

The Report on

**Part-Time Faculty Compensation and Salary  
Survey  
House Bill 384**

By  
New Mexico Higher Education Department

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## **Report on Part-Time Faculty Compensation and Salary Survey**

### **Summary of Charge**

In the 2007 Legislative Session, House Bill 384 (HB 384) directed the New Mexico Higher Education Department to produce an Annual Accountability Report in collaboration with each public postsecondary educational institution in the state of New Mexico. Section B, Part 5 of HB 384 stipulated that the report was to include information pertaining to:

1. faculty compensation and benefits practices
2. details regarding the number and percentage of part-time and full-time faculty employed by New Mexico's public postsecondary educational institutions
3. per-credit hour pay rate for both full-time and part-time faculty
4. percentage by which full-time and part-time faculty salaries were increased annually
5. institutional policies for providing benefits to the full-time and part-time faculty they employ

New Mexico's future depends on a well-educated, well-trained workforce and citizenry. New Mexico's public postsecondary educational institutions are the primary providers of tertiary education for the state's population of learners.

Other states, such as California in its 2001 Report on Part-Time Faculty Compensation, concluded that many elements impact the experience of part-time faculty and affect their ability to instruct their students. Pursuant to the mission of

New Mexico's public postsecondary institutions to provide quality education to their students, many institutions have sought various means to maintain affordability while adapting course offerings to reflect the changing needs of their local communities.

The United States generally, and New Mexico specifically, have experienced a shift away from full-time and tenure-track faculty positions at postsecondary institutions and toward part-time and contingent/adjunct positions. This shift is largely the consequence of financial pressures, administrators' desire for greater flexibility in hiring, firing, and modifying course offerings, and the increased focus on teaching basics and preparing students for jobs.<sup>1</sup> Thus, as the population of part-time faculty is steadily growing, it becomes both right and timely to undertake a study of part-time faculty and the ways in which their experience is colored by the compensation and benefits afforded to them.

This report of the New Mexico Higher Education Department mirrors the efforts of a number of other states that have undertaken similar studies and surveys.

California, New Jersey, Oregon, Pennsylvania, and Washington, among others, have all engaged in legislatively mandated studies of the part-time faculty employed by their public postsecondary institutions. The resultant reports vary in depth, scope, and magnitude; yet, they all reflect a shared concern about preserving the integrity of the education for their students despite rapidly increasing numbers of part-time faculty. The New Mexico Higher Education

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<sup>1</sup> New York Times. "Decline of Tenure Track Raises Concerns." Alan Finder. Nov. 20, 2007

Department's report represents a distillation of the efforts to comply with the legislative charge of HB 384, Section B, Part 5 and also the attempt to compile useful data that will contribute to policy development and decision making at the state level as well as to the nationwide investigation into the issue of part-time faculty employment at institutions of higher learning.

### **Methodology**

In response to the requirements of HB 384, Section B, Part 5, the New Mexico Higher Education Department designated staff members to oversee and conduct the study. The New Mexico Higher Education Department staff convened meetings with officials from New Mexico's twenty-five public colleges and universities, part-time faculty employed by these institutions, and legislators. These meetings elicited a number of concerns and issues, which subsequently formed the foundation upon which a comprehensive survey was developed.

Consistent with the provisions of the statute, specific definitions for part-time and full-time faculty were created to establish the survey's scope. It became obvious that there was significant variance in the meanings and use of the terms of "part-time" and "full-time" faculty between institutions. Thus, it was evident that clear, concise definitions of "part-time" and "full-time" faculty were necessary in order to determine comparable groups for the purposes of this survey. New Mexico Higher Education Department staff sought the counsel of various institutional researchers and academic officers, and conducted research on the Integrated Postsecondary Education Data System (IPEDS) website before developing

definitions that were applicable to both four-year and two-year institutions. Full-time faculty for four-year and two-year institutions were defined respectively as *“non-tenure track Instructors/Lecturers who are hired with full-time regular contracts and whose major regular assignment and primary function is instruction for credit courses only”* and *“faculty who are hired with full-time regular contracts and whose major regular assignment and primary function is instruction for credit courses only.”* In the interest of clarity, the above defined full-time faculty will hereafter be referred to as “full-time instructors” in order to preserve the distinction between the survey group and those full-time faculty who were excluded by reason of tenure, tenure-track, and other attributes. These other full-time faculty were excluded from the survey because these positions require research, service and administrative responsibilities as part of their permanent status. There was general agreement on the definition of part-time faculty for both four-year and two-year institutions. It was determined that part-time faculty were those *“faculty who are hired on a per-course or equivalent service basis, up to 1.25 Full-Time Equivalent (FTE), with no guarantee of contractual renewal and whose major regular assignment and primary function is instruction for credit courses only.”* Teaching Assistants and Graduate Assistants were both excluded from this survey group, as these positions are typically offered to students as part of their financial aid packages.

The survey asked questions pertaining to the full spectrum of faculty employment, including salary ranges, medians, and quartiles; full-time instructor and part-time faculty benefit packages; workloads and contractual duties; quality

of work environment including access to basic office resources; and the median number of credit hours taught per semester. Multiple drafts of the survey were disseminated, and extensive feedback from institutional researchers, university officials, and faculty members was received and incorporated into the survey. The final draft of the survey was sent by email attachment to the institutional researchers with copies sent to the chief academic officers of the state's twenty-five colleges and universities, including branch campuses and community colleges. The institutions responded within thirty days. Twenty-four completed surveys were received and were subject to the analysis contained within this report.

Questions that would facilitate an analysis of the intangible aspects of part-time faculty employment were outside the scope of the Part-Time Faculty Compensation and Salary Survey. Issues of respect, courtesy, and civility were not included in the survey. Questions pertaining to gender, age, and ethnicity were also omitted from this study. Therefore, New Mexico Higher Education Department staff did not attempt to discern a pattern of differences in compensation linked to these characteristics in the analysis.

### **Major Questions Addressed in the HB 384 Study**

The intent of this study is to provide an equitable, dispassionate, and thorough review of the issues outlined in HB 384, Section B, Part 5. In order to achieve this goal, this study answers the following questions:

- How many part-time faculty and full-time instructors are employed by New Mexico's public colleges and universities?
- What is the per-credit hour pay rate for full-time instructors and part-time faculty?
- What is the percent salary increase for full-time instructors and part-time faculty?
- What are the primary duties of full-time instructors and part-time faculty?
- What are the similarities and differences between the compensated tasks performed by full-time instructors and part-time faculty? What, if any, are the effects of similarities or differences on compensation?
- What benefits do part-time faculty receive? How do they compare to the benefits received by full-time instructors?
- What method is used to evaluate full-time instructors and part-time faculty?

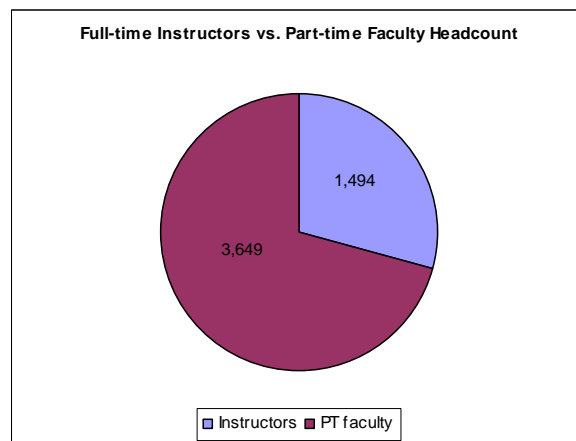
### **Summary of Analysis**

Findings from the HB 384 study were organized into categories: faculty background and distribution, duties and tasks, salaries, and benefits. Each category contains a discussion of similarities, differences, and trends between part-time faculty and full-time instructors as well as the policies according to which they are employed.

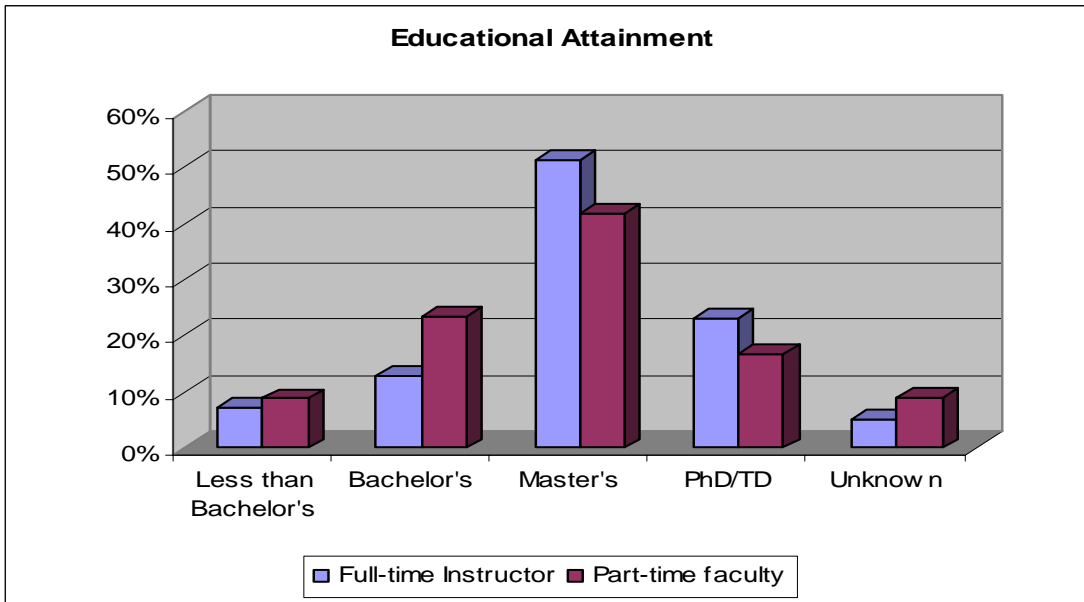


### ***I. Faculty Background and Distribution***

- **There are more part-time faculty than full-time instructors.** Twenty-two institutions provided data regarding full-time instructor headcounts; 21 institutions provided data regarding part-time instructor headcounts. Given this pool of data, approximately 1,494 full-time instructors and 3,649 part-time faculty were employed at public colleges and universities in New Mexico. Therefore, part-time faculty represented approximately 67 percent of the faculty data reported. When the tenured and tenure track personnel present at four-year institutions are included the percentage of part-time faculty falls to 54 percent of the total.



- **Part-time faculty and full-time instructors have similar educational attainment levels.** The majority of both full-time instructors and part-time faculty members hold Master's Degrees: 51 percent and 42 percent respectively. Approximately 7 percent of full-time instructors and 9 percent of part-time faculty hold less than a Bachelor's Degree, 13 percent of full-time instructors and 24 percent of part-time hold Bachelor's Degrees, and 23 percent of full-time instructors and 17 percent of part-time faculty hold terminal degrees.

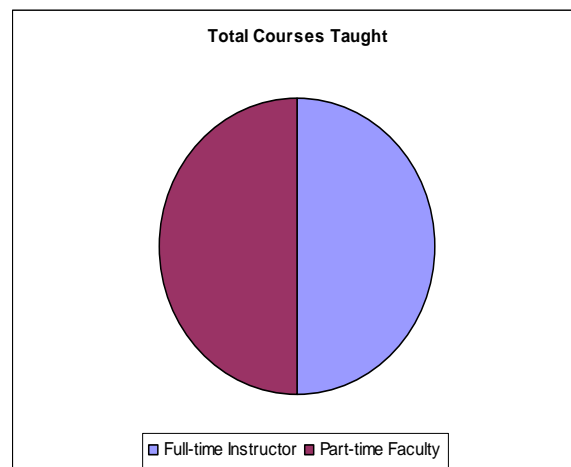


- Full-time instructors are compensated for earning higher degrees during their employment more often than are part-time faculty.** Seventy-five percent of institutions reported offering fiscal compensation for full-time instructors who attain higher degrees during their employment. Only 46 percent of institutions reward part-time faculty with comparable compensation for higher degrees. It is important to note that this part-time salary increase does not achieve parity with full-time instructor salaries for the same earned degree. Sixty three percent of institutions require that the higher degree be related to the faculty member's field of instruction, regardless of whether the faculty member is full- or part-time.
- Institutions implement similar hiring practices for full-time and part-time positions.** Institutions primarily conduct local, institutionally-directed as well as regional and national searches for full-time candidates. Part-time searches are largely conducted in the same manner, with the additional usage of internal postings and promotions to fill part-time vacancies.

- **There is a high turn-over rate among part-time faculty.** Only 9 percent of the current part-time faculty population has maintained employment at the same institution since Fall 2000. Seventeen percent has been employed consistently at his or her institution since Fall 2003 and 30 percent since Fall 2005. Thus, 44 percent of current part-time faculty do not have a history of continuous employment at their current institutions.
- **Institutional hiring practices may explain the high part-time faculty turn-over rate.** Seventy-one percent of the surveyed institutions recruit part-time faculty members for full-time positions; however, only 42 percent of institutions individually notify part-time faculty of full-time positions and only one institution has a published policy that specifically places preference on hiring part-time faculty for full-time positions.
- **The use of part-time faculty differs by discipline.** Eight-three percent of institutions indicate that mathematics departments are among the top five departments with a preponderance of part-time faculty. Sixty-two percent indicated similar densities of part-time faculty within english departments.
- **Some institutions have developed materials and policies that specifically address part-time faculty.** Fifty percent of institutions report that they have a specific institutional policy that addresses the use of part-time faculty. Fifty percent of institutions also report having handbooks or manuals designed explicitly for part-time faculty usage. Sixty-three percent of institutions conduct orientations for newly hired part-time faculty, and 71 percent of institutions indicate that they have developed a salary schedule or plan designed expressly for part-time faculty.

## II. Duties and Tasks

- **Not all institutions keep records of credit hours taught by different faculty constituencies.** Twenty-two out of 24 institutions were able to provide data about the number and distribution of credit hours taught by full-time instructors and part-time faculty.
- **Nearly half of institutions rely more heavily on part-time faculty to offer courses than full-time instructors.** The comprehensive picture of institutional employment reveals that part-time faculty, as a group, teach slightly more courses at nearly half of the institutions than full-time instructors. However, as the number of part-time faculty exceeds the number of full-time instructors, it is evident that each individual part-time faculty member teaches significantly fewer credit hours than his or her full-time counterpart per semester.



\* The above chart does not include courses taught by full-time, tenure-track faculty who were outside the scope of this survey.

- **Full-time instructors have substantially more contractual obligations than part-time faculty.** Full-time instructor contracts include upwards of 16 obligations involving duties outside classroom teaching – such as committee assignment, community service, and faculty meetings – at nearly 92 percent of

institutions. The obligations placed upon part-time faculty are considerably fewer. Thirty-eight percent of institutions cite participation in registration and research activities as contractual obligations for part-time faculty; data indicate that these duties are the most common duties beyond the scope of classroom teaching. It is important to note that 92 percent of institutions contract full-time instructors to hold office hours, while only 33 percent contract part-time faculty to do the same.

- **Part-time faculty are compensated by some institutions for duties conducted outside the classroom.** Forty-two percent of institutions report compensating part-time faculty for the development of courses and curricula, while 25 percent of institutions compensate for professional development hours. Seventeen percent of institutions report compensating part-time faculty for teaching larger classes. Between four and eight percent of schools compensate their part-time faculty for extra-classroom hours spent preparing for class, fulfilling committee assignments, attending division/school/college and faculty meetings, and conducting research activities. It is important to note that 4 percent of institutions compensate part-time faculty for holding office hours.
- **All full-time instructor and part-time faculty contracts have the expectation of “prep time” for courses taught.** Full-time instructors and part-time faculty are expected to “prep” for the courses they are contracted to teach. Therefore, additional compensation is not ordinarily paid to them for conducting such duties.
- **Part-time faculty and full-time instructors are evaluated according to substantially similar procedures.** Institutions utilize the same methods for evaluating both part-time faculty and full-time instructors. One hundred percent

of institutions use student evaluations in appraisal of full-time instructors and 96 percent of institutions use them for part-time faculty. Evaluation by department supervisors is the next most common method; 96 percent and 75 percent of institutions judge full-time instructors and part-time faculty respectively according to this technique.

### ***III. Salary and Compensation***

- **In general, full-time instructors\* earn slightly less than double the per-credit hour salaries than part-time faculty at 4-year institutions.** Based upon reported numbers of faculty employed and salaries paid, the New Mexico Higher Education Department has determined that full-time instructors at 4-year institutions earn an average per-credit hour salary of approximately \$1,896 while part-time faculty earn an average per-credit hour salary of roughly \$1,010. The weighted average difference between the part-time faculty and full-time instructor per-credit hour salaries calculates at approximately \$887.
- **In general, the gap between full-time instructors\* and part-time faculty per-credit hour pay rates is smaller at 2-year institutions than at 4-year institutions.** Based upon the reported data, the New Mexico Higher Education Department has determined that full-time instructors at the 2-year institutions earn roughly \$1,542 per-credit hour taught, whereas part-time faculty earn approximately \$763 per credit hour. Therefore, the weighted average difference of per-credit hour salaries at 2-year institutions is nearly \$737.

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\* full-time instructors does not include full-time, tenure-track faculty

- **The state-wide picture of full-time instructor\* and part-time faculty per-credit hour salaries indicate that part-time faculty make slightly more than half what full-time instructors make.** The overall picture of 4-year and 2-year salary data reveals that full-time instructors earn roughly \$1,642 per-credit hour, while part-time faculty earn roughly \$812. The weighted average difference between the part-time and full-time credit hour salaries calculates at \$787.
- **Most institutional overload policies compensate full-time instructors\* and part-time faculty at the same rate.** Approximately 63 percent of institutions utilize the same policies for compensating full-time instructors and part-time faculty for the courses taught over the full-time course load. Most of these policies compensate faculty at a flat “per-credit hour” rate for an overload; however, some policies calculate the rate of compensation based upon the faculty members’ educational attainment level. New Mexico Higher Education Department calculations reveal that four institutions compensate full-time instructors for overloads at roughly the part-time faculty per-credit hour pay rate. Three institutions compensate full-time instructors for overloads at a rate that exceeds the part-time faculty per-credit hour pay rate.
- **All institutions awarded annual pay increases to their full-time instructors\* for the past four years; increases for part-time faculty have been more sporadic.** The reported data indicate that all institutions awarded full-time instructors at least a 2 percent pay increase per year since Fall 2003. The average percent increase for full-time instructor salaries in Fall 2005 and Fall 2006 was 3.2 percent and 4.4 percent respectively. Part-time faculty salary

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\* full-time instructors does not include full-time, tenure-track faculty

increases are far more sporadic. Five institutions have not awarded part-time faculty a salary increase within the past four years, and eight institutions did not award an increase for Fall 2006. Of the institutions that did modify pay rates for part-time faculty in Fall 2005 and Fall 2006, the average percent increase was 3 percent and 2 percent respectively.

- **Full-time instructors\* are more frequently provided campus privileges than are part-time faculty.** Institutions provide campus privileges – such as library, gym, and parking access, staff discounts, FAX usage, and business cards – to full-time instructors primarily on an academic year basis whereas there is no discernable pattern regarding part-time faculty privileges being awarded per academic year or per semester. Academic year library access is provided by institutions with the greatest frequency: 96 percent of institutions award it to the full-time instructors and 50 percent of institutions award it to part-time faculty. Library access is followed closely by parking access: 86 percent of institutions award it to full-time instructors while 46 percent award it to part-time faculty.
- **Most institutions have a tiered pay scale for part-time faculty.** Sixty-seven percent of institutions report having a tiered pay scale for part-time faculty. Forty-two percent of institutions indicate that various factors – such as years of experience and academic discipline – will influence the salary paid to part-time faculty. In contrast, 75 percent of institutions adjust full-time instructor salaries according to similar extraneous factors.
- **Full-time instructors\* are occasionally compensated for extra-contractual special administrative duties.** Forty-six percent of institutions reported

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\* full-time instructors does not include full-time, tenure-track faculty



compensating full-time instructors for functioning as a Department Chair. Thirty-four percent of institutions compensate for duties as Program Chair/Coordinator. The vast majority of institutions (88 percent) indicate that compensation is paid as a flat rate stipend to full-time instructors who accept these additional responsibilities. Only three institutions cite negotiable or contingent compensation packages for these duties.

#### ***IV. Benefits***

- **Most institutions do not award benefits to part-time faculty based upon credits taught.** Most institutions indicate that they have no credit threshold over which part-time faculty become eligible for benefits. Eighty-three percent of institutions report that part-time faculty do not qualify for benefit packages regardless of the number of credit hours they teach per semester.
- **The vast majority of institutions offer comprehensive benefits packages to full-time instructors.** One hundred percent of institutions offer health, life, and disability insurances to full-time instructors. Ninety-six percent provide dental insurance, 88 percent provide vision coverage, and 75 percent provide retirement packages other than the Education Retirement Board policy, as well as tuition reimbursement.
- **Minimal benefit provisions exist for part-time faculty.** Only one institution of the twenty-five surveyed reported offering part-time faculty dental, disability, health, vision, and life insurance. All other institutions do not provide any of the above coverage. Thirteen percent of institutions offer part-time faculty retirement benefits other than Educational Retirement Board policy, and 17 percent provide tuition reimbursement. It is important to note that the data pertaining to how

many part-time faculty maintain employment outside of the university and carry benefits through the secondary employer is not available at this time.

- **Data irregularities prevent detailed analysis of the costs associated with benefit packages.** Numerous survey questions were geared at determining the costs incurred by institutions that provide benefit packages to full-time instructors and/or part-time faculty. Unfortunately, inconsistent and/or inaccurate data was reported. Thus, New Mexico Higher Education Department is unable to analyze the costs associated with benefit packages for individual employees.

### **Summary of Findings and Conclusions**

The employment and utilization of part-time faculty in modern America's institutions of higher learning has become a contentious issue and there are polarized views of the part-time faculty compensation question. One perspective argues that market forces determine equity of compensation; the other perspective maintains that equity will not be achieved until there is comparable pay for comparable work.<sup>2</sup> In this study conducted by New Mexico Higher Education Department, a comparison was made of full-time instructors' compensation and benefits packages to part-time faculty compensation and benefits packages. In the attempt to create a comparable survey body, precise definitions of full-time instructors and part-time faculty were created. The observation of disparities between compensation and benefit packages offered to

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<sup>2</sup> California Postsecondary Education Commission, "Report on Part-Time Faculty Compensation in California Community Colleges." April 2001

full-time instructors and part-time faculty suggests that equity in either case is not a reality in New Mexico's public postsecondary institutions.

Public postsecondary institutions are the primary point of affordable entry into higher education for New Mexico residents. Thus, the perennial concern of all public postsecondary institutions is the maintenance of affordability, which places rigid constraints on faculty compensation and operational costs while contending with fluctuating enrollments and the varying demands made by local constituencies. Part-time faculty clearly play an enormous role in ensuring that public postsecondary institutions have the flexibility to quickly adapt course offerings in order to meet the needs and desires of its student body. Part-time faculty are also significantly less expensive than are full-time instructors; thus, they may be integral components of the public postsecondary institutions' plans to keep costs down and ensure affordability for students.

If future policy makers decide to adopt the perspective that equity represents equal pay for equal work, New Mexico institutions will require recurring additional funding to bring the part-time faculty per-credit hour salaries into alignment with the full-time instructor per-credit hour salaries. A careful cost-analysis must be conducted in order to determine the necessary budget to achieve equity.

Further, recent data indicates that benefit packages cost institutions roughly 28% of a faculty member's salary<sup>3</sup>, which indicates an even greater financial burden

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<sup>3</sup>American Association of University Professors  
<http://www.aaup.org/NR/rdonlyres/2C8250A6-59DC-4323-892B-FFCDBB3652FB/0/Figure45.pdf>

colleges and universities will sustain if directed to offer comparable packages to part-time faculty. However, study findings indicate that a consistent set of core services incumbent upon full-time instructors and part-time faculty is lacking. The data presented earlier demonstrated considerable variation between institutions as to the contractual obligations and additional duties asked of full-time instructors and part-time faculty. A set of core services that all institutions expect of all faculty – regardless of classification as full- or part-time – would facilitate the creation of a base per-credit hour pay rate upon which equitable tiered pay scales can be built for both full-time and part-time faculty. Without such adjustments, future attempts to achieve equity in compensation are likely to be complicated.

The question pertaining to equitable compensation of full-time instructors and part-time faculty is not confined simply to salary pay rates and overload policies. Benefits and forms of insurance are essential components of compensation, and cannot be overlooked in subsequent policy considerations. Nationally, health insurance is becoming particularly difficult for individuals to afford on their own. Both the percentage and the number of people without health insurance increased in 2006. The percentage without health insurance increased from 15.3 percent in 2005 to 15.8 percent in 2006 and the number of uninsured increased from 44.8 million to 47.0 million. To compound the problem, the percentage of people covered by employment-based health insurance decreased to 59.7

percent in 2006, from 60.2 percent in 2005.<sup>4</sup> In light of these national trends, New Mexico's public colleges and universities deserve to be commended for the comprehensive benefits packages they offer full-time instructors. However, an examination of resources and funding might prove advantageous in future attempts to achieve parity between benefits offered to part-time faculty.

Appreciable differences exist between compensation packages and salaries offered to part-time faculty and full-time instructors throughout New Mexico. The possible methods by which to address these disparities are manifold. Future policy makers will be forced to determine which areas will be the targets of equity – salary, benefits, and/or work environment. Further study is required to ascertain whether there is a cause-and-effect relationship between compensation paid to faculty and consequences for student learning. Nevertheless, the New Mexico Higher Education Department identifies a plausible concern: if part-time faculty are not compensated for duties that facilitate student access to faculty, such as holding regular office hours, the caliber of student learning may be compromised.

The American Association of University Professors (AAUP) indicates that part-time faculty are frequently able teachers and scholars who are forced into contingent positions by the overarching structure of academic employment. Therefore, the AAUP argues that the problems relating to teaching quality and

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<sup>4</sup> US Census Bureau  
<http://www.census.gov/hhes/www/hlthins/hlthin06/hlth06asc.html>

educational integrity that have arisen at institutions in other states appear to be rooted in the sheer nature of contingent work, including the lack of support structures and the constraints on academic freedom for faculty in these positions.<sup>5</sup> The data collected by New Mexico Higher Education Department confirms that basic institutional support structures such as voicemail, office space, basic office supplies, and computers are not equally available to New Mexico part-time faculty. Few institutions have formal policies mandating access to anything other than email; in most instances, access is determined by departments. The AAUP concludes that only concerted efforts to minimize the negative consequences of contingent work will prevent the generalized and diffused decline in the quality of education in a nation whose faculty are overwhelmingly part-time.

The findings of the New Mexico Higher Education Department Part-time Faculty Salary and Compensation survey largely accord with the trends identified by other states and national agencies who have investigated the issue. The Commonwealth of Pennsylvania conducted a comparable survey in October 2003. The report noted that the assurance of fair treatment and compensation provided to part-time faculty is a matter of public interest. Students benefit from quality educational programs, and these programs require instruction by faculty

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<sup>5</sup> John W. Curtis and Monica F. Jacobs, "Consequences: An Increasingly Contingent Faculty," American Association of University Professors, 2006

members who are appropriately prepared, supported, and compensated, regardless of their classification as full- or part-time.<sup>6</sup>

The recent survey of contingent faculty conducted by AAUP echoed Pennsylvania's concerns. The AAUP report expounds upon national trends and patterns, and reports that the most rapid growth in recent years has been in two particular categories of contingent faculty appointments: part-time positions generally limited to a single course for a single academic term, and full-time fixed-term positions, most often for one to three years of employment that do not lead to consideration for tenure.<sup>7</sup> The AAUP data for Fall 2003 indicates that 65 percent of all faculty at degree-granting colleges and universities in the United States fell into the two categories of contingent faculty defined above. Further, the AAUP asserted that the decline in tenure-track positions and the increase of contingent faculty will likely continue into the foreseeable future unless institutions devote particular energies to the hire of significant numbers of new tenure-track faculty.<sup>8</sup>

### **Future Considerations**

It is important that public postsecondary institutions carefully track and compile data pertaining to part-time faculty employment as well as overarching salary and compensation data for use in future surveys. The data collected in accordance

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<sup>6</sup> Part-Time Faculty at Institutions of Higher Education in the Commonwealth of Pennsylvania. October 2003 [http://jsg.legis.state.pa.us/PART\\_TIME.HTM](http://jsg.legis.state.pa.us/PART_TIME.HTM)

<sup>7</sup> John W. Curtis and Monica F. Jacobe, "Consequences: An Increasingly Contingent Faculty," American Association of University Professors, 2006

<sup>8</sup> Curtis and Jacobe, 2006

with this survey was an initial attempt by the institutions. In order to preserve the integrity of future analyses – and in order to ensure an accurate and complete picture of the employment environment in which part-time faculty work – it is imperative that institutions strive to improve data collection techniques pertaining to compensation, employment, credit hours taught, and headcount breakdowns by discipline and educational attainment level.

New Mexico Higher Education Department Part-Time Faculty Salary and Compensation survey was able to penetrate the boundaries of the environment in which part-time faculty work within New Mexico public postsecondary institutions. Insight into the policies that determine part-time employment and compensation was achieved, as well as an understanding of the role that part-time faculty play within institutions. New Mexico Higher Education Department is able to conclude, after extensive data analysis and careful consideration, that part-time faculty are absolutely essential to the daily operations of public postsecondary institutions. Without the part-time faculty constituent group, institutions of higher learning would suffer a tremendous decline in the ability to offer sufficient number of courses to suit the demands of its student body given current budget restraints. Further, part-time faculty make it possible for institutions to expand course selection, improve availability, and teach a larger student body without incurring the substantial financial drain that a full-time faculty member represents. However, the part-time faculty operate from an inferior position compared to their full-time colleague. In many instances, they



are not provided sufficient resources to perform teaching duties to the best of their abilities.

Significant differences exist between compensation packages and salaries offered to part-time faculty and full-time instructors. Equalization of pay, benefits, and resources for part-time faculty would require a substantial financial investment. Some postsecondary institutions have already developed policies and practices that aim to bridge the compensation gap between full-time instructors and part-time faculty. It is crucial that a thorough cost analysis be conducted prior to the execution of any legislation directing institutions in the implementation of similar equalizing policies. Accessible, quality higher education is an important right of all New Mexicans and the New Mexico Higher Education Department recognizes that part-time faculty are essential to ensure this right.

## **Bibliography & Resources**

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New York Times, "Decline of Tenure Track Raises Concerns," Alan Finder, Nov. 20, 2007

Part-Time Faculty at Institutions of Higher Education in the Commonwealth of Pennsylvania, October 2003

[http://jsq.legis.state.pa.us/PART\\_TIME.HTM](http://jsq.legis.state.pa.us/PART_TIME.HTM)

US Census Bureau

<http://www.census.gov/hhes/www/hlthins/hlthin06/hlth06asc.html>

The Integrated Postsecondary Education Data System

<http://nces.ed.gov/ipeds/>

AN ACT

RELATING TO HIGHER EDUCATION; PROVIDING FOR FACULTY  
INFORMATION IN THE ANNUAL ACCOUNTABILITY REPORT FOR HIGHER  
EDUCATION; PROVIDING FOR A PAY SCHEDULE FOR PART-TIME FACULTY.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

Section 1. Section 21-1-26.7 NMSA 1978 (being Laws 1990  
(1st S.S.), Chapter 4, Section 2, as amended) is amended to  
read:

"21-1-26.7. ANNUAL ACCOUNTABILITY REPORT.--

A. The higher education department shall submit an  
annual accountability report to the governor and to the  
legislature by December 31. Prior to publication, the  
department shall distribute a draft of the accountability  
report to all public post-secondary educational institutions  
and shall allow comment upon the draft report.

B. The department in consultation with each public  
post-secondary educational institution shall develop and adopt  
the content and a format for the report, including the  
following information:

- (1) student progress and success;
- (2) student access and diversity;
- (3) affordability and cost of educational  
services;

- (4) public and community service by the

institution; and

(5) faculty, compensation and benefits practices, including:

(a) number and percentage of part-time and full-time faculty;

(b) per-credit-hour pay rate for full-time instructors or lecturers and per-credit-hour pay rate for part-time faculty;

(c) percent salary increase for full-time faculty and percent salary increase for part-time faculty; and

(d) description of the institution's policy for offering benefits to full-time faculty and to part-time faculty.

C. The department shall make no funding recommendation, capital outlay recommendation, distribution or certification on behalf of any public post-secondary educational institution that has not submitted the information required pursuant to this section."

Section 2. TEMPORARY PROVISION--PART-TIME FACULTY COMPENSATION.--The higher education department shall work with the public post-secondary educational institutions to establish a pay schedule for part-time faculty to be subject to legislative appropriation.

# **PART-TIME FACULTY COMPENSATION SURVEY**

## **New Mexico Higher Education Department**

### **2007**

#### **Definitions:**

*For the purposes of this survey, please utilize the following definitions to guide your data collection.*

#### **Full-time Faculty (for 4 year Institutions):**

Non-tenure track Instructors / Lecturers who are hired with Full-time regular contracts and whose major regular assignment and primary function is instruction for credit courses only. Visiting Professors should be regarded as Full-time Faculty.

#### **Full-time / Regular Faculty (for 2 year Institutions):**

Faculty who are hired with Full-time regular contracts and whose major regular assignment and primary function is instruction for credit courses only. These individuals may or may not be tenured or on a tenure track.

#### **Part-time (Temporary) Faculty:**

Faculty who are hired on a per-course or equivalent service basis, up to 1.25 FTE, with no guarantee of contractual renewal and whose major regular assignment and primary function is instruction for credit courses only. Teaching Assistants and Graduate Assistants should not be regarded as Part-time Faculty.

#### **Terminal Degree:**

The generally accepted highest degree in a field of study. This should include JD, MD, MFA, Ed.D and Ph.D.

#### **Median:**

The number separating the higher half of the data sample from the lower half of the data sample.

#### **Mean:**

The sum of the data sample divided by the number of data sample.

#### **Range:**

Calculated by subtracting the smallest value from the greatest value in the data sample.

#### **25<sup>th</sup>, 50<sup>th</sup>, and 75<sup>th</sup> Percentiles:**

The lower, median, and upper statistical quartiles. The lower quartile cuts off the lowest 25% of the data, the median quartile divides the data set in half, and the upper quartile cuts off the highest 25% of the data.

#### **General Instructions:**

- UNM Medical School and UNM Law School faculty should not be included in the survey responses.
- Adult Basic Education (ABE) Instructors should not be included in the survey responses.

#### **Please provide the following information:**

Name of Contact Person:

Phone Number:

Email Address:

Institution Campus Code:

1. What is the institutional policy for the median Full-time teaching load (in credit hours) for Full-time Faculty per semester?

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
<b>Median Full-time Teaching Load</b>			

Provide any comments you feel relevant to the above data:

2. What is the educational attainment level of Full-time and Part-time Faculty (head count) for the Fall 2006 semester?

	<b>Full-time Faculty</b>	<b>Part-time Faculty</b>
Less than Bachelors		
Bachelors		
Masters		
PhD / terminal degree		
Unknown		

3. How many Full-time and Part-time Faculty were employed by your institution in Fall of the following years?

	<b>Fall 06</b>	<b>Fall 05</b>	<b>Fall 04</b>	<b>Fall 03</b>	<b>Fall 02</b>
	<b>Headcount</b>	<b>Headcount</b>	<b>Headcount</b>	<b>Headcount</b>	<b>Headcount</b>
Full-time					
Part-time					

	<b>Fall 06</b>	<b>Fall 05</b>	<b>Fall 04</b>	<b>Fall 03</b>	<b>Fall 02</b>
	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
Full-time					
Part-time					

4. Indicate the top five disciplines that employed the most Full-time and Part-time Faculty (headcount) during Fall 2006.

<b>Discipline</b>	<b>Full-time Faculty</b>	<b>Part-time Faculty</b>

5. How many individual Part-time Faculty members have been continuously employed from Fall to Fall semesters at your institution?

	<b>Fall 06 Only</b>	<b>Fall 05 - 06</b>	<b>Fall 03 - 06</b>	<b>Fall 00 - 06</b>
Part-time Faculty Members				

6. Generally, how does your institution recruit for Full-time and Part-time Faculty positions? Please rank all that apply to your recruiting strategy (1-5); 1=first option through 5=last option (leave blank any option that does not apply).

	<b>Full-time Faculty</b>	<b>Part-time Faculty</b>
Internal promotions/postings		
Local search institutionally directed		
Regional/national search		
Utilization of an external firm to direct regional/nation search		
Other (please specify):		

7. Does your institution recruit Part-time Faculty for Full-time positions?

**Yes** \_\_\_\_\_ **No** \_\_\_\_\_

8. Does your institution individually notify Part-time Faculty of Full-time positions?

**Yes** \_\_\_\_\_ **No** \_\_\_\_\_

9. Does your institution have a published policy that places preference on hiring Part-time Faculty for Full-time positions?

**Yes** \_\_\_\_\_ **No** \_\_\_\_\_

# Responsibilities

10. Indicate the distribution of credit hours taught by Full-time vs. Part-time Faculty in Fall 2006

	<b>Total Credit Hours</b>	<b>Lower Division</b>	<b>Upper Division</b>	<b>Graduate/Professional</b>
Total credit hours taught by Full-time Faculty*				
Total credit hours taught by Part-time Faculty*				

\* Refer to definitions on page 1

11. Indicate contractual responsibilities of Full-time Faculty and Part-time Faculty:

	<b>Full - time Faculty</b>		<b>Part-time Faculty</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Professional Development Hours				
Preparation Hours				
Advisement Hours				
Committee Assignment				
Division/School/College Meetings				
Registration Activities				
Graduation/Commencement Attendance				
Research Activities				
Publication				
Beginning of Semester Activities				
End of Semester Activities				
Office Hours				
Community Service				
Faculty Meetings				
Contracts/Grants				
Fundraising				
Other (please specify):				



# SALARY

12. Provide the following **9-month equivalent** salary information for Full-time Faculty during Fall 2006

	Mean	Range	25 <sup>th</sup> percentile	50 <sup>th</sup> percentile	75 <sup>th</sup> percentile
Less than Bachelors					
Bachelors					
Masters					
PhD / terminal degree					
Unknown					

\* refer to definitions on page 1

13. Provide the following **per credit hour** salary information for Part-time Faculty during Fall 2006

	Mean	Range	25 <sup>th</sup> percentile	50 <sup>th</sup> percentile	75 <sup>th</sup> percentile
Less than Bachelors					
Bachelors					
Masters					
PhD / terminal degree					
Unknown					

\* refer to definitions on page 1

14. Does your institution award a salary increase for Full-time and Part-time Faculty who attain higher degrees?

	Yes	No
Full-time Faculty		
Part-time Faculty		

If yes, indicate the percentage of increase:

	Percentage of Increase (%)	
	Bachelors to Masters	Masters to Terminal Degree
Full-time Faculty		
Part-time Faculty		

Please provide any explanation you feel is relevant to the above data

15. Must the new degree be related to the faculty's area(s) of instruction?

Yes \_\_\_\_\_

No \_\_\_\_\_

16. What is the compensation package a Full-time Faculty member receives per semester for special/administrative duties?

	<b>Financial Compensation</b>	<b>Hours of Release / Reassigned Time</b>	<b>Other</b>
Division/School/College Chair			
Department Chair			
Program Chair/Coordinator			
Student Advising/Sponsorship			
Other (please explain)			

17. What is the maximum course load generally permitted for Part-time Faculty? (Report as credit hours)

Per semester/term \_\_\_\_\_

18. Are there any other factors besides the attainment of a higher degree that may affect the base salary of a Full-time or Part-time Faculty member?

<b>Full-time Faculty</b>		<b>Part-time Faculty</b>	
<b>Factor</b>	<b>Compensation</b>	<b>Factor</b>	<b>Compensation</b>

19. Are Part-time Faculty compensated for additional responsibilities?

	<b>Yes</b>	<b>No</b>	<b>Amount \$</b>	<b>N/A</b>
Professional Development Hours				
Preparation Hours				
Advisement Hours				
Committee Assignment				
Division/School/College Meetings				
Registration				
Graduation				
Research Activities				
Publication				
Course / Curriculum Development				
End of Semester Activities				
Beginning of Semester Activities				
Faculty Meetings				
Larger Class Capacities				
Office Hours				
Other (please specify):				

20. Indicate the average percent of salary increase received by Full-time and Part-time Faculty in the following semesters:

	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>	<b>Fall 05</b>	<b>Fall 06</b>
Full-time					
Part-time					

21. Indicate the overload policy pay rates per credit hour for Full-time and Part-time Faculty.

	<b>Overload Policy Pay Rate Per Credit Hour</b>
Full-time Faculty	
Part-time Faculty	

# Benefits

22. How many credit hours must a Part-time Faculty member teach in order to become eligible for benefits?

Credit Hours \_\_\_\_\_ Not Eligible \_\_\_\_\_

23. Indicate which benefits are provided for Full-time and Part-time Faculty:

	Full-time Faculty		Part-time Faculty	
	Yes	No	Yes	No
Health				
Dental				
Vision				
Life Insurance				
Disability Insurance				
Retirement (other than ERB)*				
Tuition Reimbursement				
Tuition Waiver For:	<b>Number of Free Credit Hours</b>		<b>Number of Free Credit Hours</b>	
<i>Employee</i>				
<i>Spouse</i>				
<i>Dependents</i>				

\*ERB: Educational Retirement Board

Please provide any explanations relevant to the above data:

24. Indicate how much was spent on Faculty benefit packages (excluding Tuition Benefits) in Fall 2006:

Full-time Faculty			Part-time Faculty		
Total Number of Individuals	Average cost per Individual package	Total Dollars Spent on Benefit Packages	Total Number of Individuals	Average Cost per Individual Package	Total Dollars Spent on Benefit Packages

25. Do you have a promotion system for Full-time Faculty? (refer to definitions on page 1)

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, provide details on pay implications with promotion:

26. Is there a tiered pay schedule for Part-time Faculty?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If yes, please explain:

--

27. Indicate which institutional resources are available to Part-time Faculty by checking the category that best fits your institution's approach to making them available (check all that apply):

	<b>Formal Policy Mandating Access</b>	<b>Informal Policy Recommending Access</b>	<b>Access Determined by Department or Program</b>	<b>Not Available</b>
Telephone				
Voice Mail				
Basic Office Supplies				
Copying Services				
E-mail				
Office Space				
Computer				
Clerical Assistance				
Mailbox at department office				

If the above resources vary by department or program, provide an explanation:

--

28. Does your institution develop and provide the following materials **specifically** for Part-time Faculty (check all that apply)?

	YES	NO	Institution-wide	By Department/College
Handbook or Manual				
Salary Plan or Schedule				
Institutional Policy for use of Part-time Faculty				
Orientation upon first hire				

If the above materials vary by department, provide an explanation:

29. Check the boxes that best describe how Full-time and Part-time Faculty are evaluated by your institution (check all that apply).

	Full-time Faculty	Part-time Faculty	Varies by Department
Evaluated by Students			
Evaluated by the Department Supervisor			
Evaluated by Full-time Colleagues			
Evaluated by Part-time Colleagues			
Not evaluated			
Other (please specify):			

30. Indicate which campus privileges are provided for Full-time and Part-time Faculty (check all that apply):

	Full-time Faculty		Part-time Faculty	
	Academic Year	Semester Only	Academic Year	Semester Only
Library access				
Gym privileges				
Staff discounts				
Parking access				
FAX usage				
Business cards				

Provide any explanations you feel relevant to campus privileges

31. Describe any practices your institution implements regarding Part-time Faculty that you feel are noteworthy.

32. If you have additional comments, please provide them in the space below: