



Fall 2023 Faculty Headcounts, Compensation, and Benefits Report

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NEW MEXICO
HIGHER EDUCATION
DEPARTMENT



Fostering Student Success from Cradle to Career

Report compiled by Director Mark Chisholm and Data Analyst Brit Shaughnessy, Ph.D., Academic Affairs and Policy Division



August 20, 2025

Dear colleagues:

We are pleased to present the *Fall 2023 Faculty Headcounts, Compensation and Benefits Report*, developed by the New Mexico Higher Education Department in fulfillment of the statutory requirement to survey every public higher education institution in the state. This report offers a comprehensive assessment of faculty employment data, providing the Executive, the Legislature, and institutional leaders with valuable insight into the current landscape of faculty compensation and benefits across New Mexico's higher education institutions.

The survey, first distributed in October 2024, gathered data from all public colleges and universities on both headcount and full-time equivalent (FTE) positions for full-time and part-time faculty. Specifically, the survey included the following information:

- Salaries for full-time faculty
- Per-credit-hour compensation for part-time faculty
- Benefits provided to both full-time and part-time faculty

This effort was supported by contributions from our colleagues at the New Mexico Higher Education Department, including Academic Affairs and Policy Director Mark Chisholm and Data Analyst Dr. Brit Shaughnessy, whose work ensured the accuracy and completeness of the dataset.

The Legislative Finance Committee and other stakeholders have expressed a particular interest in better understanding the role and compensation of faculty at New Mexico higher education institutions. We hope the information contained in this report will serve as a meaningful resource for ongoing policy discussions and decision-making.

Thank you to all colleges and universities for their timely and thorough participation in this survey, and we look forward to continuing collaboration with our partners – policymakers, institutional leaders, and unions – to ensure equitable, competitive, and sustainable faculty compensation in New Mexico.

Sincerely,

Stephanie M. Rodriguez
Cabinet Secretary

Patricia Trujillo, Ph.D.
Deputy Cabinet Secretary

Background

Pursuant to Section 21-1-26.7 NMSA 1978, the New Mexico Higher Education Department (Department) is required to submit an annual accountability report to the Governor and the Legislature no later than December 31 of each year. The content and format of the report are developed in consultation with public higher education institutions. They must include, at minimum, information related to student progress and success, access and diversity, affordability of educational services, and the public and community service functions of the state's colleges and universities.

The statute also requires that the report includes detailed information regarding faculty compensation and benefits practices, as specified in Section B(5). This includes data on the distribution of part-time and full-time faculty, per-credit-hour pay rates, salary increases by appointment type, and institutional policies related to benefits. To ensure compliance, the Department conducted a statewide survey of all public post-secondary institutions to collect faculty compensation and benefits data for the Fall 2023 academic term.

Methodology

To adhere to the requirements of Section 21-1-26.7 NMSA 1978, the Department developed and distributed a survey to all public postsecondary institutions to collect data on the demographic characteristics of full-time and part-time faculty, faculty salary structures, and institutional policies related to benefits.

The initial survey was distributed in October 2024 using Microsoft Excel workbooks, with each higher education institution receiving a customized file for data entry. However, the responses submitted to the Department were, in many cases, incomplete or inconsistent, raising significant concerns regarding data quality. As a result, the utility of the initial submissions for analyzing faculty compensation and benefits was limited.

To address these deficiencies, the Department developed institution-specific follow-up surveys focused exclusively on missing or incomplete information. These revised surveys were launched in April 2025 via Microsoft Forms, and data collection concluded at the end of May 2025. Following the follow-up surveys, The Department continued to identify discrepancies between the full-time tenured/tenure-track and full-time instructional faculty salary data reported by higher education institutions and the data submitted to the Integrated Postsecondary Education Data System (IPEDS). As a result, the full-time faculty salary figures presented here are based on IPEDS data, except for tribal colleges.

As detailed throughout this report, the results are frequently disaggregated by institutional sector. For clarity, Table 1 lists each institutional sector, the institutions included within them, and their corresponding abbreviations

Table 1. Institutional sectors.

Sector	Higher Education Institutions
Research Universities	New Mexico State University (NMSU); New Mexico Institute of Mining and Technology (New Mexico Tech; NMT); University of New Mexico (UNM)
Comprehensive Universities	Eastern New Mexico University (ENMU); New Mexico Highlands University (NMHU); Northern New Mexico College (NNMC); Western New Mexico University (WNMU)
Branch Community Colleges	Eastern New Mexico University, Roswell campus (ENMU-RO); Eastern New Mexico University, Ruidoso campus (ENMU-RU); New Mexico State University, Alamogordo campus (NMSU-AL); New Mexico State University, Doña Ana campus (NMSU-DA); New Mexico State University, Grants campus (NMSU-GR); University of New Mexico, Gallup campus (UNM-GA); University of New Mexico, Los Alamos campus (UNM-LA); University of New Mexico, Taos campus (UNM-TA); University of New Mexico, Valencia campus (UNM-VA)
Independent Community Colleges	Central New Mexico Community College (CNM); Clovis Community College (CCC); Luna Community College (LCC); Mesalands Community College (MCC); New Mexico Junior College (NMJC); Southeast New Mexico College (SENM); Santa Fe Community College (SFCC); San Juan College (SJC)
Tribal Colleges	Diné College (DINE); Institute of American Indian Arts (IAIA); Navajo Technical University (NTU); Southwestern Indian Polytechnic Institute (SIPI)
Military Institute	New Mexico Military Institute (NMMI)

Full-Time and Part-Time Faculty

The Department was tasked with disaggregating data between full-time and part-time faculty to improve data collection on part-time faculty and obtain more current information on full-time faculty. This report includes only instructional faculty and excludes research faculty and administrators with faculty rank. As such, full-time faculty includes tenured/tenure-track faculty, full-time instructors, and full-time lecturers. Part-time faculty includes part-time instructional faculty who are hired on a per-course basis. Headcount reflects the number of individual faculty members, regardless of workload, while full-time equivalent (FTE) converts total workload into the number of full-time positions. Figure 1 displays the headcount distribution: 4,344 full-time faculty (55.3%) and 3,508 part-time faculty (44.7%), totaling to 7,852. Figure 2 presents the distribution by FTE, with full-time faculty totaling 4,516.14 (68.1%) and part-time faculty totaling 2,118.05 (31.9%), totaling to 6,634.2.

Breaking down the data by sector (see Table 2) reveals that part-time faculty now account for the majority of faculty, both in terms of headcount and FTE, at comprehensive universities, branch community colleges, and independent community colleges. This stands in contrast to research universities, where only 16.5% of faculty by headcount and 11.5% of FTE faculty are part-time. Tribal colleges and the New Mexico Military Institute also report lower proportions of part-time faculty.

Full-Time and Part-Time Faculty Distribution, Headcount

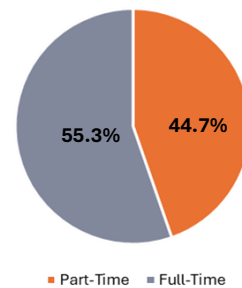


Figure 1. Full-time and part-time faculty distribution by headcount.

Full-Time and Part-Time Faculty Distribution, FTE

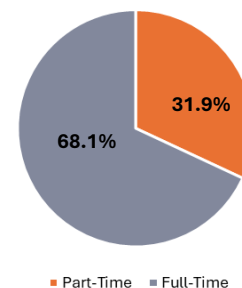


Figure 2. Full-time and part-time faculty distribution by FTE.

Table 2 highlights the extent to which institutions rely on part-time faculty to staff courses, particularly in sectors serving rural, low-income, and first-generation student populations. Part-time faculty are essential members of the higher education workforce, as they are typically highly specialized industry professionals hired to teach a single course, with only one section offered to students. Without these part-time faculty, gaps in learning outcomes would inevitably arise. As such, supporting part-time faculty is imperative to maintain educational quality, workforce development, and the long-term viability of degree programs.

Table 2. Statewide full-time versus part-time faculty, both by headcount and FTE, sorted by sector.

Sector Employment Status	Total (Headcount)	Percentage (Headcount)	Total (FTE)	Percentage (FTE)
Research Universities	3,375	100%	3,181	100%
Full-Time	2,818	83.5%	2,815.3	88.5%
Part-Time	557	16.5%	365.75	11.5%
Comprehensive Universities	864	100%	907	100%
Full-Time	311	36.0%	415	45.8%
Part-Time	553	64.0%	492	54.2%
Branch Community Colleges	1,047	100%	724.8	100%
Full-Time	382	36.5%	354	48.9%
Part-Time	665	63.5%	370.8	51.1%
Independent Community Colleges	2,353	100%	1,434	100%
Full-Time	670	28.5%	653.9	45.6%
Part-Time	1,683	71.5%	780.5	54.4%
Tribal Colleges	129	100%	307	100%
Full-Time	84	65.1%	199	64.8%
Part-Time	45	34.9%	108	35.2%
Military Institute	84	100%	80	100%
Full-Time	79	94.0%	79	98.8%
Part-Time	5	6.0%	1	1.3%
Total	7,852		6,634.2	

Faculty by Demographics

Demographic data are reported based on headcount rather than full-time equivalent (FTE).

Faculty by Gender

As of Fall 2023, New Mexico's public higher education institutions reported 3,585 male (45.7 percent) and 4,267 female (54.3 percent) faculty members. Figure 3 illustrates the gender distribution for full-time faculty, with 2,150 male (49.5 percent) and 2,194 female (50.5 percent) faculty members. Figure 4 illustrates the gender distribution for part-time faculty, with 1,435 male (40.9 percent) and 2,073 female (59.1 percent) faculty members. As the figures show, the gender split among full-time faculty is nearly even, while female faculty constitute a majority of part-time faculty at 59 percent.

Faculty by Race and Ethnicity

The vast majority of New Mexico's higher education faculty in Fall 2023 were either White (4,526; 68.5 percent) or Hispanic (1,675; 25.3 percent). This was followed by Asian (485; 7.3 percent), those of unknown race or ethnicity (440; 6.7 percent), Native American (223; 3.4 percent), non-resident alien (208; 3.2 percent), Black or African American (154; 2.3 percent), those identifying as two or more races (137; 2.1 percent), and Native Hawaiian or Pacific Islander (1; 0.01 percent) faculty.

Table 3 presents the distribution of full-time faculty by sector, categorized by race/ethnicity and gender, as reported for Fall 2023. This is followed by Table 4, which presents the distribution of part-time faculty by sector, categorized by race/ethnicity, as reported for Fall 2023. Figures 5 through 11 illustrate the breakdown of all faculty (both full-time and part-time) by race and ethnicity, categorized by sector. Taken together, the data suggest that New Mexico's branch community colleges have the most racially and ethnically diverse faculty among the sectors. New Mexico's tribal colleges report the highest representation of Native American faculty, reflecting their mission and student populations.

Full-Time Faculty Gender Distribution

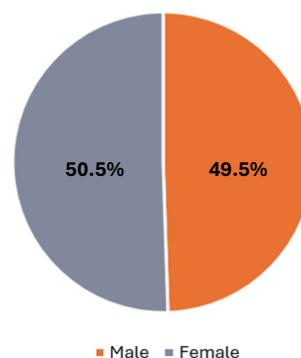


Figure 3. Gender distribution for full-time faculty.

Part-Time Faculty Gender Distribution

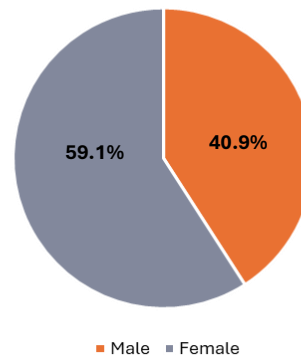


Figure 4. Gender distribution for part-time faculty.

Table 3. Distribution of full-time tenured/tenure-track faculty and full-time instructional faculty on race/ethnicity and gender by sector.

	Hispanic	Black	Native American	Asian	Native Hawaiian or Pacific Islander	White	Two or More Races	Race and Ethnicity Unknown	Non-Resident Alien	Total
Research Universities	468	56	51	321	0	1,645	47	93	137	2,818
Female	273	37	30	122	0	806	25	45	58	1,396
Male	195	19	21	199	0	839	22	48	79	1,422
Comprehensive Universities	41	4	2	12	0	182	2	40	28	311
Female	25	2	2	4	0	105	2	17	14	171
Male	16	2	0	8	0	77	0	23	14	140
Branch Community Colleges	101	7	15	26	0	208	17	2	6	382
Female	52	4	9	10	0	117	7	2	3	204
Male	49	3	6	16	0	91	10	0	3	178
Independent Community Colleges	146	13	20	20	0	432	10	28	1	670
Female	84	4	10	11	0	230	4	13	1	357
Male	62	9	10	9	0	202	6	15	0	313
Tribal Colleges	4	2	43	3	1	31	0	0	0	84
Female	4	1	15	1	1	14	0	0	0	36
Male	0	1	28	2	0	17	0	0	0	48
Military Institute	8	3	0	7	1	51	0	1	8	79
Female	3	0	0	4	0	20	0	1	2	30
Male	5	3	0	3	1	31	0	0	6	49
Grand Total	768	85	131	389	2	2,549	76	164	180	4,344

Research Universities: Racial/Ethnic Breakdown

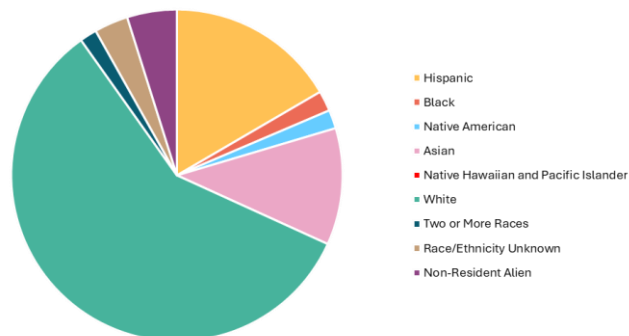


Figure 5. Racial and ethnic composition of full-time and part-time faculty at research universities.

Comprehensive Universities: Racial/Ethnic Breakdown

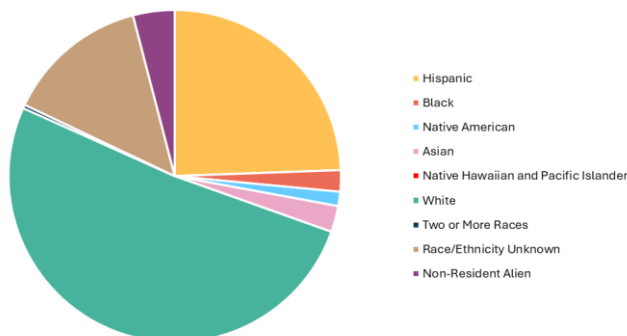


Figure 6. Racial and ethnic composition of full-time and part-time faculty at comprehensive universities.

Branch Community Colleges: Racial/Ethnic Breakdown

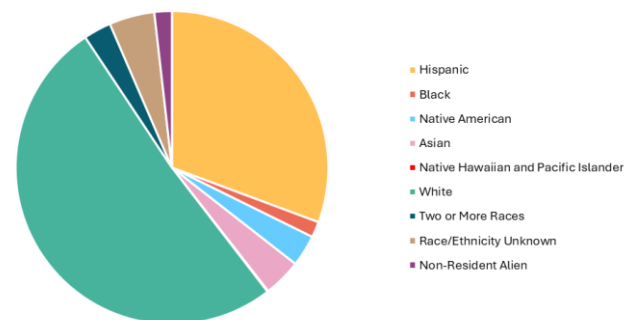


Figure 7. Racial and ethnic composition of full-time and part-time faculty at branch community colleges.

Independent Community Colleges: Racial/Ethnic Breakdown

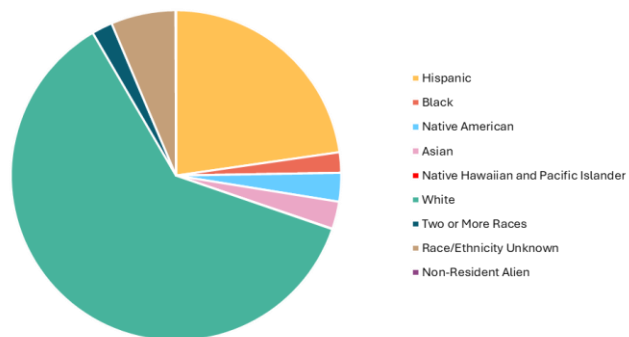


Figure 8. Racial and ethnic composition of full-time and part-time faculty at independent community colleges.

Tribal Colleges: Racial/Ethnic Breakdown

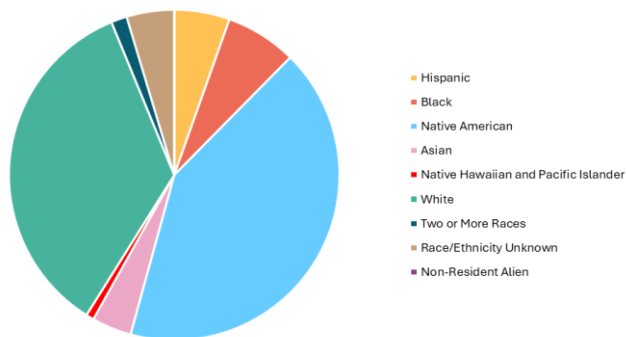


Figure 9. Racial and ethnic composition of full-time and part-time faculty at tribal colleges.

Military Institute: Racial/Ethnic Breakdown

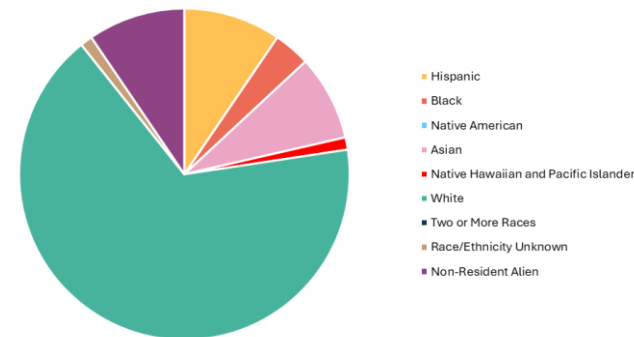


Figure 10. Racial and ethnic composition of full-time and part-time faculty at the military institute.

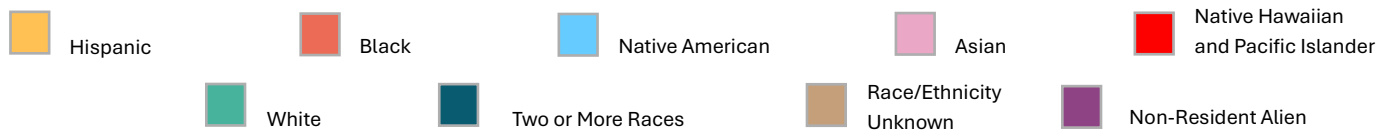


Table 4. Distribution of part-time faculty on race/ethnicity and gender by sector.

	Hispanic	Black	Native American	Asian	Native Hawaiian or Pacific Islander	White	Two or More Races	Race and Ethnicity Unknown	Non-Resident Alien	Total
Research Universities	125	4	6	26	0	359	7	22	8	557
Female	75	4	5	17	0	204	2	17	2	326
Male	50	0	1	9	0	155	5	5	6	231
Comprehensive Universities	170	14	10	10	0	261	1	80	7	553
Female	104	6	7	3	0	152	1	43	4	320
Male	66	8	3	7	0	109	0	37	3	233
Branch Community Colleges	220	10	19	15	1	327	13	47	13	665
Female	110	7	11	10	1	197	9	27	5	377
Male	110	3	8	5	0	130	4	20	8	288
Independent Community Colleges	389	34	46	43	1	1,011	38	121	0	1,683
Female	235	18	27	29	1	619	20	66	0	1,015
Male	154	16	19	14	0	392	18	55	0	668
Tribal Colleges	3	7	11	2	0	14	2	6	0	45
Female	1	1	11	2	0	10	1	6	0	32
Male	2	6	0	0	0	4	1	0	0	13
Military Institute	0	0	0	0	0	5	0	0	0	5
Female	0	0	0	0	0	3	0	0	0	3
Male	0	0	0	0	0	2	0	0	0	2
Grand Total	907	69	92	96	2	1,977	61	276	28	3,508

Faculty Race and Ethnicity in Context: National and New Mexico Comparisons

To put the faculty racial and ethnic data in context, the Department sought to compare national-level data to New Mexico's data using IPEDS data compiled by The Chronicle of Higher Education¹. This data comparison reveals that the racial and ethnic composition of New Mexico's higher education faculty is notably more diverse than national averages. However, this diversity is not consistent across all groups, and faculty demographics still do not fully reflect the racial and ethnic makeup of the student population, indicating room for continued progress. As illustrated in Table 5, Hispanic and Native American faculty are represented at significantly higher rates in New Mexico than nationwide. National averages show just 7 percent of faculty identifying as Hispanic and only 0.4 percent as Native American, where New Mexico reports their higher education faculty as 21.3 percent Hispanic and 2.8 percent Native American.

Despite notable differences between New Mexico and national data, White faculty remain the majority in both contexts. However, it is important to recognize that faculty recruitment often draws from national — and even international — applicant pools, making New Mexico's comparatively diverse faculty demographics particularly significant.

Table 5. Racial/Ethnic Composition of Higher Education Faculty in the U.S. and New Mexico

Race/Ethnicity	U.S. Faculty Percent	New Mexico Faculty Percent
Hispanic	7.0%	21.3%
Black	6.9%	1.9%
Native American	0.4%	2.8%
Asian	9.1%	6.2%
Native Hawaiian or Pacific Islander	0.2%	0.05%
White	69.1%	57.6%
Two or More Races	1.7%	1.7%
Race/Ethnicity Unknown	3.5%	5.6%
Non-Resident Alien	2.1%	2.6%

Demographic Data Conclusions

The demographic data presented in this report offer insight into the composition of New Mexico's higher education faculty. Compared to national averages, New Mexico reports significantly higher shares of Hispanic and Native American faculty, reflecting the state's unique demographic makeup and the work of higher education institutions to represent the populations that they serve. The data also reveal balanced gender distribution among full-time faculty, on par with national averages².

While these findings indicate that New Mexico's higher education faculty include higher shares of Hispanic and Native American faculty compared to national averages, the extent to which this reflects intentional institutional recruitment versus broader factors such as professionals choosing to work in their home state remains unclear. As with the distinction between Hispanic-enrolling institutions and Hispanic-serving institutions, representation alone does not necessarily confirm a strong institutional role in shaping these outcomes. Additional inquiry, such as a statewide faculty climate survey, could help clarify the factors influencing faculty composition.

¹ <https://www.chronicle.com/article/race-ethnicity-and-gender-of-full-time-faculty/>

² <https://nces.ed.gov/programs/coe/indicator/csc/postsecondary-faculty>

Faculty Salary Data

Pay Rate for Full-Time Tenured and Tenure-Track Faculty

Table 7 highlights variation in the average pay rates for full-time tenured and tenure-track faculty across New Mexico's higher education sectors. As of Fall 2023, research universities offered the highest average salary at \$99,473, followed by the military institution at \$83,599 and comprehensive universities at \$77,578. In contrast, independent community colleges reported the lowest average salary at \$71,042, followed by tribal colleges at \$72,634 and branch community colleges at \$73,492.

As for salary increases, independent community colleges employing full-time tenured/tenure-track faculty provided the highest increase from Fall 2022 salaries at 7.59 percent, followed by branch community colleges at 5.48 percent. By contrast, the New Mexico Military Institute and tribal colleges provided the lowest increases in the state at 3 percent.

Table 6. Nine-month equivalent salary: full-time tenured/tenure/track faculty.

Sector Rank	Faculty by Headcount	Average Nine-Month Salary Equivalent	Average Percentage Increase from Previous Academic Year
Research Universities		\$99,473	4.54%
Assistant Professor	590	\$82,728	2.30%
Associate Professor	538	\$93,503	6.92%
Full Professor	397	\$122,189	4.41%
Comprehensive Universities		\$77,578	3.66%
Assistant Professor	170	\$66,430	4.64%
Associate Professor	89	\$76,993	3.93%
Full Professor	88	\$89,313	2.4%
Branch Community Colleges*		\$73,492	5.48%
Assistant Professor	75	\$60,595	4.95%
Associate Professor	40	\$73,231	7.01%
Full Professor	59	\$86,652	4.49%
Independent Community Colleges*		\$71,042	7.59%
Assistant Professor	83	\$66,303	6.31%
Associate Professor	23	\$71,257	5.96%
Full Professor*	92	\$79,656	10.5%
Tribal Colleges*		\$72,634	3.00%
Assistant Professor	76	\$63,744	3.00%
Associate Professor	52	\$72,713	3.00%
Full Professor	45	\$81,444	3.00%
Military Institute		\$83,599	3.00%
Assistant Professor	15	\$74,516	3.00%
Associate Professor	19	\$84,952	3.00%
Full Professor	10	\$91,330	3.00%
Average		\$79,636	4.56%

* Averages may not include all institutions in the sector, as some institutions do not employ faculty at every rank.

Pay Rate for Full-Time Instructor and Lecturer Faculty

Table 8 highlights less variation in the average pay rates for instructor and lecturer faculty across New Mexico's higher education sectors. As of Fall 2023, research universities offered the highest average salary at \$62,117, followed by independent community colleges at \$58,970 and branch community colleges at \$58,728. By contrast, comprehensive universities reported the lowest average salary at \$46,772, followed by tribal colleges at \$55,008 and the military institute at \$57,400.

As for salary increases, research universities offered the highest average increase from Fall 2022 salaries at 6.43 percent, followed by independent community colleges at 5.46 percent. By contrast, the average salary decreased by -1.1 percent at comprehensive universities, and the military institute offered the lowest raise at 3 percent.

Across the four-year sectors, the ordering of instructor and lecturer ranks varies. At research universities, lecturers outnumber instructors and earn a higher average salary, while at comprehensive universities the opposite is true — instructors are more numerous and higher paid than lecturers. This lack of consistency suggests that institutions may be using these titles differently, which complicates direct comparisons of faculty composition and pay across the state.

Table 7. Nine-month equivalent salary: instructor and lecturer faculty.

Sector Rank	Faculty by Headcount	Average Nine-Month Salary Equivalent	Average Percentage Increase from Previous Academic Year
Research Universities		\$62,117	6.43%
Instructor	46	\$54,118	6.31%
Lecturer	176	\$70,116	6.54%
Comprehensive Universities		\$46,772	-1.1%
Instructor	67	\$55,166	1.68%
Lecturer	10	\$38,379	-3.90%
Branch Community Colleges		\$58,728	5.05%
Instructor	92	\$56,757	3.19%
Lecturer	62	\$60,700	8.63%
Independent Community Colleges		\$58,970	5.46%
Instructor	385	\$58,970	5.46%
Lecturer	---	---	---
Tribal Colleges		\$55,008	5.00%
Instructor	78	\$55,008	2.50%
Lecturer	---	---	---
Military Institute		\$57,400	3.00%
Instructor	12	\$57,400	3.00%
Lecturer	---	---	---
Average		\$56,499	3.97%

Pay Rate for Part-Time Faculty

Methods differ for determining part-time faculty pay rates across New Mexico's higher education institutions. Some institutions have universal per-credit-hour rates, regardless of course level or faculty experience. Others have differing per-credit-hour rates depending on the type of course or the faculty's experience. The Department cannot yield meaningful results if the data is sorted by sector; therefore, the following tables are sorted by institution rather than sector to account for these differences.

Universal Per-Credit-Hour Pay Rate

Table 8 highlights notable differences in per-credit-hour pay rates for part-time faculty across institutions. The University of New Mexico offers the highest per-credit-hour pay rate at \$6,390. Central New Mexico Community College offers the next highest flat rates, paying \$3,494 per credit hour for Tier 2 lab faculty and \$3,087 for Tier 1 lab faculty. This is followed by New Mexico State University's minimum for college professors at \$2,175 per credit hour. New Mexico Tech offers the highest rate for faculty teaching graduate courses, at \$2,000 per credit hour.

By contrast, the New Mexico Military Institute offers the lowest per-credit-hour rate for part-time faculty at \$670, followed by Eastern New Mexico – Roswell, Clovis Community College, and Luna Community College, all of which pay \$700 per credit hour.

Table 8. Part-time faculty pay rate at institutions with universal per-credit-hour rates across campus.

Sector Institution	Number of Faculty	Per-Credit-Hour Pay Rate	Percentage Increase from Previous Academic Year
Research Universities		\$2,309	0%
New Mexico State University	173		
College Instructor Minimum		\$985	0%
College Assistant Professor Minimum		\$1,287	0%
College Associate Professor Minimum		\$1,829	0%
College Professor Minimum		\$2,175	0%
New Mexico Tech	17		
Undergraduate Courses	---	\$1,500	0%
Graduate Courses	---	\$2,000	0%
University of New Mexico	572	\$6,390	---
Comprehensive Universities		\$941	6.35%
Eastern New Mexico University	92		
Undergraduate Courses	---	\$800	14.3%
Graduate Courses	---	\$1,000	11.1%
New Mexico Highlands University*	---	\$1,000	0%
Western New Mexico University*	---	\$910	0%
Branch Community Colleges		\$878	6%
Eastern New Mexico University - Roswell	76	\$700	---
Eastern New Mexico University – Ruidoso	37	\$800	---
New Mexico State University – Alamogordo	41	\$900	6%
New Mexico State University – Grants	30	\$970.02	---
University of New Mexico – Gallup	53	\$1,017.60	---
Independent Community Colleges		\$1,647	5.33%
Central New Mexico Community College**	268		3.96%
Lab course: Tier 1	---	\$3,087.76	---
Lab course: Tier 2	---	\$3,494.40	---
Studio course: Tier 1	---	\$1,690	---
Studio course: Tier 2	---	\$1,922.96	---
Clovis Community College	71	\$700	12%
Luna Community College	36	\$700	7.7%
San Juan College	191		
Part-Time Faculty	---	\$778	3%
Retired Part-Time Adjunct Instructor	----	\$801	0%
Tribal Colleges		\$950	10%
Diné College	27	\$850	30%
Institute of American Indian Arts	45	\$1,000	0%
Navajo Technical University*	---	\$900	0%
Military Institute		\$670	0%
New Mexico Military Institute	1	\$670	0%
Average		\$1,131	5.06%

*Number of faculty not reported.

**Central New Mexico Community College (CNM) has a tiered pay system for faculty, depending on the type of class (i.e., lab, studio), and the faculty's educational attainment. Hence, CNM appears in both Table 8 and Table 9.

Pay Rate by Faculty's Educational Attainment and Experience

Table 9 highlights differences in per-credit-hour pay rates for part-time faculty based on educational attainment or experience. In this area, Central New Mexico Community College offers the highest rates, paying \$1,340 per credit hour to Tier 2 faculty with a Doctor of Philosophy (Ph.D.) and \$1,224 to Tier 2 faculty with a master's degree. This is followed by San Juan College, which pays \$1,150 per credit hour to returning Ph.D. faculty and to full-time Ph.D. faculty teaching overload courses.

At the lower end, Mesalands Community College pays \$500 per credit hour to faculty with an associate's degree and \$600 to those with a bachelor's degree. It remains unclear whether faculty holding associate's degrees are relegated to serving as instructors for Career and Technical Education (CTE) courses.

Doña Ana Community College presents a unique case, using a pay scale based on experience. The most experienced part-time faculty earn \$1,251 per credit hour, while the least experienced earn \$993.

Faculty Salary Conclusions

The variations in faculty salary should be understood within the broader fiscal landscape that higher education institutions are navigating. Many colleges and universities in New Mexico are facing budget constraints, rising costs, and potentially unstable enrollment. While the data show ongoing pressures on New Mexico's higher education institutions, additional detail would be needed to assess how these pressures affect access to quality instruction and student experiences. In many cases, institutional leaders make difficult trade-offs to sustain operations and fulfill their missions with limited resources. It is also important to note that full-time faculty are often paid below their peers at comparable higher education institutions nationally, further limiting the ability to raise compensation for part-time faculty.

Moreover, the part-time faculty workforce is not monolithic. Some part-time faculty teach as a complement to full-time employment elsewhere or to stay engaged in their field. Others may rely on multiple part-time teaching appointments across institutions as a primary source of income. Current data does not allow the Department to distinguish between these groups, but compensation impacts faculty in different ways. Higher education institutions are completing what they can within their means, and it is the hope of this report to support ongoing conversations.

Table 9. Part-time faculty pay rate at institutions that determine pay by instructor educational attainment.

Sector Educational Attainment	Number of Faculty	Per-Credit-Hour Pay Rate	Percentage Increase from Previous Academic Year
Branch Community Colleges		\$963	9%
University of New Mexico – Taos	70		
Bachelor's Degree	---	\$903	14%
Master's Degree	---	\$963	8%
PhD	---	\$1,023	8%
University of New Mexico – Valencia	57		
Bachelor's Degree	---	\$903	8%
Master's Degree	---	\$963	8%
PhD	---	\$1,023	8%
Independent Community Colleges		\$977	14.7%
Central New Mexico Community College	286		
Bachelor's Degree: Tier 1	---	\$932.88	---
Bachelor's Degree: Tier 2	---	\$1,108.64	---
Master's Degree: Tier 1	---	\$1,049.36	---
Master's Degree: Tier 2	---	\$1,224.08	---
PhD: Tier 1	---	\$1,165.84	---
PhD: Tier 2	---	\$1,340.56	---
Mesalands Community College*	18		
Associate's Degree	---	\$500	---
Bachelor's Degree	---	\$600	---
Master's Degree	---	\$700	---
PhD	---	\$800	----
Nursing Degree	---	\$700	---
New Mexico Junior College	42		
Associate's Degree	1	\$900	36%
Bachelor's Degree	9	\$980	37%
Master's Degree	17	\$1,100	37%
PhD	5	\$1,140	37%
Santa Fe Community College	223		
Bachelor's Degree	---	\$883	---
Master's Degree	---	\$901	---
Master's Degree +45 Credits	---	\$914	---
PhD	---	\$932	---
Southeast New Mexico College	71		
Below PhD New Hire	---	\$1,000	0%
Below PhD Returning Faculty	---	\$1,100	0%
PhD New Hire	---	\$1,050	0%
PhD Returning Faculty	---	\$1,150	0%
Full-Time Faculty Overload	---	\$1,100	0%
Full-Time PhD Faculty Overload	---	\$1,150	0%
Average		\$970	11.85%

Table 10. Part-time faculty pay-rate: Doña Ana Community College (New Mexico State University - Doña Ana).

Experience	Per-Credit-Hour Pay Rate	Percentage Increase from Previous Academic Year
Entry-Level Part-Time Instructor	\$993	3%
18-35 Credits Taught as College Instructor	\$1,057	3%
36-53 Credits Taught as College Instructor	\$1,122	3%
54-89 Credits Taught as College Instructor	\$1,187	3%
90 or More Credits Taught as College Instructor	\$1,251	3%
Average	\$1,122	3%

Note: Number of faculty not reported.

Faculty Benefit Data

Following the statute, the Department collected data on the benefits offered to full-time tenured and tenure-track faculty, full-time instructor and lecturer faculty, and part-time faculty. Institutions were asked whether they offered each of eight specific benefits to these groups: health insurance, dental insurance, vision insurance, life insurance, disability insurance, retirement benefits, parking during terms, and parking between terms. Table 10 shows the benefits offered statewide by faculty rank and Table 11 breaks this down further by sector.³

Table 10. Benefits offered statewide by faculty rank.

Benefit	Percentage of Institutions Providing Benefit
Health Insurance	
Full-time tenured/tenure-track	95.83%
Full-time instructor/lecturer	79.17%
Part-time	53.72%
Dental Insurance	
Full-time tenured/tenure-track	95.83%
Full-time instructor/lecturer	79.17%
Part-time	53.72%
Vision Insurance	
Full-time tenured/tenure-track	95.83%
Full-time instructor/lecturer	79.17%
Part-time	53.72%
Disability Insurance	
Full-time tenured/tenure-track	95.83%
Full-time instructor/lecturer	79.17%
Part-time	53.72%
Life Insurance	
Full-time tenured/tenure-track	95.83%
Full-time instructor/lecturer	79.17%
Part-time	53.72%
Retirement Benefits	
Full-time tenured/tenure-track	95.83%
Full-time instructor/lecturer	79.17%
Part-time	73.85%
Parking Between Terms	
Full-time tenured/tenure-track	83.33%
Full-time instructor/lecturer	70.83%
Part-time	66.67%
Parking During Terms	
Full-time tenured/tenure-track	83.33%
Full-time instructor/lecturer	70.83%
Part-time	72.68%

Note: Percentages represent the proportion of institutions in the state offering these benefits.

³ Results are reported for every sector except military institute, as the New Mexico Military Institute offers all the benefits to all faculty levels. For independent community colleges, only full-time instructional/instructional lecturer faculty and part-time faculty are shown. For the two independent community colleges that noted that they had tenure-track faculty, all of the benefits were offered.

Table 11. Benefits offered statewide by sector and faculty rank.

Sector	Percentage of Institutions Providing Benefit						Parking Between Terms	Parking During Terms
	Health Insurance	Dental Insurance	Vision Insurance	Disability Insurance	Life Insurance	Retirement Benefits		
Research Universities								
Full-time tenured/tenure-track	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Full-time instructor/lecturer	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Part-Time	66.70%	66.70%	66.70%	66.70%	66.70%	100.00%	33.30%	33.30%
Comprehensive Universities								
Full-time tenured/tenure-track	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Full-time instructor/lecturer	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Part-Time	25.00%	25.00%	25.00%	25.00%	25.00%	50.00%	100.00%	100.00%
Branch Community Colleges								
Full-time tenured/tenure-track	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Full-time instructor/lecturer	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Part-Time	55.60%	55.60%	55.60%	55.60%	55.60%	55.60%	66.70%	77.80%
Independent Community Colleges								
Full-time tenured/tenure-track	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%
Full-time instructor/lecturer	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	50.00%	50.00%
Part-Time	25.00%	25.00%	25.00%	25.00%	25.00%	87.50%	50.00%	50.00%
Tribal Colleges								
Full-time tenured/tenure-track	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%	50.00%	50.00%
Full-time instructor/lecturer	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	0.00%	0.00%
Part-Time	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	75.00%
Military Institute								
Full-time tenured/tenure-track	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Full-time instructor/lecturer	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Part-Time	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Note: Percentages represent the proportion of institutions in the state offering these benefits.

Faculty Benefits Conclusions

The data reveal distinct differences in the provision of benefits across sectors, with part-time faculty receiving fewer benefits than their full-time counterparts. Full-time tenured, tenure-track, full-time instructors, and full-time lecturers receive the most comprehensive benefits packages, while part-time faculty have more limited access. This pattern is consistent across nearly every sector, regardless of institutional size or type.

Among the six sectors, New Mexico's independent community colleges offer the fewest benefits overall. Full-time instructors and lecturers receive comprehensive benefits packages, whereas full-time tenured, tenure-track, and part-time faculty receive more limited benefits. This is likely due to their institutional structures – there are very few tenured and tenure-track faculty at independent community colleges.

By contrast, all of New Mexico's research universities, comprehensive universities, branch community colleges, and the military institute offer complete benefits packages to full-time tenured, tenure-track, instructor, and lecturer faculty. This coverage is not extended to their part-time faculty. In comprehensive universities and branch community colleges, the share of higher education institutions offering core benefits to part-time faculty, such as health or life insurance, drops to 25 percent.

As outlined above, part-time faculty comprise a substantial portion of the instructional workforce at many higher education institutions. This data highlights the need for discussions surrounding the benefits provided to part-time faculty.

Recommendations

Recommendation 1: Ongoing Collaboration on Faculty Roles in Student Success

Continued dialogue among the Executive, Legislature, and New Mexico's higher education institutions is essential to ensuring that policy and resource decisions fully account for the role of faculty. Faculty are the primary point of contact for students and play a central role in shaping the academic experience, influencing student engagement, and supporting retention. Recognizing faculty as integral to institutional outcomes will strengthen efforts to align state priorities with the realities of the classroom and the needs of students.

Recommendation 2: Support for Part-Time Faculty

Future legislative discussions may benefit from considering targeted strategies to support part-time faculty, who play an essential role in delivering instruction across New Mexico's higher education system. Such strategies could include exploring options for increasing compensation, expanding access to benefits, and providing professional development opportunities that enhance instructional quality and retention. Strengthening support for part-time faculty would not only address compensation and resource gaps but also contribute to greater instructional stability for students.

Recommendation 3: Cross-Sector Alignment on Faculty Nomenclature

Higher education institutions should collaborate to establish consistent definitions and usage of faculty titles across sectors. Currently, the designation of roles such as instructor and lecturer varies between institutions,

with differences in how these ranks are applied, compensated, and counted in reporting. Similarly, there is limited consistency in distinguishing part-time academic faculty from career technical education faculty for the purposes of statewide data collection. Developing shared definitions and applying them uniformly would improve the accuracy and comparability of data, strengthen the ability to track trends in faculty composition and compensation over time, and provide clearer information to guide policy and budget decisions.

Recommendation 4: Strengthening Recruitment and Retention of a Diverse Faculty

Building on the strength of New Mexico's comparatively diverse faculty, higher education institutions should explore strategies to both sustain and expand representation across all racial and ethnic groups. Efforts should address not only recruitment but also retention, recognizing that long-term representation depends on creating an environment in which faculty choose to remain and advance in their careers. Conducting regular campus climate surveys of faculty would provide valuable insights into factors influencing job satisfaction, professional growth, and long-term commitment. These data could inform targeted initiatives to support faculty success and ensure that institutions continue to reflect and serve New Mexico's diverse student population.

Recommendation 5: Inclusion of Graduate Students, Postdoctoral Scholars, and Staff in Future Surveys

This survey did not include postdoctoral scholars, particularly those with teaching fellowships, graduate students serving in instructional roles, or staff who contribute to academic instruction and support. These groups are essential to understanding the full instructional and support landscape of New Mexico's higher education institutions, especially at the state's larger campuses. Future surveys should incorporate these populations to provide a more comprehensive picture of the individuals who contribute to teaching, research, and student success.

Conclusions

New Mexico's public higher education institutions play a vital role in advancing educational attainment, economic opportunity, and workforce development for the state's communities. As part of ongoing legislative efforts to monitor and strengthen these higher education institutions, the Department was tasked with disaggregating data between full-time and part-time faculty to improve the accuracy of reporting on part-time faculty and obtain more current information on full-time faculty. In turn, the Department analyzed faculty demographics, benefits, and compensation across rank and sector.

The analysis of faculty demographics shows a nearly even split between male and female full-time faculty across the state, with women comprising the majority of part-time faculty. While New Mexico's higher education faculty do not fully mirror the state's overall racial and ethnic makeup, they are more diverse than national averages, with a notably higher representation of Native American and Hispanic faculty. However, diversity is not consistent across all groups, and faculty composition does not fully reflect student demographics, suggesting there is room for continued progress. The extent to which these outcomes result from intentional recruitment efforts versus broader factors, such as professionals choosing to work in their home state, is unclear. Further data collection, including campus climate surveys, could help clarify these dynamics and inform recruitment and retention strategies.

New Mexico's higher education institutions are working within available resources to provide competitive salaries and benefits. Part-time faculty make up a substantial portion of the instructional workforce, particularly at comprehensive universities and independent community colleges, where they teach more than

half of all credit hours. While part-time faculty often receive lower compensation and have more limited access to benefits, their circumstances vary considerably. Many are highly specialized professionals teaching a single course while maintaining full-time careers, while others teach across multiple institutions to assemble a full-time workload.

Overall, the findings underscore the central role faculty play in shaping the student experience and influencing student success. Faculty are the primary point of contact for students and an essential part of understanding student engagement, persistence, and completion. The analysis also reveals areas where greater alignment in faculty definitions, more comprehensive data collection, and expanded consideration of instructional contributors—such as postdoctoral scholars, graduate student instructors, and staff—could strengthen future reporting and policymaking. The recommendations that follow outline opportunities for ongoing collaboration, improved data comparability, and targeted strategies to ensure New Mexico’s higher education system continues to attract, support, and retain a strong faculty workforce.



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