

**PROPOSED AMENDMENT**  
**Title 4, Chapter 3, New Section 3**

Additions in **Boldface**; deletions [~~stricken~~ in brackets]

**Section 3. Faculty Workload Guidelines.**

- 1. The Board of Regents of the University and Community College System of Nevada 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 UCCSN 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 UCCSN 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 UCCSN 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 UCCSN 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 UCCSN 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 simila**