-time Faculty Average based on Headcount	2.1	20.2	5.6	7.0	115.3	7.7

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 Average based on Headcount	1.0	20.1	2.7	3.3	52.5	3.5

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 Average based on Headcount	2.0	23.6	5.4	6.3	122.8	8.2

Averages Based on Faculty FTE – Fall 2014

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.1	23.8	12.4	13.5	294.1	19.6
Adjunct/Part-time Faculty	4.9	24.0	14.8	15.8	337.9	22.5
All Faculty	4.5	23.9	13.5	14.6	314.6	21.0
Adjunct/Part-time Faculty Average based on Headcount	1.8	24.0	5.5	5.8	125.2	8.3

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 2022	64.4	56	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
Fall 2014	54.1	48	75.9	186

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	16.4	14.1	15.6	230.0	15.3
Adjunct/Part-time Faculty Average based on Headcount	1.9	15.7	5.7	6.0	89.3	6.0

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 Average based on Headcount	1.9	17.0	6.1	6.3	102.1	6.8

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 Average based on Headcount	1.8	16.8	5.8	5.7	97.7	6.5

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 Average based on Headcount	1.8	17.8	5.4	5.9	97.5	6.5

Averages Based on Faculty FTE – Fall 2014

	Class Sections Taught	Class Section Enrollment	Credit Hours Taught	Contact Hours Taught	Student Credit Hours Taught	Student FTE Taught
Regular Faculty	4.8	18.5	13.7	16.0	261.5	17.4
Adjunct/Part-time Faculty	4.9	18.6	15.0	15.0	281.1	18.7
All Faculty	4.9	18.6	14.5	15.4	273.0	18.2
Adjunct/Part-time Faculty Average based on Headcount	2.0	18.6	6.1	6.1	114.7	7.6

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				
	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014
% Taught by Regular Faculty	60.3%	59.8%	55.4%	55.6%	54.0%	78.0%	74.7%	63.9%	72.0%	66.1%	58.6%	58.9%	54.9%	54.5%	52.4%
% Taught by Part-time/Adjunct	39.7%	40.2%	44.6%	44.4%	46.0%	20.3%	25.3%	30.7%	28.0%	33.9%	39.2%	41.1%	44.8%	45.5%	47.6%
% Taught by Other (subset of Part time/Adjunct)						1.7%					2.3%	2.3%	0.3%		

	TMCC					WNC				
	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014
% Taught by Regular Faculty	52.8%	55.2%	53.3%	52.1%	48.7%	45.3%	40.9%	41.7%	39.8%	39.4%
% Taught by Part-time/Adjunct	45.8%	47.4%	45.3%	47.9%	51.3%	36.3%	59.1%	58.3%	60.2%	60.6%
% Taught by Other (subset of Part-time/Adjunct)	1.4%	2.6%	1.4%			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				
	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014
% Taught by Regular Faculty	63.1%	67.8%	56.9%	57.7%	56.2%	76.6%	68.5%	66.4%	72.1%	68.1%	61.7%	59.5%	56.4%	56.2%	54.3%
% Taught by Part-time/Adjunct	36.9%	32.2%	43.1%	42.3%	43.8%	21.9%	31.5%	33.6%	27.9%	31.9%	36.5%	40.5%	43.3%	43.8%	45.7%
% Taught by Other (subset of Part time/Adjunct)						1.5%					1.8%	1.6%	0.3%		

	TMCC					WNC				
	2022	2020	2018	2016	2014	2022	2020	2018	2016	2014
% Taught by Regular Faculty	57.6%	55.5%	55.4%	53.7%	49.7%	47.8%	43.3%	44.0%	37.8%	39.9%
% Taught by Part-time/Adjunct	41.0%	44.5%	42.9%	46.3%	50.3%	34.9%	56.7%	56.0%	62.2%	60.1%
% Taught by Other (subset of Part-time/Adjunct)	1.4%	2.5%	1.7%			17.3%				

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

January 1 – December 31, 2021

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)	1,074
1. Number of newly awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	251
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$ 56,589,059
Total number of faculty who received awards identified in item 1.	139
Average amount awarded per faculty of those who received awards identified in item 1.	\$ 407,116
Amount and percent of total awards identified in item 1 produced by top 25% of faculty.	\$ 44,663,469 [78.92%]
Amount and percent of total awards identified in item 1 produced by top 10% of faculty.	\$ 31,938,783 [56.4%]
2. Number of provisional or issued licensing agreements or patents registered by faculty.	13
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	1,153
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	45
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	13
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).	379
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).	944
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.	2,899
9. Number of leadership positions in a professional association held by faculty (e.g., elected officer, comm. chair, conf. chair, etc.).	394
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	388
Of those faculty included in item 10, the number that served as a supervisor or chair.	155
11. The number of students supervised in a clinical setting (medical, dental, law excluded). Include a description of what is included in this category.	903
Institution-specific Mission	
UNLV	
1. Brookings-Mountain West/Lincy publications and events.	54

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

January 1 – December 31, 2021

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)	912.5
1. Number of newly awarded external grants and/or contracts formally awarded to institution on behalf of faculty.	476
Total dollar value for the externally funded grants and contracts reported in Item 1.	\$ 124,871,176
Total number of faculty who received awards identified in item 1.	280
Average amount awarded per faculty of those who received awards identified in item 1.	\$455,968
Amount and percent of total awards identified in item 1 produced by top 25% of faculty.	\$ 102,666,165 [82.2%]
Amount and percent of total awards identified in item 1 produced by top 10% of faculty.	\$ 76,881,728 [61.6%]
2. Number of provisional or issued licensing agreements or patents registered by faculty.	38
3. Number of peer-reviewed journal articles and/or book chapters published by faculty (excluding poetry, reviews, and other types of peer-reviewed publications).	1,784
4. Number of peer-reviewed single-author or joint-author books or monographs published by faculty (excluding edited volumes and textbooks).	22
5. Number of non-peer reviewed single-author or joint-author books published by faculty including new or revised textbooks.	5
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).	519
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).	1,053
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.	1,389
9. Number of leadership positions in a professional association held by faculty (e.g., elected officer, comm. chair, conf. chair, etc.).	321
10. Number of faculty who served on an active thesis/dissertation committee(s) for students who graduated during the year of measure.	666
Of those faculty included in item 10, the number that served as a supervisor or chair.	254
11. The number of students supervised in a clinical setting (medical, dental, law excluded). Include a description of what is included in this category.	128
Institution-specific Mission	
UNR Cooperative Extension	
1. Number of publications in items 3 and 5 that address the mission of UNR's Cooperative Extension.	151
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.)	175,218

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 as administered by the Carnegie Elective Classifications Central Office. These achievements align with [UNLV's strategic plan, Top Tier 2.0](#). They were attained by implementing thoughtful workload assignments tailored to each academic unit’s strengths and contributions to the institutional mission.

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). Now that the pandemic has receded, the mode of instruction varies across different faculty members.

The expected teaching workload for full-time tenure/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. Faculty often engage in other forms of instruction such as graduate student advising, mentorship of graduate and undergraduate students, independent study supervision, and service learning. These other forms of teaching often also support the university’s goals related to community engagement.

Instructional faculty play a key role in meeting the institution’s instructional needs. Lecturers and instructional faculty who do not hold a terminal degree and those who do are considered 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 though they are actively involved in university service.

In 2022, the institution’s instructional needs provided by its 916 full-time faculty were achieved by employing an additional 40 part-time instructional faculty resulting in 900.0 instructional faculty FTE. Additional instruction was provided through adjunct instruction (731 part-time instructors accounting for 243.8 FTE), 347 teaching assistants accounting for 79.6 FTE, and supplemental instruction provided by 98 instructors producing 30.9 FTE.

UNLV is designated as a Minority-Serving Institution (MSI), Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and Hispanic-Serving Institution (HSI). In 2022, 69% of UNLV’s students identified as minority or underrepresented, up from 63% in 2020. In addition, 51% of UNLV students are first-generation college students. To address the unique needs of UNLV’s diverse student population in support of a holistic view of student education, and to provide informal instruction to support the success of all students, UNLV launched the nation’s first “[Digital President](#)” in 2022. This artificial intelligence-driven avatar of UNLV President Whitfield was the brainchild of UNLV alumni. It was developed to broaden the reach of President Whitfield to

students and to provide a unique venue for students to seek answers to questions relating to a host of broad topics such as how to navigate the university environment, where to find information, or how to get involved in informal instructional activities or specific affinity groups. UNLV has also emphasized increasing the number of academic advisors to assist students in achieving an efficient path to graduation. The student: advisor ratio has decreased from 543:1 in 2018-19 to 384:1 in 2021-22.

To continue supporting the elements of UNLV's Top Tier 2.0 initiative, the institution has responded proactively to "the great resignation," which has become a national trend triggered by COVID-19. Compared to the academic year 2018-19, the total number of academic faculty increased by 3.2% through the academic year 2021-22. This resulted in our student: faculty ratio decreasing from 20:1 in 2018-19 to 18:1 in 2021-22. It remains a goal of the institution to cultivate 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.

In the continuing fallout from the Covid-19 pandemic, fall 2022 undergraduate enrollment has increased only 0.8% over the past biennium from 2020; in contrast, graduate-program enrollment rose by 2.8% over the same period. However, as regular faculty members have retired or moved on with their careers and within the constraints of the post-COVID budgetary situation we have had to rely more on temporary instructors. Nevertheless, this has not affected our quality of education as our four-year graduation rate has increased from 38% to 42% and our six-year rate from 60.5% to 62% over the same period. Our student-faculty ratio is at 17.7:1, slightly lower than the median of land-grant universities (18:1). This lower ratio allows faculty to have teaching loads that are comparable to peers at R1 universities. The lower ratio also allowed the University to maintain comparable figures for class section enrollment and student FTE taught, as well as the creation of innovative programs like the Clark County Dual Enrollment program for high school students in the Las Vegas area to take university classes for UNR instructors.

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 FY21, the most recent year for which data are available, the University of Nevada, Reno had total annual research expenditures of \$112 million and annual research awards of over \$87 million. This requires devotion of faculty time to perform research functions, write grants that are nationally competitive, and manage graduate students and research personnel.

Nevada State College

Providing excellent learning experience to our students remains an integral part of decision making at Nevada State College. Excellent teaching calls for qualified, dedicated, instructors in the classroom. Despite the challenges faced by higher education nationally during the pandemic, we were able to continue executing our mission of “the promise of a stronger community” evident by our small enrollment growth of 1% in FTE when our system experienced a slight decline of 3% in the same reporting cycle. This growth was supported by a 15% FTE (230.0 in Fall 2022 vs 199.7 in Fall 2020) growth in both and full-time and part-time faculty. This planned growth in faculty, which was in line with our historic enrollment growth (e.g., Fall 2019 to Fall 2020 growth of 15.4% in student FTE), exceeded our 1% student FTE growth due to the shortfall in projected enrollment. This shortfall can be attributed to uncertainties and changes associated with the pandemic such as student choices between early employment vs college education due to the current economic downturn and shifting instruction and enrollment modalities to accommodate distant learning.

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. Based on the growth disparity between student FTE and faculty FTE mentioned above, there was a small decline in average student FTE taught by faculty from Fall 2020 to Fall 2022 (16.7 vs 19.0). From valuable insights gained from one of the most challenging year for recruitment and enrollment, we expect to re-gain or exceed our pre-pandemic ratio of 22 Student FTE per faculty in upcoming reports.

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 when taught by full-time faculty. In Fall 2022, 45.2% of the faculty credit hours were assigned to regular faculty – a 3.1% gain from the Fall 2020 report. Long term positive indicators of these efforts include our historically high retention and graduation rates during this reporting cycle.

In upcoming years, Nevada State College plans to continue growing the percent of credit hours taught by regular faculty for strong student outcomes while maintaining a higher student FTE to faculty ratio for the most efficient use of our faculty resources.

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. While CSN has worked to “right-size” our full-time faculty ranks to mirror enrollment and programmatic student demand, the pandemic has impacted both enrollment and faculty retention and hiring; thus, our full-time faculty in the classroom has nominally decreased from 491 in 2020 to 486 in 2022, hiring and retention being impacted in high-impact career and technology (CTE) areas like nursing and applied technologies, as well as some STEM fields. Full time faculty hiring and retention in some general education areas like gateway math and English has also been a challenge. Clearly, CSN has depended greatly on our adjunct faculty ranks to deliver quality instruction as the full-time-to-part-time faculty ratio (based on credit hours taught) fell to 55% full-time faculty to 45% part-time faculty in 2022 (down from 60% FT to 40% PT in 2020). 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. The workload report for Fall 2022 shows that full-time faculty at CSN are teaching, on average, 4.6 sections per semester (consistent with the 2020 average of 4.6 sections); they average 13 credit hours per semester (in 2018 it was 12.7 credit hours) including overload. During this academic year, as we continue to come out of the pandemic, continuing efforts at improving institutional efficiency are in progress to ensure that CSN is offering a “completable schedule” in the morning, afternoon, and evening at each of our main sites as well as through our online campus, and CSN is beginning to see significantly increasing enrollment numbers in our in-person sections.

Great Basin College

FY2023 is the last year of the approved Capacity Enhancement funding initially received for FY2019, which continued to be funded in the 2019 and 2021 Legislative sessions. It is anticipated that all positions funded initially through this funding will be sustained with the weighted student credit hours that have been generated with expansion of programs such as Nursing and Teacher Education. For FY2023, funding from an administrative faculty position was repurposed to partially fund an additional English instructor position that was warranted due to enrollment in those courses and amount of overload.

In 2010 the percent of undergraduate instruction taught by full-time faculty was 57.7% and part-time faculty 42.3%. Full-time vs part-time faculty increased in 2020 to 74.7% (FT) and 25.3% (PT). This trend continued in Fall 2022 to 78.3% (FT) and 21.7% (PT) faculty. The long-term trend of GBC instruction is to have fewer sections taught with more students per section. This is in large part the result of more online classes being taught that consolidate more students into fewer sections. The average section enrollment size in 2010 was 16.4 and increased to 17.7 in 2020 which represents an 8% increase in class size. In Fall 2022 the average section enrollment increased to 18.4 resulting in a 12.2% increase from Fall 2010. This trend is an intentional result to improve efficiency of faculty workload.

Truckee Meadows Community College

FT Faculty Instruction: The current biennium has been challenging for FT faculty staffing. In FY21, in the wake of the pandemic, state budget cuts and falling enrollment prompted TMCC to convene a Budget Reduction Taskforce comprised of representatives from all employee groups. This group identified several budget reduction strategies such as reducing staffing levels, including among FT faculty. Since Fall 2020, roughly three dozen FT faculty positions were vacated through attrition strategies including early retirements, buyouts, and a pattern of not refilling positions after resignations. As a result, the total headcount of regular faculty available for instruction fell from 164 in Fall 2020 to 148 in Fall 2022 – a decline of nearly 10%. Importantly, over a dozen of the remaining FT faculty positions are presently staffed with 1-year temporary hires who are paid with grant funds or American Rescue Plan dollars. While many of these FT vacancies are backfilled with LOA instructors, the number of FT faculty who are teaching overload increased from 75 to 109, and the FTE that they generated doubled.

Between Fall 2020 and Fall 2022, the number of sections taught by FT faculty fell nearly 9.5%, from 853 sections to 816 sections. Despite this, the student credit hours generated fell just 5.5%, owing to the partial recovery of FTE between Fall 2020 and Fall 2022, and to the larger proportion of sections taught by PT instructors. Overall, Student FTE was less than 1% lower in Fall 2022 than

Fall 2020 in sections given by FT faculty. Our current funding sources for 1-year temporary faculty will end at the close of the current fiscal year. Until the present uncertainties about the coming biennial budget are clarified during the upcoming legislative session, the college cannot search for FT faculty replacements.

In Fall 2022, the number of PT sections increased by nearly 7%, but their student credit hours generated fell by over 6%, indicating that enrollment efficiencies are challenged in the current semester. Although Other Supplemental instruction fell by nearly half, we must focus on improving course occupancies in order to trim instructional costs, including the need for FT faculty overload teaching.

In Fall 2022, twenty FT faculty are participating in our Faculty Advisor program, which aims to bring down the student-to-advisor ratio. Participating faculty each receive a 3-credit teaching release during the academic year, in either Fall or Spring, or split over both semesters. FT faculty are also working to increase the number of courses that feature free digital resources such as OER instead of expensive textbooks, in an effort to improve affordability and facilitate retention. Finally, several FT faculty in STEM programs supervise student undergraduate research projects, which enhance persistence, retention, completion, and transfer.

Western Nevada College

‘Start Here, Go Anywhere.’ This is the motto Western Nevada College has continued to live by during COVID-19 and into the post pandemic environment. This commitment to students is most clearly evidenced through faculty’s dedication to helping students overcome barriers and find success as they pursue their personal and professional goals. While the pandemic was challenging, positive practices emerged, such as increased interactions with community partners and a focus on supporting faculty and staff well-being, that will allow WNC to continue strengthening instruction through high quality and effective content, as well as efficient, student-centered delivery.

Over the past year, WNC has partnered with regional school districts to find innovative ways to increase opportunity and access to dual credit opportunities for high school students, as well as increase understanding of postsecondary expectations and rigor among high school instructors and staff. Through this collaboration, WNC developed and implemented a co-teaching model that pairs college faculty with high school ‘affiliate’ instructors to deliver curriculum to high school students. Nine WNC faculty received a 1-credit (or more) administrative release to train, collaborate and support high school ‘affiliates’ in the delivery of carefully designed curriculum and learning assessments. The entire project is supervised by two faculty members who ensure courses and student outcomes align with college level standards.

In Fall 2022, WNC also implemented the following changes in anticipation of an NFA contract adoption that will support faculty workload requests:

- Increased workload units for science labs and some studio classes
- Decreased contact hours for nursing faculty full-time workloads

WNC continues to acknowledge the importance and direct impact of full-time faculty in the classroom on student outcomes. As such, the College’s regular faculty headcount has increased steadily since 2014, to a total of 56 in 2022.