

BOARD OF REGENTS
BRIEFING PAPER
Handbook Revision, Faculty Workload

BACKGROUND & POLICY CONTEXT OF ISSUE:

Current Board policy prescribes expected teaching loads for faculty at all NSHE institutions. Expectations for teaching loads vary by institution type in accordance with national standards and expectations. For example, faculty at community colleges are expected to have higher teaching loads since their primary responsibility is teaching. University faculty have lower teaching loads since they are expected to be productive in graduate education and scholarship activities.

Staff recommends that the Board's faculty workload policy be revised to clearly provide flexibility for university faculty members who are engaged in doctoral-level instruction or grant-funded research. The current policy is unclear in allowing this needed flexibility. In addition, it is recommended that newly-hired faculty may be given a reduced teaching load for a limited period of time in order to establish a research program. This recommendation is supported by members of the Academic Affairs Council who initiated the examination of our current policy in light of the reality of university faculty expectations and the requirements to expand university research programs.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend *Title 4, Chapter 3, Section 3* to provide that 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. In addition, newly-hired faculty may be given a reduced instructional workload for a limited period of time in order to establish a research program. (See the attached Policy Proposal.)

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If approved as proposed, the policy revision will provide:

- Additional flexibility to universities to grant faculty members who are involved in doctoral-level education or research at the universities a reduced teaching load; and
- Incentives for recruitment of research faculty.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

This revision might be perceived to be a reduction in workload for university faculty members, when in fact, it spells out clear conditions for such reduction and is permissive so that the university has flexibility in encouraging faculty productivity and research activity.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Maintain the existing policy whereby university faculty heavily involved in doctoral-level education and research are expected to teach an average of 12 units per academic year.

COMPLIANCE WITH BOARD POLICY:

<input type="checkbox"/> Consistent With Current Board Policy: Title #_____ Chapter #_____ Section #_____
<input checked="" type="checkbox"/> Amends Current Board Policy: Title 4, Chapter 3, Section 3
<input type="checkbox"/> Amends Current Procedures & Guidelines Manual: Chapter #_____ Section #_____
<input type="checkbox"/> Other:_____
<input type="checkbox"/> Fiscal Impact: Yes_____ No_____
Explain:_____

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.
 - d. As it applies to a, b, and c, reassignments from the expected [~~teaching~~] **instructional** load as well as course overloads must be approved in advance by the appropriate vice-president **or** 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