



MARYLAND HIGHER EDUCATION COMMISSION

**Survey of Faculty Employment  
Practices at Maryland Public  
Higher Education Institutions**



**May 2001**

MARYLAND HIGHER EDUCATION COMMISSION

16 Francis Street, Annapolis, Maryland 21401

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# **Survey of Faculty Employment Practices at Maryland Public Higher Education Institutions**

## **Executive Summary**

At the November 17, 1999 meeting of the Maryland Higher Education Commission (MHEC) the Commission's *Study of the Employment Status of Faculty at Maryland Public Campuses, October 1999* was presented. Key highlights from the Study were that percentage of part-time and full-time temporary faculty members had increased somewhat between 1981 and 1998 at Maryland public colleges and universities. Over this same time period, the percentage of full-time permanent faculty at Maryland public colleges and universities had decreased. These trends were evident at both public community colleges and public four-year campuses, even though this was a trend traditionally attributed to community colleges.

In addition, the Commission has received an increasing number of institutions requesting waivers of the minimum requirements for faculty over the past few years. There has been an increase of institutions operating under a faculty waiver from two to five over the past few years. Discussion of faculty waiver requests, increasing numbers of part-time and temporary full-time faculty, and concerns related to the compensation and benefits for part-time and full-time temporary faculty led the Commission to recommend that the Maryland Higher Education Commission:

- ask the Faculty Advisory Council to work with the Commission staff in preparing an analysis of the salary and benefits for part-time and full-time temporary faculty in the state and to report the results to the Commission.
- ask the Secretary to review the credit hours taught by full-time and part-time faculty at each community college to make certain that all two-year institutions are in compliance with the minimum requirements.
- ask the Secretary to review the regulation itself to determine its effectiveness in guaranteeing an adequate number of full-time faculty at Maryland colleges and universities.

## **Structure of the Survey**

Prior to developing the survey instrument, conversations took place between MHEC staff and relevant institutional staff including, several academic affairs representatives in the community colleges and four-year institutions, institutional research personnel representing both community colleges and four-year colleges and universities, and University System of Maryland (USM) staff. A first draft version of the survey was reviewed several times by MHEC staff and, following each review; modifications to the survey were made. The modified survey instrument was brought before the MHEC Faculty Advisory Council for review and comment. FAC members, representing all segments of higher education, made suggestions and the instrument was further revised. The study and survey were presented conceptually to the MHEC Segmental Advisory Council. The survey instrument was presented for final review to four institutions, two

community colleges and two four-year institutions, one of which was an institution of the USM. Following the Segmental Advisory Council discussion and the final institutional review, the survey was further revised into its final form.

The survey requested information from all public community colleges and public four-year colleges and universities. For the purposes of this study seven faculty employment categories were developed, four full-time categories and three part-time categories. The full-time categories included: tenure/tenure track, full-time researcher/public service, full-time renewable, and full-time fixed-term. The part-time faculty categories included: part-time/adjunct, Administrator/part-time, and teaching assistant. Student credit hours, faculty headcount, full-time faculty equivalents, student credit hours generated through overload, and total unduplicated faculty were measured for each faculty employment category. It should be noted that this survey was the first to recognize the complex nature of the faculty today. Previous studies have used only two or three categories of faculty. For this reason, the data in this survey are not comparable to data in earlier surveys.

Institutions were also surveyed regarding their faculty compensation and incentive practices and the faculty benefits that they provide to the faculty employment categories. The benefits surveyed included: health, dental, prescription, vision, life insurance, tuition, and retirement. The institutions also indicated the facilities, administrative support, governance opportunities, and professional benefits and opportunities afforded faculty members in the faculty employment categories. Finally, institutions provided information for the faculty employment categories on the individuals involved in faculty evaluation and whether faculty members were required to advise students and maintain office hours.

## **Report Highlights and Recommendations**

### **Highlights**

- Institutions in Maryland did not show an increase in the use of part-time faculty similar to the often-reported part-time faculty trend nationally. The reason Maryland may not be showing this trend toward an increase in the use of part-time faculty could be because Maryland regulations require that 50 percent of the credit hours offered by an institution must be taught by full-time faculty. In light of this requirement Maryland's two and four-year institutions have remained fairly consistent in their use of part-time faculty.
- For community colleges, the proportion of student credit hours taught by tenure/tenure track faculty has decreased 8.24 percent from the fall semester 1996 to the fall semester 1999. This decrease has been offset by an increase of 9.50 percent in the proportion of student credit hours taught by full-time renewable faculty members. These changes may reflect a movement towards a renewable contract system and away from a tenure track system of employment.

- Four-year institutions showed a decrease in the student credit hours taught by tenure/tenure track faculty from 1996 to 1999, but also showed an increase in the student credit hours taught by full-time fixed-term faculty. This finding is in contrast to the increase in the student credit hours taught by full-time renewable faculty at community colleges.
- Part-time/adjunct faculty at community colleges and full-time fixed-term and part-time/adjunct faculty at four-year institutions are consistently provided few, if any, institutional health, dental, prescription, vision, life insurance, tuition, and retirement benefits compared to tenure/tenure track faculty and full-time renewable faculty.
- Faculty in all faculty employment categories at community colleges and four-year institutions are consistently provided with the facilities and support necessary to teach their courses and advise their students.
- Part-time/adjunct faculty members are not provided the full range of professional and faculty governance activities that are provided to tenure track and full-time faculty.
- Part-time/adjunct faculty members are notified of teaching appointments one month or less before the beginning of courses, while the full-time faculty members are given greater notice -- from a semester up to a year prior to the beginning of the courses.
- Almost all institutions required faculty members from every faculty employment category to maintain office hours and the majority of institutions required full-time faculty members to advise students.

### **Recommendations**

- The staff of the Maryland Higher Education Commission should follow-up with community colleges and four-year institutions to study institutional compliance with the Maryland minimum requirement regarding the percentage of credit hours taught by full-time faculty.
- The staff of the Maryland Higher Education Commission should develop a part-time faculty survey in consultation with the Faculty Advisory Council to request information directly from college and university administrators and part-time faculty members to specifically determine the constraints and problems or the advantages and benefits of part-time faculty members at Maryland community colleges and four-year colleges and universities.
- In light of the changes in higher education over the years since the adoption of the Maryland minimum requirements for full-time faculty, the Maryland Higher Education Commission, in consultation with the Maryland Intersegmental Chief Academic Officers, the Academic Affairs Advisory Council, and the Faculty Advisory Council should evaluate the current regulations for full-time faculty, the 50 percent requirement, and the appropriateness of maintaining existing faculty waivers and report back to the Commission at a future meeting.

# **Survey of Faculty Employment Practices at Maryland Public Higher Education Institutions**

## **I. Origin and Nature of the Study**

At the November 17, 1999 meeting of the Maryland Higher Education Commission the Commission's *Study of the Employment Status of Faculty at Maryland Public Campuses, October 1999* was presented. Key highlights from the Study were that percentage of part-time and full-time temporary faculty members had increased somewhat between 1981 and 1998 at Maryland public colleges and universities. Over this same time period, the percentage of full-time permanent faculty at Maryland public colleges and universities had decreased. These trends were evident at both public community colleges and public four-year campuses, even though this was a trend traditionally attributed to community colleges.

In addition, the Commission has received an increasing number of institutions requesting waivers of the minimum requirements for faculty over the past few years. There has been an increase of institutions operating under a faculty waiver from two to five over the past few years. Discussion of faculty waiver requests, increasing numbers of part-time and temporary full-time faculty, and concerns related to the compensation and benefits for part-time and full-time temporary faculty led the Commission to recommend that the Maryland Higher Education Commission:

- ask the Faculty Advisory Council to work with the Commission staff in preparing an analysis of the salary and benefits for part-time and full-time temporary faculty in the state and to report the results to the Commission.
- ask the Secretary to review the credit hours taught by full-time and part-time faculty at each community college to make certain that all two-year institutions are in compliance with the minimum requirements.
- ask the Secretary to review the regulation itself to determine its effectiveness in guaranteeing an adequate number of full-time faculty at Maryland colleges and universities.

### **Structure of the Survey**

Prior to developing the survey instrument, conversations took place between MHEC staff and relevant institutional staff including, several academic affairs representatives in the community colleges and four-year institutions, institutional research personnel representing both community colleges and four-year colleges and universities, and University System of Maryland (USM) staff. A first draft version of the survey was reviewed several times by MHEC staff and, following each review; modifications to the survey were made. The modified survey instrument was brought before the MHEC Faculty Advisory Council for review and comment. FAC members, representing all segments of higher education, made suggestions and the instrument

was further revised. The study and survey were presented conceptually to the MHEC Segmental Advisory Council. The survey instrument was presented for final review to four institutions, two community colleges and two four-year institutions, one of which was an institution of the USM. Following the Segmental Advisory Council discussion and the final institutional review, the survey was further revised into its final form. A copy of the survey instrument with instructions and sample cover letter is included in Appendix A.

### **Faculty Employment Categories**

The faculty employment categories presented in this study are used for the first time for Commission reports and distinguish between four full-time faculty categories. The additional categories were used to allow for a closer examination of the changes in full-time and part-time faculty categories. Studies in the past have often use only two or three general faculty categories – compared to the seven categories used for this study. Three of the full-time faculty categories represent faculty on continuing or renewable appointments: tenure and tenure track faculty; full-time non-tenured, non-tenure track research or public service faculty; and full-time non-tenured, non-tenure track instructional faculty on renewable contracts. One of the full-time faculty categories represents faculty on fixed-term, or temporary, appointments. The minimum requirements of the Code of Maryland Regulations (COMAR) 13B.02.02.03.B.(13) defines a full-time faculty member as an employee:

*(a) Whose primary professional responsibility is instruction, research, scholarship, or service;*

*(b) Who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service;*

*(c) Who is employed on an annual or renewable contract of at least 9 months length that stipulates an annual salary; and*

*(d) Who is not employed full-time by another employer.*

In addition to the traditionally used part-time/adjunct designation, this study added two categories of part-time faculty that have not been used in previous studies: college/university staff/administrators who teach part-time and teaching assistants/associates.

No long-term trend analyses are possible with previous Commission data because of the new faculty employment categories used for this report. Longitudinal analyses are limited to the years, 1996 and 1999, for which data was requested for this study. The following definitions were used to classify faculty into the categories of faculty employment developed for this study:



- **Tenured and tenure-track faculty, *Ten/ten-track***: All persons, including department chairs, whose principal occupational assignment is "faculty," whether instructional, research, or service, and reported as such to the Maryland Higher Education Commission through the Employee Data System (EDS).
- **Full-time non-tenured, non-tenure track research or public service faculty, *FT respubser***: All persons, not tenured or on tenure-track, whose principal occupational assignment is "research faculty" or "public service faculty" and who are employed full-time and reported as such to the Maryland Higher Education Commission through the Employee Data System (EDS).
- **Full-time non-tenured, non-tenure track instructional faculty on renewable contracts, *FT renewable***: All persons, non-tenured or non-tenure track, whose contracts are renewable, and who are employed full-time as instructional faculty. This would *include* (a) persons who are hired initially on a contract of one or two years followed by a continuing contract; (b) hired on a rolling contract, or (c) hired on some variant of these two types of contracts.
- **Full-time, non-tenured, non-tenure track, temporary fixed-term instructional faculty, *FT fixed-term***: All temporary, full-time non-tenured, non-tenure track, instructional faculty hired for a fixed-term of one year or less, but teaching a full load.
- **Part-time/adjunct faculty, *PT/ADJ***: All persons who teach part-time. These faculty are usually paid on a per course basis. Excluded from this faculty employment category are (a) college/university administrators and professional staff who teach part-time and (b) instructors teaching non-credit, continuing education courses.
- **College/University staff/administrators who teach part-time, *AdmPTFac***: All college/university administrators and professional staff who teach part-time.
- **Teaching assistant/associate, *TA***: All persons whose principal occupational assignment is "teaching assistant or associate" and are reported as such to the Maryland Higher Education Commission through the Employee Data System (EDS). These are typically graduate assistants or associates.

**Survey Part I: Student Credit Hours, Faculty Headcount, and Full-Time Equivalent Faculty**

Part I of the study was designed to collect data related to the student credit hours generated by faculty from each of the faculty employment categories. Data from part one will be used to evaluate whether institutions are in compliance with the Maryland's minimum requirements for credit hours taught by full-time faculty. COMAR 13B.02.02.17.G. requires that:

*At least 50 percent of the total credit hours offered by an institution within a normal academic year of 2 semesters or 3 trimesters, normally September to May, which are creditable toward a formal award, shall be taught by full-time faculty members at the institution.*

Part I data will also be examined to demonstrate whether or not there have been changes in the number of faculty in the various faculty employment categories between the fall semester 1996 and the fall semester 1999.

Lower-division instruction was assessed for both community colleges and four-year colleges and universities. Upper-division instruction was also assessed for public four-year institutions. Data for the following five variables were provided for both lower-division instruction and upper-division instruction:

- The number of lower-division student credit hours (LD SCH) and the number of upper-division student credit hours (UD SCH) generated for the fall semester 1996 and the fall semester 1999. All faculty employment categories include student credit hours generated through traditional instructional format, special graded instructional experiences, and overload basis.
- The number of unduplicated faculty involved in generating the LD SCH and UD SCH.
- The number of Full-Time Equivalent Faculty (FTEF) involved in generating the LD SCH and UD SCH.
- The LD SCH and UD SCH generated on an overload basis.
- The total unduplicated faculty headcount for their institution for both the fall semesters of 1996 and 1999.

### **Survey Part II: Faculty Compensation and Benefits Practices**

Appendix A contains a complete copy of the Part II survey instrument designed to examine selected faculty compensation and benefit practices at public colleges and universities. The initial question asked institutions whether the policies governing compensation practices at the institutions were determined at the institutional level or at the level of the department of instructional unit. The areas of compensation surveyed were remuneration of part-time and full-time faculty and compensation incentive practices for full-time and part-time faculty. Four major faculty employment categories were used for Part II of the study: tenure/tenure track, full-time renewable, full-time fixed term, and part-time/adjunct. A question was also asked regarding when faculty members of the different faculty employment categories were informed of their contract or renewal.

Many areas of faculty benefits were surveyed including: health insurance, dental insurance, prescription plan, vision plan, life insurance, tuition, and retirement. The responses required for the benefits variables were whether or not each benefit was available for the faculty employee at the institution's or faculty member's expense, and whether the benefit was available for the faculty member's family at the institution's or faculty member's expense. The four major faculty employment categories were used: tenure/tenure track, full-time renewable, full-time fixed term, and part-time/adjunct

Professional benefits and governance and professional opportunities were also areas included in the survey. The availability of each of these benefits was indicated for four faculty employment categories: tenure/tenure track, full-time renewable, full-time fixed term, and part-time/adjunct. The institutions simply indicated "Yes" if a benefit was available to the faculty category or "No" if it was not made available to the faculty member.

Faculty evaluation was assessed by having the institutions indicate the individuals involved in evaluating the faculty members for the four major faculty employment categories. The institutions indicated whether or not the following categories of individuals were involved in faculty evaluation: students, faculty member (herself/himself), other faculty member(s), department head or equivalent person, or provost/dean of instruction or equivalent.

One final section of the survey requested that institutions indicate whether faculty members in the four major faculty employment categories were required to advise students and whether the institution required the faculty members to maintain office hours.

### **Caveats and Concerns**

Institutions participating in this survey expressed some important concerns related to the study. These concerns were taken into consideration in analyzing the data and in preparing this report. Some of the important caveats and concerns were:

- Much of the data pertaining to the credit hour survey portion of the survey were not readily available and thus were extrapolated by some campuses. No formulas for extrapolations were provided; therefore, responding institutions may have used differing methods for extrapolation.
- In many instances, fringe benefits vary by department or school. At times institutions responded with both a "yes" and a "no" to particular questions, or the response was indicative of the majority departmental practice at the institution.
- Part 1 of the survey does not allow institutions to report the percentage of overload of part-time faculty load attributable to the release of full-time faculty for sabbatical or for various other assignments.

- For some categories of employees (most notably administrators teaching part-time and teaching assistants), the total unduplicated headcount is much larger than the numbers actually involved in generating the undergraduate credit hours. This obviously is because many of the administrators/non-faculty professionals and graduate students do not teach.
- Comparisons between the number of faculty teaching a particular level of class and the total headcount faculty available should not be made because not all departments teach undergraduates and some faculty are hired as graduate faculty or research faculty without teaching assignments or only partial teaching assignments, and the total headcount faculty may also represent faculty working in research centers and not in academic departments.
- The MHEC survey, comparing a fall term to a fall term, does not reflect how faculty member teaching assignments are made in practice at the institutions. Faculty teaching assignments are typically viewed from an academic year perspective.

## II. Public Community Colleges Analysis

### Instructional Faculty and Lower Division Student Credit Hours (LD SCH)

Table 1 presents the number of LD SCH, number of unduplicated faculty involved in generating the LD SCH, number of FTEF involved in generating the LD SCH, LD SCH generated on an overload basis, and total unduplicated faculty headcount for the institutions for the seven faculty employment categories for the fall semesters 1996 and 1999. The percent of the total is presented for each variable for each faculty employment category. Only 13 of the 16 institutions were able to provide data for the fall semester 1996. All community colleges were able to provide data for the fall semester 1999. The percent of the total for each variable will be analyzed for 1996 and 1999 to examine the percentage of student credit hours taught by full-time faculty.

The community college segment, taken as a single entity, meets the Maryland minimum requirement of full-time faculty teaching at least 50 percent of the student credit hours offered by the institutions. The tenure/tenure track and full-time renewable categories were combined to assess full-time faculty for this analysis. The full-time fixed term faculty category was excluded from this analysis because the faculty in this category received contracts of only one year or less, even though they may have taught a full-time load for the contracted period and because the contracts were not classified as renewable. For the fall semester 1996, over 56 percent of the LD SCH were taught by tenure/tenure track and full-time renewable faculty, and for the fall semester 1999, over 57 percent of the LD SCH were taught by full-time faculty. The fall semester data presented here may only be used as an indicator of the institutions meeting the minimum requirements because the minimum requirements measure the 50 percent rule over the entire academic year of two semesters or three trimesters, and not over a single semester as measured for this study.

One community college failed to meet the minimum requirement for credit hours taught by full-time faculty for the fall semesters, 1996 and 1999. One other institution failed to meet the minimum requirement for the fall semester 1996, but did meet the requirement for the fall semester 1999. Finally, one institution met the requirement in the fall semester 1996, but failed to meet the minimum standard for the fall semester 1999. Each institution that failed to meet the 50 percent standard was within four percentage points of the standard.

There was essentially no difference (in fact, a slight decrease of less than one percent) in the proportion of LD SCHs being taught by part-time/adjunct faculty members between the fall 1996 and 1999 semesters. This finding for LD SCHs is not reflective of the finding of the Commission's *Study of the Employment Status of Faculty at Maryland Public Campuses, October 1999* that the overall headcount of part-time faculty had slightly increased from 1981 to 1998. Maryland public community colleges have held the percentage of part-time faculty teaching LD SCHs fairly consistent over the past three years.

The proportion of LD SCHs taught by tenure/tenure track faculty has decreased 8.24 percent from the fall semester 1996 to the fall semester 1999. This decrease has been offset by an increase of 9.50 percent in the proportion of LD SCHs taught by full-time renewable faculty members. These changes may reflect a movement towards a renewable contract system and away from a tenure track system of employment. Also, faculty members on full-time renewable appointments are generating a high number of FTEF compared to that generated by tenure track faculty. A greater proportion of LD SCHs were being taught by full-time renewable faculty in 1999. Finally, there was a marginal, but noticeable, decrease in the proportion of overload LD SCHs taught by tenure/tenure track faculty and a marginal increase in the proportion of overload LD SCHs taught by full-time renewable faculty, part-time/adjunct faculty, and administrator/part-time faculty.

**MARYLAND PUBLIC COMMUNITY COLLEGES  
STUDENT CREDIT HOURS BY FACULTY EMPLOYMENT CATEGORIES 1996 AND 1999**

<b>1996 FALL SEMESTER</b>		Ten/ten-track	FT respubser	FT renewable	FT fixed- term	PT/ADJ	AdmPTFac	TA	Total
<b>LOWER DIVISION STUDENT CREDIT HOURS - LD SCH</b>									
LD SCH		174,847 31.00%	0 0.00%	143,102 25.37%	2,256 0.40%	233,701 41.43%	10,176 1.80%	0 0.00%	564,082 100.00%
Number of unduplicated faculty involved in generating these LD SCH		698 17.15%	0 0.00%	610 14.99%	16 0.39%	2,597 63.81%	149 3.66%	0 0.00%	4,070 100.00%
Number of FTEF involved in generating these LD SCH		703.7 15.31%	0 0.00%	1738.9 37.84%	8.8 0.19%	2,030 44.17%	114 2.49%	0 0.00%	4,595 100.00%
LD SCH generated on overload basis		7,778 48.13%	0 0.00%	6,568 40.64%	0 0.00%	597 3.69%	1,217 7.53%	0 0.00%	16,160 100.00%
<i>Total unduplicated faculty headcount for the institution for the fall semester of 1996</i>		708	0	1,022	20	3,869	284	0	5,903

Notes

Thirteen community colleges provided data for the Fall 1996 semester.

Ten of the 16 Maryland public community colleges have tenured and tenure-track faculty in the Fall semester of 1996.

<b>1999 FALL SEMESTER</b>		Ten/ten-track*	FT respubser	FT renewable	FT fixed- term	PT/ADJ	AdmPTFac	TA	Total
<b>LOWER DIVISION STUDENT CREDIT HOURS - LD SCH</b>									
LD SCH		189,897 22.76%	0 0.00%	290,942 34.87%	1,975 0.24%	340,554 40.82%	10,875 1.30%	0 0.00%	834,243 100.00%
Number of unduplicated faculty involved in generating these LD SCH		788 13.18%	0 0.00%	1,143 19.12%	8 0.13%	3,851 64.43%	187 3.13%	0 0.00%	5,977 100.00%
Number of FTEF involved in generating these LD SCH		788.62 11.46%	0 0.00%	2789.77 40.53%	7.3 0.11%	3107.39 45.14%	190.33 2.77%	0 0.00%	6,883 100.00%
LD SCH generated on overload basis		5,904 38.48%	0 0.00%	6,477 42.21%	0 0.00%	777 5.06%	2,185 14.24%	0 0.00%	15,343 100.00%
<i>Total unduplicated faculty headcount for the institution for fall semester of 1999</i>		791	0	1,153	8	3,883	360	0	6,195

Notes

All 16 community colleges provided data for the Fall 1999 semester.

Ten of the 16 Maryland public community colleges have tenured and tenure-track faculty in the Fall semester of 1999.

Source: Maryland Higher Education Commission "Survey of Faculty Employment Practices at Maryland Public Higher Education Institutions."

## Compensation Practices for Community College Part-time/Adjunct Faculty

Only 6 of 16 community colleges indicated that faculty were employed in the full-time fixed-term faculty employment category. Tables 2 and 3 present the results for the compensation practices of the institutions. The majority of community colleges have a compensation practice policy for part-time/adjunct faculty that is most often based on the amount of experience that the faculty members bring to the institutions. It can also be seen in Table 2 that a minority of institutions use the academic discipline or both experience and academic discipline in making compensation decisions.

**Table 2**  
Number of Community Colleges Responding

Compensation Practice	Number of Community Colleges Responding	
	Yes	No
Paid on a per course basis:		
• Flat rate for all faculty in this faculty employment category	2	13
• Amount varies with experience	14	1
• Amount varies with academic discipline	4	11
• Amount varies with experience and academic discipline	4	12
Paid at the same rate as a regular full-time faculty position having similar responsibilities and qualifications	1	14

## Compensation Practices for Community College Full-time Faculty

In contrast to the majority compensation practice for part-time faculty, the major compensation practice for the two full-time categories of community college faculty is to pay them the same rate as a regular full-time faculty position having similar responsibilities and qualifications (see Table 3). Table 3 also shows that the second most frequent compensation practice for full-time faculty is to vary the compensation based on experience, followed by being paid a flat sum equivalent to a full-time teaching load.

**Table 3**  
Number of Community Colleges Responding

Compensation Practice	Number of Community Colleges Responding			
	FT renewable		FT fixed-term	
	Yes	No	Yes	No
Paid a flat sum to teach the equivalent of a full-time load during the academic year	3	6	1	5
Paid a sum to teach the equivalent of a full-time load during the academic year,				
• Amount varies with academic discipline	1	9	0	6
• Amount varies with experience	4	6	2	4
• Amount varies with academic discipline and experience	2	8	0	6
Paid at the same rate as a regular full-time faculty position having similar responsibilities and qualifications	10	1	6	0

## Compensation Incentives for Community College Full-time and Part-time/Adjunct Faculty

Compensation incentives or the bases for pay increases are presented in Table 4. Full-time renewable faculty members at a majority of community colleges receive pay increases based primarily on the acquisition of additional appropriate academic credentials with meritorious



service and longevity being considered by some institutions. The incentive practices for full-time fixed term and part-time/adjunct differ. Pay increases for these two categories are based primarily on longevity followed by the acquisition of additional appropriate academic credentials. Longevity, or experience, is the key factor in both the original pay and pay increases for part-time faculty.

**Table 4**

**Number of Community Colleges Responding**

<b>Compensation Incentives</b>	<b>FT renewable</b>		<b>FT fixed-term</b>		<b>Part-time/Adjunct</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Pay increase						
• Based on successful completion of initial probationary contract	3	8	1	5	2	11
• Based on longevity	6	5	5	1	12	3
• Based on meritorious performance	7	4	2	4	2	11
• Based on acquisition of additional appropriate academic credentials	9	2	4	2	7	6
One pay scale for all faculty in this faculty employment category with no pay raises or increases	0	12	0	6	0	12

**Notification of Renewal for Community College Contracts**

It is important for faculty members to know what they will be teaching and when to best prepare for their courses. The following questions were asked to determine when faculty members were normally notified of their teaching assignments or received their contract renewal. It is easy to see from Table 5 that, of the responding institutions, tenure/tenure track and full-time renewable faculty are notified earlier than full-time fixed term and especially part-time/adjunct faculty who institutions notified less than one month prior to the beginning of classes. The part-time faculty member has less preparation time and often learns whether or not they will be employed for the next semester very late in the process.

**Table 5**

**Number of Community Colleges Responding**

<b>Notification of renewal of contract</b>	<b>Ten/ten-track</b>	<b>FT renewable</b>	<b>FT fixed-term</b>	<b>Part-time/Adjunct</b>
One year or more prior to the beginning of classes	1	2	0	0
One semester prior to the beginning of classes	3	3	1	1
One month prior to the beginning of classes	0	0	3	4
Less than one month prior to the beginning of classes	0	0	1	8

**Health Benefits and Life Insurance Practices of Community Colleges**

Table 6 presents the health, dental, prescription plan, vision plan, and life insurance benefits offered by community colleges to the respective faculty employment categories. Table 6 clearly illustrates a pattern of comprehensive benefits being offered to faculty in the tenure/tenure track and full-time renewable faculty employment categories. A majority of the institutions that responded to these variables provided benefits to the faculty member and to her/his family for the tenure/tenure track and full-time renewable faculty employment categories. Not all community colleges had faculty in the full-time fixed term category. However, the institutions that did responded to the full-time fixed term employment category offered comprehensive benefits to these faculty members. For part-time/adjunct faculty, the number of institutions that

provided benefits was essentially zero, and part-time faculty members, except at a couple of institutions, could not purchase benefits through the institutions. At most, only one or two community colleges allowed faculty members from any faculty employment category to purchase these benefits at their own expense.

**Table 6**  
Number of Community Colleges Responding

Benefits	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Health Insurance</b>								
• Available for the faculty employee, with institution making some contribution	9	1	10	1	5	1	0	16
• Available for the faculty employee, entirely at his/her expense	0	9	0	11	0	6	2	14
• Available for his/her family, with institution making some contribution	11	0	12	0	6	0	0	16
• Available for his/her family, entirely at his/her expense	0	9	0	10	0	6	2	14
<b>Dental Insurance</b>								
• Available for the faculty employee, with institution making some contribution	9	1	9	1	6	1	0	16
• Available for the faculty employee, entirely at his/her expense	0	9	0	10	0	7	2	14
• Available for his/her family, with institution making some contribution	10	1	10	1	6	1	0	16
• Available for his/her family, entirely at his/her expense	0	9	0	10	0	7	2	14
<b>Prescription Plan</b>								
• Available for the faculty employee, with institution making some contribution	9	1	7	2	5	1	0	16
• Available for the faculty employee, entirely at his/her expense	0	9	0	9	0	6	1	15
• Available for his/her family, with institution making some contribution	11	0	9	1	6	0	0	16
• Available for his/her family, entirely at his/her expense	0	9	0	9	0	6	1	15
<b>Vision Plan</b>								
• Available for the faculty employee, with institution making some contribution	6	4	7	3	4	3	0	16
• Available for the faculty employee, entirely at his/her expense	0	9	0	10	0	7	1	15
• Available for his/her family, with institution making some contribution	8	3	9	2	5	2	0	16
• Available for his/her family, entirely at his/her expense	0	9	0	9	0	7	1	15
<b>Life Insurance</b>								
• Available for the faculty employee, with institution making some contribution	10	1	9	2	6	1	0	16
• Available for the faculty employee, entirely at his/her expense	1	8	2	8	1	6	1	15
• Available for his/her family, with institution making some contribution	6	4	5	5	5	2	0	16
• Available for his/her family, entirely at his/her expense	1	8	2	8	1	5	1	15

## Tuition and Retirement Benefits Offered by Community Colleges

Table 7 presents tuition and retirement benefits offered by community colleges to the respective faculty employment categories. Consistent with the health and other benefits previously discussed, the majority of institutions responding provided tuition and retirement benefits to faculty in the full-time faculty employment categories, but did not offer these benefits to the part-time faculty members. With the exception of only 2 or 3 institutions, community colleges did not offer the 401K retirement benefit to the faculty employee.

**Table 7**  
Number of Community Colleges Responding

	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Tuition Benefits</b>								
• Available for the faculty employee	11	0	12	0	6	0	2	14
• Available for his/her immediate family	10	1	12	0	6	0	2	14
<b>Retirement Benefits</b>								
• Maryland State Retirement System available for the faculty employee	11	0	12	0	6	0	1	15
• 401k available for the faculty employee	2	8	3	9	1	5	2	14
• 403b available for the faculty employee	11	0	12	0	6	0	5	11
• TIAA-CREF available for the faculty employee	11	0	12	0	6	0	3	13

## Facilities Provided to Faculty by Community Colleges

With the exception of a personal office and a personal telephone part-time and adjunct faculty are treated very similarly to full-time faculty with regards to facilities and services provided to them in support of their teaching assignments. Table 8 also reveals that access to a personal computer is provided by a clear majority of the institutions, but that computer access to a mainframe computer was provided by fewer institutions to faculty in general. Finally, teaching assistants are provided by few institutions, but appear to be available to part-time as well as full-time faculty members. Please note that not all community colleges have faculty in a tenure system; therefore, the number of institutions responding in the full-time renewable faculty employment category was greater.

**Table 8**  
Number of Community Colleges Responding

	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Personal desk in a shared office	9	1	10	1	6	0	10	6
Personal office	9	2	11	2	4	2	1	15
Personal departmental mail box	11	0	13	0	6	0	13	2
Personal telephone	11	0	13	0	6	0	6	10
Access to copying equipment	11	0	13	0	6	0	16	0
Access to office supplies	11	0	13	0	6	0	16	0
Access to secretarial/clerical support	11	0	13	0	6	0	16	0
Access to personal computer	11	0	13	0	6	0	12	4
Access to main frame computer	8	3	11	2	4	2	8	8
Access to the Internet	11	0	13	0	6	0	14	1
Access to teaching assistant	2	8	3	10	1	5	3	13

## Professional Benefits Provided to Faculty by Community Colleges

The professional benefits and professional opportunities provide by community colleges to their faculty are summarized in Tables 9 and 10, respectively. Fewer institutions offer part-time faculty financial support to pursue professional development, conferences, or research. In fact, no community college indicated that part-time faculty could receive financial support for academic research or opportunities for sabbaticals. All but four institutions indicated that part-time faculty had the opportunity for appeal of grievance in the event of alleged violations of procedure, discrimination, or infringement of academic freedom.

**Table 9**  
Number of Community Colleges Responding

Professional Benefits	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Financial support for professional development	11	0	13	0	6	0	6	10
Financial support to attend professional conferences	11	0	13	0	6	0	6	10
Financial support for academic research	6	5	5	8	2	4	0	16
Sabbatical	9	2	12	1	2	4	0	16
Opportunity for appeal or grievance in the event of allegedly substantial violations of procedure, discrimination, or denial of academic freedom	11	0	13	0	6	0	12	4

## Professional Opportunities Afforded Faculty by Community Colleges

Table 10 shows that part-time faculty are treated in a similar fashion to full-time faculty members with regards to professional opportunities afforded the faculty members by the institution. Less than one third of the 16 institutions failed to provide part-time faculty access to the opportunities listed in Table 10. The areas that part-time faculty members were not afforded were recognition for teaching excellence and the ability to serve on departmental committees, school/division/college committees, and institution-wide committees. However, a clear majority of institutions provided similar professional opportunities to both part-time and full-time faculty.

**Table 10**  
Number of Community Colleges Responding

Professional Opportunities	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Development of his/her own course syllabus	11	0	13	0	6	0	14	1
Participation in curricula development in his/her department	11	0	12	1	6	0	13	2
Eligible to receive recognition for teaching excellence	10	1	11	2	6	0	11	4
Participation in faculty orientation prior to the start of classes	11	0	12	1	6	0	15	0
Opportunity to participate in departmental meetings	11	0	13	0	6	0	14	1
Opportunity to serve on departmental committees	11	0	13	0	6	0	11	4
Opportunity to serve on school/division/college committees	11	0	13	0	6	0	10	5
Opportunity to serve on institution-wide committees	11	0	12	0	6	0	10	5

## Governance Opportunities for Community College Faculty

Results similar to Table 10 can be seen in Table 11 with regard to a faculty member's opportunity to participate in the governance of the employing community college. Nearly every institution responding allows all categories of full-time faculty to participate in all of the governance opportunities surveyed. Fewer community colleges allow part-time faculty the opportunity to participate in governance categories above the departmental level. Only five institutions allow part-time faculty to participate on the institution-wide governance council.

**Table 11**  
Number of Community Colleges Responding

Governance Opportunities	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Participation in departmental governance	11	0	13	0	6	0	12	4
Participation in school/division/college governance	11	0	13	0	6	0	7	9
Participation in faculty governance	11	0	13	0	6	0	7	9
Representation on the Faculty Senate or equivalent faculty body	11	0	12	0	5	0	8	7
Representation on the institution-wide council or equivalent body	10	0	13	0	5	1	5	10

## Faculty Evaluation Participants for Community College Faculty

In evaluating faculty performance, students and the department head were consistently used for the majority of institutions for all full-time and part-time faculty employment categories. For full-time faculty, self-assessment, faculty peer assessment, and provost/dean of instruction were also used by approximately fifty percent of the community colleges. Self-assessment and faculty peer assessment were only used by 6 of the 16 community colleges for part-time faculty.

**Table 12**  
Number of Community Colleges Responding

Faculty Evaluation	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Involved	Not	Involved	Not	Involved	Not	Involved	Not
Students (e.g. course evaluation)	11	0	13	0	6	0	16	0
Faculty himself/herself (self-assessment)	8	3	11	2	4	2	6	10
Other faculty (e.g. class visitation)	7	4	9	4	3	3	6	10
Department head or equivalent person	11	0	12	0	6	0	15	1
Provost/Dean of instruction or equivalent person	8	3	8	4	2	4	7	9

## Community College Faculty Requirements for Advising and Office Hours

The majority of community colleges require faculty of all faculty employment categories to maintain office hours. Office hours are essential and important for providing students with access to all faculty members (see Table 13). Required student advising is not required of part-time faculty at 13 of 16 community colleges, nor is advising required at all institutions for all full-time faculty employment categories.

**Table 13**  
Number of Community Colleges Responding

	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Required	Not	Required	Not	Required	Not	Required	Not
Advise students	7	3	9	5	5	2	3	13
Maintain office hours	11	0	13	1	6	1	9	6

### III. Public Four-Year Colleges and Universities Analysis

#### Instructional Faculty and Student Credit Hours

Table 14 presents the number of LD SCH and UD SCH, number of unduplicated faculty involved in generating the LD SCH and UD SCH, number of FTEF involved in generating the LD SCH and UD SCH, LD SCH and UD SCH generated on an overload basis, and total unduplicated faculty headcount for the institutions for the seven faculty employment categories for the fall semesters 1996 and 1999. The percent of the total is presented for each variable for each faculty employment category. The University of Maryland University College was excluded from this analysis because the University operates under a waiver of the minimum requirements for full-time faculty.

The public four-year colleges and universities, taken as a single entity, meet the Maryland minimum requirement of full-time faculty teaching at least 50 percent of the student credit hours offered by the institutions. The tenure/tenure track, full-time researcher public service, and full-time renewable faculty employment categories were combined to assess full-time faculty for this analysis. The full-time fixed term faculty category was excluded from this analysis because the faculty in this category received contracts of only one year or less even though they taught a full-time load for the contracted period and because the contracts were not classified as renewable. For the fall semester 1996, almost 65 percent of the student credit hours (LD SCH and UD SCH) were taught by faculty from the three full-time faculty employment categories, and for the fall semester 1999, over 60 percent of the LD SCH and UD SCH were taught by faculty in the three full-time faculty employment categories. The almost five percent decrease in credit hour taught by faculty from these three full-time categories over the three year time period was offset by an almost five percent increase over the same time period in student credit hours being taught by full-time fixed-term faculty. Again, the fall semester data may only be used as an indicator of meeting the minimum requirements because the minimum requirements measure the 50 percent rule over the entire academic year of two semesters or three trimesters, and not over a single semester as measured for this study.

Two four-year institutions failed to meet the minimum requirement for credit hours taught by full-time faculty for the fall semesters, 1996 and 1999. Both of these institutions failed to meet the minimum requirement for credit hours taught by full-time faculty by more than 6 percent. One other institution failed to meet the minimum requirement for the fall semester 1996, but did meet the requirement for the fall semester 1999.

There was an approximately three percent increase in the number of UD SCHs taught by part-time/adjunct faculty between the fall semesters 1996 and 1999. There was little to no change in the number of LD SCHs taught by part-time/adjunct faculty between the fall semesters 1996 and 1999; however, there was a slight, approximately one percent, increase in the proportion of LD SCHs taught by teaching assistants. There is no dramatic increase in the use of part-time and adjunct faculty over the three-year period, but there was a noticeable increase in the use of full-time fixed-term faculty for four-year institutions.

The proportion of student credit hours taught by four-year tenure/tenure track faculty has decreased from the fall semester 1996 to the fall semester 1999. This decrease has been offset by an increase in the proportion of student credit hours taught by full-time fixed term faculty members. These changes may reflect a movement towards a renewable contract system and away from a tenure track system of employment.



**MARYLAND PUBLIC FOUR-YEAR INSTITUTIONS  
STUDENT CREDIT HOURS BY FACULTY EMPLOYMENT CATEGORIES 1996 AND 1999**

<b>1996 FALL SEMESTER</b>		Ten/ten-track	FT respubser	FT renewable	FT fixed- term	PT/ADJ	AdmPTFac	TA	Total
<b>LOWER DIVISION STUDENT CREDIT HOURS -- LD SCH</b>									
LD SCH	254,296	3,814	28,531	50,013	82,240	13,788	35,850	468,532	
	54.28%	0.81%	6.09%	10.67%	17.55%	2.94%	7.65%	100.00%	
Number of unduplicated faculty involved in generating these LD SCH	1,140	17	135	170	592	216	312	2,582	
	44.15%	0.66%	5.23%	6.58%	22.93%	8.37%	12.08%	100.00%	
Number of FTEF involved in generating these LD SCH	844	14	104	108	145	87	100	1,403	
	60.15%	1.00%	7.40%	7.73%	10.36%	6.20%	7.16%	100.00%	
LD SCH generated on overload basis	7,074	0	2,615	1,551	250	46	0	11,536	
	61.32%	0.00%	22.67%	13.45%	2.16%	0.40%	0.00%	100.00%	
<b>UPPER DIVISION STUDENT CREDIT HOURS -- UD SCH</b>									
UD SCH	197,330	1,567	21,591	22,870	46,782	12,283	15,836	318,259	
	62.00%	0.49%	6.78%	7.19%	14.70%	3.86%	4.98%	100.00%	
Number of unduplicated faculty involved in generating these UD SCH	2,863	249	161	135	534	254	126	4,322	
	66.24%	5.76%	3.73%	3.12%	12.36%	5.88%	2.92%	100.00%	
Number of FTEF involved in generating these UD SCH	1,367	10	111	119	168	58	30	1,862	
	73.37%	0.55%	5.97%	6.37%	9.01%	3.14%	1.58%	100.00%	
UD SCH generated on overload basis	5,294	0	936	70	86	302	0	6,688	
	79.15%	0.00%	14.00%	1.05%	1.28%	4.52%	0.00%	100.00%	
<i>Total unduplicated faculty headcount for the institution for the fall semester of 1996</i>		2,871	756	216	366	1,183	2,337	3,536	11,265

<b>1999 FALL SEMESTER</b>		Ten/ten-track	FT respubser	FT renewable	FT fixed- term	PT/ADJ	AdmPTFac	TA	Total
<b>LOWER DIVISION STUDENT CREDIT HOURS -- LD SCH</b>									
LD SCH	228,860	7,399	18,882	63,858	80,101	20,187	41,437	460,724	
	49.67%	1.61%	4.10%	13.86%	17.39%	4.38%	8.99%	100.00%	
Number of unduplicated faculty involved in generating these LD SCH	1,085	38	109	224	640	267	335	2,698	
	40.21%	1.41%	4.04%	8.30%	23.72%	9.90%	12.42%	100.00%	
Number of FTEF involved in generating these LD SCH	807	24	85	181	163	136	105	1,502	
	53.75%	1.61%	5.89%	12.05%	10.87%	9.03%	7.00%	100.00%	
LD SCH generated on overload basis	6,439	195	823	2,534	435	246	0	10,672	
	60.34%	1.83%	7.71%	23.74%	4.08%	2.30%	0.00%	100.00%	
<b>UPPER DIVISION STUDENT CREDIT HOURS -- UD SCH</b>									
UD SCH	182,623	3,732	21,375	28,721	57,122	12,591	11,706	317,870	
	57.45%	1.17%	6.72%	9.04%	17.97%	3.96%	3.68%	100.00%	
Number of unduplicated faculty involved in generating these UD SCH	1,830	38	173	201	665	207	88	3,202	
	57.15%	1.19%	5.40%	6.28%	20.77%	6.46%	2.75%	100.00%	
Number of FTEF involved in generating these UD SCH	1,370	21	150	124	156	84	27	1,930	
	70.95%	1.07%	7.78%	6.41%	8.07%	4.33%	1.38%	100.00%	
UD SCH generated on overload basis	4,567	65	326	259	471	291	3	5,982	
	76.34%	1.09%	5.46%	4.33%	7.87%	4.86%	0.05%	100.00%	
<i>Total unduplicated faculty headcount for the institution for the fall semester of 1999</i>		2,613	931	244	357	1,322	2,748	4,101	12,316

**Notes**

The University of Maryland University College operates with a Waiver of the Full-Time Faculty requirements and was not included in this analysis. Eleven of the other 12 Maryland public four-year colleges and universities were able to provide data for this study.

Source: Maryland Higher Education Commission "Survey of Faculty Employment Practices at Maryland Public Higher Education Institutions."

## Compensation Practices for Four-Year College and University Part-time/Adjunct Faculty

All 13 of the four-year colleges and universities provided data for Part II of the study. However, some institutions indicated that many of the decisions represented in this portion of the study were decided at the departmental level as well as at the institutional level. Therefore, some institutions provided the majority practice, while others indicated both "yes" and "no" with hand-written notes for many of the items. If a clear majority practice or clear response was not evident from an institution, the data for that institution was dropped for that variable from the analysis. Therefore, some of the variables may have less than 13 institutions responding. In addition, some responses were left blank resulting in fewer than 13 responses for some variables.

Tables 15 and 16 present the results for the compensation practices of the four-year institutions. The majority of institutions have a compensation practice policy for part-time/adjunct faculty that is most often based on the academic discipline of the faculty member. It can also be seen in Table 15 that institutions also use a flat rate for all faculty in an employment category, experience, and both experience and academic discipline in making compensation decisions. Except for two institutions, part-time faculty members are not paid at the same rate as regular full-time faculty with similar responsibilities and qualifications.

**Table 15**  
Number of Four-Year Colleges and Universities Responding

<b>Compensation Practice</b>	<b>Yes</b>	<b>No</b>
Paid on a per course basis:		
• Flat rate for all faculty in this faculty employment category	8	5
• Amount varies with experience	9	4
• Amount varies with academic discipline	11	2
• Amount varies with experience and academic discipline	9	4
Paid at the same rate as a regular full-time faculty position having similar responsibilities and qualifications	2	11

## Compensation Practices for Four-Year College and University Part-time Faculty

In contrast to the majority compensation practice for part-time faculty, the compensation practices for full-time four-year faculty are much more diverse with, as shown in Table 16, no clear practice favored by a majority of institutions. This finding may be due, in part, to the mixture of institutional and department policies in determining faculty compensation.

**Table 16**  
Number of Four-Year Colleges and Universities Responding

<b>Compensation Practice</b>	<b>FT renewable</b>		<b>FT fixed-term</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Paid a flat sum to teach the equivalent of a full-time load during the academic year	3	7	4	6
Paid a sum to teach the equivalent of a full-time load during the academic year,				
• Amount varies with academic discipline	7	3	8	1
• Amount varies with experience	7	3	7	2
• Amount varies with academic discipline and experience	6	4	8	2
Paid at the same rate as a regular full-time faculty position having similar responsibilities and qualifications	5	6	4	6

## Compensation Incentives for Four-Year Institution Full-time and Part-time Faculty

Compensation incentives or the bases for pay increases are presented in Table 17. Full-time renewable faculty and full-time fixed-term faculty members at a majority of four-year institutions receive pay increases based primarily on meritorious performance followed closely by the acquisition of additional appropriate academic. The incentive practices for part-time/adjunct faculty vary widely with no clear practice being used by a majority of the institutions.

**Table 17**

Number of Four-Year Colleges and Universities Responding

Compensation Incentives	FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No
Pay increase						
• Based on successful completion of initial probationary contract	0	11	1	9	0	12
• Based on longevity	3	8	3	7	4	9
• Based on meritorious performance	9	2	7	3	5	8
• Based on acquisition of additional appropriate academic credentials	7	4	7	3	6	7
One pay scale for all faculty in this faculty employment category with no pay raises or increases	0	11	1	9	6	7

## Notification of Renewal for Four-Year College and University Contracts

As previously stated, it is important for faculty members to know what and when they will be teaching in order to allow them the best preparation for their courses each semester. Table 18 shows that the tenure/tenure track, full-time renewable and full-time fixed-term faculty categories are notified earlier than part-time/adjunct faculty at most institutions that responded. Institutions notified faculty members one month or less than one month prior to the beginning of a semester. The full-time faculty member is notified one year or one semester prior to the beginning of classes for the institutions that responded to this question.

**Table 18**

Number of Four-Year Colleges and Universities Responding

Notification of renewal of contract	Ten/ten-track	FT renewable	FT fixed-term	Part-time/Adjunct
One year or more prior to the beginning of classes	6	2	2	1
One semester prior to the beginning of classes	3	5	4	4
One month prior to the beginning of classes	2	1	2	7
Less than one month prior to the beginning of classes	0	0	1	6

## Health Benefits and Life Insurance Practices of Four-Year Colleges and Universities

Table 19 presents the health, dental, prescription plan, vision plan, and life insurance benefits offered by four-year colleges and universities to the respective faculty employment categories. Table 6 clearly illustrates a pattern of comprehensive benefits being offered to faculty in the tenure/tenure track and full-time renewable faculty employment categories. A majority of the institutions that responded to these variables provided benefits to the faculty member and to her/his family for the tenure/tenure track and full-time renewable faculty employment categories. For faculty in the full-time fixed-term employment category, institutions were split between

offering the listed benefits and allowing the faculty employee to purchase the benefits at their own expense. For part-time/adjunct faculty, the number of institutions that provided benefits was essentially zero; however part-time and adjunct faculty members at a little more than one half of the institutions were permitted to purchase the benefits through the institutions at the employee's expense.

**Table 19**  
**Number of Four-Year Colleges and Universities Responding**

Benefits	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Health Insurance</b>								
• Available for the faculty employee, with institution making some contribution	12	0	10	0	5	4	1	11
• Available for the faculty employee, entirely at his/her expense	0	9	2	6	6	3	7	5
• Available for his/her family, with institution making some contribution	12	0	9	1	5	4	1	11
• Available for his/her family, entirely at his/her expense	0	9	2	6	6	3	7	5
<b>Dental Insurance</b>								
• Available for the faculty employee, with institution making some contribution	12	0	9	1	4	5	1	11
• Available for the faculty employee, entirely at his/her expense	0	9	2	6	6	3	7	5
• Available for his/her family, with institution making some contribution	11	0	9	1	4	5	0	12
• Available for his/her family, entirely at his/her expense	0	9	2	6	6	3	7	5
<b>Prescription Plan</b>								
• Available for the faculty employee, with institution making some contribution	12	0	9	1	4	5	0	12
• Available for the faculty employee, entirely at his/her expense	0	9	2	6	6	3	7	5
• Available for his/her family, with institution making some contribution	11	0	9	1	4	5	0	12
• Available for his/her family, entirely at his/her expense	0	9	2	6	6	3	7	5
<b>Vision Plan</b>								
• Available for the faculty employee, with institution making some contribution	12	0	9	1	4	5	0	12
• Available for the faculty employee, entirely at his/her expense	0	9	2	6	6	3	7	5
• Available for his/her family, with institution making some contribution	11	0	8	1	4	5	0	11
• Available for his/her family, entirely at his/her expense	0	8	2	5	6	3	6	5
<b>Life Insurance</b>								
• Available for the faculty employee, with institution making some contribution	3	9	2	8	0	9	0	12
• Available for the faculty employee, entirely at the his/her expense	9	2	7	3	9	1	5	7
• Available for his/her family, with institution making some contribution	3	9	1	9	0	9	0	12
• Available for his/her family, entirely at his/her expense	7	4	6	4	8	2	6	6

## Tuition and Retirement Benefits Offered by Four-Year Colleges and Universities

Table 20 presents tuition and retirement benefits offered by four-year colleges and universities to the respective faculty employment categories. Consistent with the health and other benefits previously discussed, the majority of institutions responding provided tuition and retirement benefits to faculty in the tenure/tenure track and full-time renewable faculty employment categories, but did not consistently offer these benefits to the full-time fixed faculty category. None of the four-year institutions offered tuition benefits or the Maryland State Retirement System to part-time and adjunct faculty members. Some institutions did offer faculty employees the 401K, 403B, and TIAA-CREF retirement benefits for full-time fixed-term and part-time/adjunct employment categories, as well as to the tenure/tenure track and full-time renewable faculty categories.

**Table 20**  
Number of Four-Year Colleges and Universities Responding

	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Tuition Benefits</b>								
• Available for the faculty employee	12	0	8	2	4	5	0	12
• Available for his/her immediate family	12	0	7	3	3	5	0	12
<b>Retirement Benefits</b>								
• Maryland State Retirement System available for the faculty employee	12	0	8	2	2	6	0	12
• 401k available for the faculty employee	10	0	8	1	6	2	6	6
• 403b available for the faculty employee	10	1	8	2	6	2	5	8
• TIAA-CREF available for the faculty employee	12	0	9	1	5	3	2	10

## Facilities Provided to Faculty by Four-Year Colleges and Universities

Table 21 shows that employees in the three fulltime faculty employment categories at a majority of institutions receive a personal office, personal phone, and a number of other facility and support services to perform their duties. In contrast, part-time/adjunct faculty members receive fewer benefits with virtually no institutions providing a personal office, personal telephone, or access to teaching assistants, and less than one half of the institutions offer part-time faculty members access to a personal computer.

**Table 21**  
Number of Four-Year Colleges and Universities Responding

	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Personal desk in a shared office	4	5	5	2	7	2	7	5
Personal office	12	0	7	2	7	3	0	12
Personal departmental mail box	12	0	9	0	10	0	9	3
Personal telephone	12	0	9	0	10	0	3	8
Access to copying equipment	12	0	9	0	10	0	13	0
Access to office supplies	12	0	9	0	10	0	12	1
Access to secretarial/clerical support	12	0	9	0	10	0	12	0
Access to personal computer	12	0	8	0	8	0	5	5
Access to main frame computer	11	1	8	1	9	1	9	3
Access to the Internet	12	0	9	0	10	0	11	1
Access to teaching assistant	5	7	4	5	1	7	1	10

## Professional Benefits Provided to Faculty by Four-Year Colleges and Universities

The professional benefits provided by four-year colleges and institutions to their faculty are summarized in Table 22. Comprehensive professional benefits are provided by nearly all institutions to tenure and tenure track faculty. Few institutions offer part-time faculty financial support to pursue professional development, conferences, academic research, or for sabbaticals. Full-time renewable faculty members were not permitted sabbaticals by eight of nine responding institutions. All but five institutions indicated that part-time faculty had the opportunity for appeal of grievance in the event of alleged violations of procedure, discrimination, or infringement of academic freedom. A clear majority of the responding institutions did permit all faculty employment categories the opportunity to appeal for the reasons stated above.

**Table 22**

Number of Four-Year Colleges and Universities Responding

Professional Benefits	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Financial support for professional development	12	0	7	2	5	5	2	11
Financial support to attend professional conferences	12	0	8	1	6	4	2	11
Financial support for academic research	11	1	8	1	6	4	2	11
Sabbatical	12	0	1	8	9	1	0	13
Opportunity for appeal or grievance in the event of allegedly substantial violations of procedure, discrimination, or denial of academic freedom	12	0	7	2	7	3	8	5

## Professional Opportunities Afforded Faculty by Four-Year Colleges and Universities

Table 23 shows that tenure/tenure track faculty and full-time faculty are treated in a similar fashion with respect to professional opportunities afforded the faculty members by the institution. Both of these faculty employment categories are provided with the full range of opportunities listed in Table 23. The professional opportunity areas that full-time fixed-term and part-time faculty members were not afforded at a majority of the institutions were: recognition for teaching excellence and the ability to serve on and institution-wide committees.

**Table 23**

Number of Four-Year Colleges and Universities Responding

Professional Opportunities	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Development of his/her own course syllabus	12	0	8	1	9	1	10	1
Participation in curricula development in his/her department	12	0	9	0	8	0	9	2
Eligible to receive recognition for teaching excellence	12	0	9	0	4	5	5	5
Participation in faculty orientation prior to the start of classes	12	0	9	0	8	0	10	1
Opportunity to participate in departmental meetings	12	0	8	0	7	0	9	1
Opportunity to serve on departmental committees	12	0	8	0	7	0	7	3
Opportunity to serve on school/division/college committees	12	0	8	0	7	1	6	5
Opportunity to serve on institution-wide committees	12	0	9	0	5	3	5	6

## Governance Opportunities for Four-Year College and University Faculty

Analogous the findings for professional opportunities, the data in Table 24 show that tenure/tenure track faculty and full-time faculty are treated in a similar fashion with respect to their ability to participate in four-year institution governance opportunities. Both faculty employment categories are provided the opportunity by nearly every institution to participate in all forms of institutional governance presented. Full-time fixed-term and part-time faculty members were not allowed by many institutions to participate in governance related activities. Few institutions permitted part-time faculty the opportunity to participate in governance categories above the departmental or school/division level.

**Table 24**  
Number of Four-Year Colleges and Universities Responding

Governance Opportunities	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Participation in departmental governance	12	0	9	0	5	2	6	7
Participation in school/division/college governance	12	0	9	0	5	3	6	7
Participation in faculty governance	12	0	9	0	4	4	3	10
Representation on the Faculty Senate or equivalent faculty body	12	0	8	1	2	6	2	11
Representation on the institution-wide council or equivalent body	11	0	8	0	3	4	2	10

## Faculty Evaluation Participants for Four-Year College and University Faculty

In the process of evaluating faculty performance, students, self-assessment, peer review, and the department head were consistently used for the majority of institutions for tenure/tenure track faculty and full-time employment categories (see Table 25). At a majority of institutions the provost, or chief academic officer, was also involved in faculty evaluation. For full-time fixed-term faculty and part-time faculty, faculty peer classroom visitation and the provost were involved in less than one half of the institutions.

**Table 25**  
Number of Four-Year Colleges and Universities Responding

Faculty Evaluation	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Involved	Not	Involved	Not	Involved	Not	Involved	Not
Students (e.g. course evaluation)	12	0	9	0	9	0	13	0
Faculty himself/herself (self-assessment)	11	1	8	1	8	1	6	4
Other faculty (e.g. class visitation)	10	2	7	1	6	3	5	6
Department head or equivalent person	12	0	9	0	9	0	11	1
Provost/Dean of instruction or equivalent person	11	1	6	2	6	3	4	7

## Four-Year College and University Faculty Requirements for Advising and Office Hours

Table 26 reveals that nearly every four-year institution requires the faculty of all faculty employment categories to maintain office hours. Faculty in the tenure-tenure track and full-time renewable faculty employment categories also are required to advise students at nearly all institutions. Student advising is not required of full-time fixed-term faculty at 5 of 10 responding four-year institutions and nor is advising required of part-time faculty at 11 of the 13 four-year colleges and universities.

**Table 26**  
Number of Four-Year Colleges and Universities Responding

	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Required	Not	Required	Not	Required	Not	Required	Not
Advise students	12	0	8	1	5	5	2	11
Maintain office hours	12	0	9	0	10	0	9	4



## IV. Report Highlights and Recommendations

### Highlights

- Institutions in Maryland did not show an increase in the use of part-time faculty similar to the often-reported part-time faculty trend nationally. The reason Maryland may not be showing this trend toward an increase in the use of part-time faculty could be because Maryland regulations require that 50 percent of the credit hours offered by an institution must be taught by full-time faculty. In light of this requirement Maryland's two and four-year institutions have remained fairly consistent in their use of part-time faculty.
- For community colleges, the proportion of student credit hours taught by tenure/tenure track faculty has decreased 8.24 percent from the fall semester 1996 to the fall semester 1999. This decrease has been offset by an increase of 9.50 percent in the proportion of student credit hours taught by full-time renewable faculty members. These changes may reflect a movement towards a renewable contract system and away from a tenure track system of employment.
- Four-year institutions showed a decrease in the student credit hours taught by tenure/tenure track faculty from 1996 to 1999, but also showed an increase in the student credit hours taught by full-time fixed-term faculty. This finding is in contrast to the increase in the student credit hours taught by full-time renewable faculty at community colleges.
- Part-time/adjunct faculty at community colleges and full-time fixed-term and part-time/adjunct faculty at four-year institutions are consistently provided few, if any, institutional health, dental, prescription, vision, life insurance, tuition, and retirement benefits compared to tenure/tenure track faculty and full-time renewable faculty.
- Faculty in all faculty employment categories at community colleges and four-year institutions are consistently provided with the facilities and support necessary to teach their courses and advise their students.
- Part-time/adjunct faculty members are not provided the full range of professional and faculty governance activities that are provided to tenure track and full-time faculty.
- Part-time/adjunct faculty members are notified of teaching appointments one month or less before the beginning of courses, while the full-time faculty members are given greater notice -- from a semester up to a year prior to the beginning of the courses.
- Almost all institutions required faculty members from every faculty employment category to maintain office hours and the majority of institutions required full-time faculty members to advise students.

## **Recommendations**

- The staff of the Maryland Higher Education Commission should follow-up with community colleges and four-year institutions to study institutional compliance with the Maryland minimum requirement regarding the percentage of credit hours taught by full-time faculty.
- The staff of the Maryland Higher Education Commission should develop a part-time faculty survey in consultation with the Faculty Advisory Council to request information directly from college and university administrators and part-time faculty members to specifically determine the constraints and problems or the advantages and benefits of part-time faculty members at Maryland community colleges and four-year colleges and universities.
- In light of the changes in higher education over the years since the adoption of the Maryland minimum requirements for full-time faculty, the Maryland Higher Education Commission, in consultation with the Maryland Intersegmental Chief Academic Officers, the Academic Affairs Advisory Council, and the Faculty Advisory Council should evaluate the current regulations for full-time faculty, the 50 percent requirement, and the appropriateness of maintaining existing faculty waivers and report back to the Commission at a future meeting.

## **Appendix**

**Cover Letter  
Instructions  
Survey Instrument**

April 10, 2000

Dr. XXX  
President XXX University  
Street  
City, MD 202097

Dear Dr. xxx:

At its November 17, 1999, meeting, the Maryland Higher Education Commission received a *Study of the Employment Status of Faculty at Maryland Public Campuses*. This study indicated that, between 1981 and 1998, the percentage of part-time and full-time temporary faculty had increased, while the proportion of full-time permanent faculty had decreased.

The Commission, in receiving the report, asked the Secretary of Higher Education to request the Faculty Advisory Council to advise the Commission on the implications of the *Study* for Maryland higher education. The Commission further requested that the Commission staff work with the Faculty Advisory Council in preparing an analysis of the salary and benefits for part-time and full-time temporary faculty in the State as well as the credit hours taught by full- and part-time faculty. Finally, The Secretary was requested to review the existing Minimum Requirements concerning full- and part-time faculty to determine their effectiveness in guaranteeing an adequate number of full-time faculty at Maryland's colleges and universities. The latter is timely as the Commission is currently reviewing the requirements for full-time faculty as a consequence of the waiver of this provision for five institutions in the last several years. The findings from this study will be crucial to the Commission's maintaining or revising this policy.

The Commission is using a two-part survey instrument to collect the requisite information. The first part of the survey covers undergraduate student credit hours taught by different categories of faculty and the second part covers salaries and fringe benefits for these categories. Student credit hour information is sought for the fall semesters of 1996 and 1999. The salary and benefits information is requested for academic year 1999/2000 only. It may be most efficient to have the office of institutional research complete Part I and the office of personnel complete Part II.

It is recommended that the student credit hour portion of the survey be completed on the accompanying diskette which contains Part I of the survey in an Excel file format and definition of terms and instructions in a Word file format. The two parts of the survey should be returned *together*, by May 19, 2000, to the Maryland Higher Education Commission in the enclosed envelope. If the diskette has been used to complete Part I, please return the diskette as well as a hard copy of the Excel file.

Thank you for your cooperation on this matter. If you have any questions, please contact Dr. Sock-Foon C. MacDougall at (410) 974-2971 ext. 152 or [smacdoug@mhec.state.md.us](mailto:smacdoug@mhec.state.md.us).

Sincerely,

Patricia S. Florestano, Ph.D.  
Secretary

MARYLAND HIGHER EDUCATION COMMISSION  
SURVEY OF FACULTY EMPLOYMENT PRACTICES  
AT MARYLAND PUBLIC HIGHER EDUCATION INSTITUTIONS

This survey<sup>1</sup> is divided into two parts. Part I focuses on *undergraduate student credit hours* while Part II focuses on *salaries and benefits*. The definitions of the faculty employment categories and other terms used in this survey are provided below. Following "Definition of Terms" is "Suggestions for Data Retrieval" which proposes an approach for obtaining information requested in Part I of the survey.

**DEFINITION OF TERMS**

**Time period** Undergraduate student credit hour, unduplicated faculty headcount, and full-time equivalent faculty (FTEF) data are requested for *the fall semester of 1996 and the fall semester of 1999*. Please note that credit hour data count should be as of the *institution's freeze date*. Salaries and benefits information are sought for *academic year 1999/2000*.

**Tenured and tenure-track faculty** All persons, including department chairs, whose principal occupational assignment is "faculty," whether instructional, research, or service, and reported as such to the Maryland Higher Education Commission through the Employee Data System (EDS). In this survey, when reference is made to this category of faculty, the short-hand term *Ten/ten-track* is used for convenience.

**Full-time non-tenured, non-tenure track research or public service faculty** All persons, not tenured or on tenure-track, whose principal occupational assignment is "research faculty" or "public service faculty" and who are employed full-time and reported as such to the Maryland Higher Education Commission through the Employee Data System (EDS). In this survey, when reference is made to this category of faculty, the short-hand term *FT respubser* is used for convenience.

**Full-time non-tenured, non-tenure track instructional faculty on renewable contracts** All persons, non-tenured or non-tenure track, whose contracts are renewable, and who are employed full-time as instructional faculty. This would include (a) persons who are hired initially on a contract of one or two years followed by a continuing contract; (b) hired on a rolling contract, OR (c) hired on some variant of these two types of contracts. In this survey when reference is made to this category of faculty, the short-hand term *FT renewable* is used for convenience.

**Full-time, non-tenured, non-tenure track, temporary, fixed-term instructional faculty** All temporary, full-time non-tenured, non-tenure track, instructional faculty hired for a fixed-term of one year or less, but teaching a full load. It is recognized that there are not many full-time, temporary, fixed-term faculty in community colleges. In this survey, when reference is made to this category of faculty, the short-hand term *FT fixed-term* is used for convenience.

**Part-time/adjunct faculty** All persons who teach part-time. These faculty are usually paid on a *per course basis*. In this survey, when reference is made to this category of faculty, the short-hand term *PTADJ* is used for convenience. *Excluded* from this faculty employment category are (a) college/university administrators and professional staff who teach part-time and (b) instructors teaching non-credit, continuing education courses.

**College/University staff/administrators who teach part-time** All college/university administrators and professional staff who teach part-time. In this survey, when reference is made to this category of faculty, the short-hand term *AdmPTFac* is used for convenience.

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<sup>1</sup> This serves to acknowledge the use of certain materials from the "University System of Maryland Survey of Non-Tenure-Track and Part-Time Faculty" and the "University System Faculty Instructional Workload Study."

**Teaching assistant/associate** All persons whose principal occupational assignment is “teaching assistant or associate” and are reported as such to the Maryland Higher Education Commission through the Employee Data System (EDS). These are typically graduate assistants or associates. Note that this EDS category also captures research assistants/associates; “Suggestions for Data Retrieval” proposes a way to exclude them. In this survey, when reference is made to this category of faculty, the short-hand term *TA* is used for convenience.

**Undergraduate student credit hour** Student credit hour is referred to by the acronym SCH. Lower division student credit hour is LD SCH and upper division student credit hour is UD SCH. *Do not double-count student credit hours*; for example, the *total* credit hours generated by two faculty members team-teaching a course should be counted only once. *Exclude* all credit hours generated through continuing education courses.

**Special graded undergraduate instructional experiences** Special graded undergraduate instructional experiences include, for example, independent studies, senior theses, and faculty supervised student teaching.

**SUGGESTIONS FOR DATA RETRIEVAL**

This is a suggested approach; institutions are free to use any method for retrieving the requested data.

- To begin the process, use the faculty information in the Employee Data System (EDS) to retrieve student credit hours for the faculty from the fall frozen Student Information System (SIS). Essentially, the two systems are matched on the EDS variable “Employee ID” (columns 12-20), usually the social security number.
- The following table employs several variables in the Employee Data System to define the faculty employment categories identified in this Survey. *Please review again the definitions provided on pages 1 and 2 as you examine this table.*

Variable Specifications for the Faculty Employment Categories

EDS variable name: EDS file layout location:	Principal Occupational Assignment: Columns 38-39	Full-time/Part-time Status: Column 28	Academic Tenure Status: Column 41	Appointment Status: Column 59
<u>Faculty Employment Categories:</u>				
Ten/ten-track	02 or 03 or 04	---	1 or 2	---
Ft respubser	03 or 04	1	3	---
FT renewable	02	1	3	1
FT fixed-term	02	1	3	2
PT/ADJ	02	2	3	---
AdmPTFac	01 or 06	---	---	---
TA	05	---	---	---

- For the faculty employment category FT renewable, it is possible that some institutions may code a “2” on “Appointment status.” In this case, for these institutions, it would not be possible to distinguish the student credit hours generated by the FT renewable and the FT fixed-term. Please indicate if this is the case for your institution. *It should be noted that Part II of the survey, which addresses salaries and benefits, is not affected by an institution’s ability to differentiate student credit hours generated by faculty in these two categories; the issue here is practice with regard to salaries and benefits.*
- For the faculty employment categories, AdmPTFac and TA, in matching the EDS against the SIS, only administrators and professional staff who taught would pick up student credit hours. *Similarly, only teaching assistants/associates who taught would pick up student credit hours.*

INSTITUTION \_\_\_\_\_ FICE CODE \_\_\_\_\_

NAME OF RESPONDENT \_\_\_\_\_

TITLE \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_ FAX NUMBER \_\_\_\_\_

EMAIL ADDRESS \_\_\_\_\_

PLEASE RETURN THE COMPLETED SURVEY IN THE ENCLOSED ENVELOPE BY MAY 19, 2000 TO

MARYLAND HIGHER EDUCATION COMMISSION  
 DIVISION OF PLANNING AND ACADEMIC AFFAIRS  
 16 FRANCIS STREET  
 ANNAPOLIS, MD 21401-1781  
 ATTN: SOCK-FOON C. MACDOUGALL, PH.D.

THANK YOU.

## **PART I: STUDENT CREDIT HOURS**

**INSTRUCTIONS** Information are requested by *faculty employment categories, undergraduate student credit hour level* (lower division and upper division), and *fall semesters* (1996 fall semester and 1999 fall semester). By way of example, the total number of lower division student credit hours (LD SCH) requested for the cell at the intersection of Line 1.1 and Column A refers to *LD SCH* generated by *tenured/tenure-track faculty* for the *specified fall semester*. Part I of the survey may be completed using the enclosed diskette, in which case please also provide a paper copy of the file when returning the survey materials.

**Community Colleges** should complete Line 1.1, Line 1.2, Line 1.2a, Line 1.3, and Line 3 only since they just offer lower division courses.

### **Lower Division Student Credit Hours**

**Line 1.1** Provide the number of lower division student credit hours (LD SCH) generated for the fall semester. *The LD SCH for the various faculty employment categories should include student credit hours generated through traditional instructional format, student credit hours generated by special graded instructional experiences, and student credit hours generated on an overload basis.*

**Line 1.2** Provide the number of unduplicated faculty headcount *who generated these lower division student credit hours (LD SCH).*

**Line 1.2a** Provide the number of full-time faculty equivalent (FTEF) *who generated these lower division student credit hours (LD SCH).*

**Line 1.3** Provide the number of lower division student credit hours *generated only on an overload basis* by faculty in the relevant faculty employment categories.

### **Upper Division Student Credit Hours**

**Line 2.1** Provide the number of upper division student credit hours (UD SCH) generated for the fall semester. *The UD SCH for the various faculty employment categories should include student credit hours generated through traditional instructional format, student credit hours generated by special graded instructional experiences, and student credit hours generated on an overload basis.*

**Line 2.2** Provide the number of unduplicated faculty headcount *who generated these upper division student credit hours (UD SCH).*

**Line 2.2a** Provide the number of full-time faculty equivalent (FTEF) *who generated these upper division student credit hours (UD SCH).*

**Line 2.3** Provide the number of upper division student credit hours *generated only on an overload basis* by faculty in the relevant faculty employment categories.

### **Unduplicated Faculty Headcount for the Institution for the Fall semester by Faculty Employment Categories**

**Line 3** Provide the total number of unduplicated faculty headcount for *the institution* for each faculty employment category for the fall semester. *Exclude* faculty who were on sabbatical and faculty who were on leave without pay in the fall semester.



**SURVEY OF STUDENT CREDIT HOURS BY FACULTY EMPLOYMENT CATEGORIES  
AT MARYLAND PUBLIC TWO-YEAR AND FOUR-YEAR INSTITUTIONS**

**PART I - A: FALL SEMESTER, 1996**

Name of Institution \_\_\_\_\_

<b>1996 FALL SEMESTER</b>		Column A	Column B	Column C	Column D	Column E	Column F	Column G
<i>NOTE: Community Colleges complete Lines 1.1, 1.2, 1.2a, 1.3, and 3 only</i>		Ten/ten-track	FT respubser	FT renewable	FT fixed- term	PT/ADJ	AdmPTFac	TA
<b>LOWER DIVISION STUDENT CREDIT HOURS -- LD SCH</b>								
Line 1.1	LD SCH							
Line 1.2	Number of unduplicated faculty involved in generating these LD SCH							
Line 1.2a	Number of FTEF involved in generating these LD SCH							
Line 1.3	LD SCH generated on overload basis							
<b>UPPER DIVISION STUDENT CREDIT HOURS -- UD SCH</b>								
Line 2.1	UD SCH							
Line 2.2	Number of unduplicated faculty involved in generating these UD SCH							
Line 2.2a	Number of FTEF involved in generating these UD SCH							
Line 2.3	UD SCH generated on overload basis							
Line 3	Total unduplicated faculty headcount for the institution for the fall semester of 1996							

**PART I - B: FALL SEMESTER, 1999**

<b>1999 FALL SEMESTER</b>		Column A	Column B	Column C	Column D	Column E	Column F	Column G
<i>NOTE: Community Colleges complete Lines 1.1, 1.2, 1.2a, 1.3, and 3 only</i>		Ten/ten-track	FT respubser	FT renewable	FT fixed- term	PT/ADJ	AdmPTFac	TA
<b>LOWER DIVISION STUDENT CREDIT HOURS -- LD SCH</b>								
Line 1.1	LD SCH							
Line 1.2	Number of unduplicated faculty involved in generating these LD SCH							
Line 1.2a	Number of FTEF involved in generating these LD SCH							
Line 1.3	LD SCH generated on overload basis							
<b>UPPER DIVISION STUDENT CREDIT HOURS -- UD SCH</b>								
Line 2.1	UD SCH							
Line 2.2	Number of unduplicated faculty involved in generating these UD SCH							
Line 2.2a	Number of FTEF involved in generating these UD SCH							
Line 2.3	UD SCH generated on overload basis							
Line 3	Total unduplicated faculty headcount for the institution for the fall semester of 1999							

**PART II: SALARIES AND FRINGE BENEFITS**

**INSTRUCTIONS:** For each of the following items, please circle the most appropriate response. In responding to these items, the answers should reflect practices at the institution.

1. Please indicate which of the following policies determine compensation practices at your institution. Please check the appropriate boxes.

	<b><u>Most frequently used</u></b>	<b><u>Less frequently used</u></b>
Institutional policy		
Departmental/instructional unit policy		

2. Please indicate which of the following compensation practices are employed at your institution to remunerate part-time instructional faculty. Circle all that apply. Please rank these 5 practices in order of frequency of use at your institution, with "1" being the most frequently used and "5" the least frequently used.

<b><u>Compensation Practice</u></b>	<b><u>Part-time/Adjunct</u></b>		
	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>Rank</u></b>
Paid on a per course basis:			
• Flat rate for all faculty in this faculty employment category	1	2	
• Amount varies with experience	1	2	
• Amount varies with academic discipline	1	2	
• Amount varies with experience and academic discipline	1	2	
Paid at the same rate as a regular full-time faculty position having similar responsibilities and qualifications	1	2	
Other (please specify) /Comments			

3. Please indicate which of the following compensation practices are employed at your institution to remunerate faculty in the faculty employment categories identified below. Circle all that apply. Please rank these 5 practices in order of frequency of use at your institution, with "1" being the most frequently used and "5" the least frequently used.

<b><u>Compensation Practice</u></b>	<b><u>FT renewable</u></b>			<b><u>FT fixed-term</u></b>		
	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>Rank</u></b>	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>Rank</u></b>
Paid a flat sum to teach the equivalent of a full-time load during the academic year	1	2		1	2	
Paid a sum to teach the equivalent of a full-time load during the academic year,						
• Amount varies with academic discipline	1	2		1	2	
• Amount varies with experience	1	2		1	2	
• Amount varies with academic discipline and experience	1	2		1	2	
Paid at the same rate as a regular full-time faculty position having similar responsibilities and qualifications	1	2		1	2	
Other (please specify)/Comments						

4. Please indicate if the following compensatory incentives are available at your institution for faculty in the faculty employment categories identified below. Circle all that apply. Please rank these 5 practices in order of frequency of use at your institution, with "1" being the most frequently used and "5" the least frequently used.

Compensation Incentives	FT renewable			FT fixed-term			Part-time/Adjunct		
	Yes	No	Rank	Yes	No	Rank	Yes	No	Rank
Pay increase									
• Based on successful completion of initial probationary contract	1	2		1	2		1	2	
• Based on longevity	1	2		1	2		1	2	
• Based on meritorious performance	1	2		1	2		1	2	
• Based on acquisition of additional appropriate academic credentials	1	2		1	2		1	2	
One pay scale for all faculty in this faculty employment category with no pay raises or increases	1	2		1	2		1	2	
Other (please specify)/Comments									

5. Please indicate *when* faculty in the faculty employment categories identified below are informed of contract *renewal*. Please check the appropriate boxes which reflect practices at the institution.

Notification of renewal of contract	Ten/ten-track	FT renewable	FT fixed-term	Part-time/Adjunct
One year or more prior to the beginning of classes				
One semester prior to the beginning of classes				
One month prior to the beginning of classes				
Less than one month prior to the beginning of classes				
Other (please specify)/Comments				

6. Please indicate which of the following benefits your institution offers to faculty in the faculty employment categories identified below. Circle all that apply.

Benefits	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Health Insurance</b>								
• Available for the faculty employee, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for the faculty employee, entirely at his/her expense	1	2	1	2	1	2	1	2
• Available for his/her family, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for his/her family, entirely at his/her expense	1	2	1	2	1	2	1	2
<b>Dental Insurance</b>								
• Available for the faculty employee, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for the faculty employee, entirely at his/her expense	1	2	1	2	1	2	1	2
• Available for his/her family, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for his/her family, entirely at his/her expense	1	2	1	2	1	2	1	2
<b>Prescription Plan</b>								
• Available for the faculty employee, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for the faculty employee, entirely at his/her expense	1	2	1	2	1	2	1	2
• Available for his/her family, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for his/her family, entirely at his/her expense	1	2	1	2	1	2	1	2
<b>Vision Plan</b>								
• Available for the faculty employee, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for the faculty employee, entirely at his/her expense	1	2	1	2	1	2	1	2
• Available for his/her family, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for his/her family, entirely at his/her expense	1	2	1	2	1	2	1	2
<b>Life Insurance</b>								
• Available for the faculty employee, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for the faculty employee, entirely at the his/her expense	1	2	1	2	1	2	1	2
• Available for his/her family, with institution making some contribution	1	2	1	2	1	2	1	2
• Available for his/her family, entirely at his/her expense	1	2	1	2	1	2	1	2

	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Tuition Benefits</b>								
• Available for the faculty employee	1	2	1	2	1	2	1	2
• Available for his/her immediate family	1	2	1	2	1	2	1	2
<b>Retirement Benefits</b>								
• Maryland State Retirement System available for the faculty employee	1	2	1	2	1	2	1	2
• 401k available for the faculty employee	1	2	1	2	1	2	1	2
• 403b available for the faculty employee	1	2	1	2	1	2	1	2
• TIAA-CREF available for the faculty employee	1	2	1	2	1	2	1	2

7. Please indicate which of the following facilities are provided to faculty in the faculty employment categories identified below. Circle all that apply.

	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Personal desk in a shared office	1	2	1	2	1	2	1	2
Personal office	1	2	1	2	1	2	1	2
Personal departmental mail box	1	2	1	2	1	2	1	2
Personal telephone	1	2	1	2	1	2	1	2
Access to copying equipment	1	2	1	2	1	2	1	2
Access to office supplies	1	2	1	2	1	2	1	2
Access to secretarial/clerical support	1	2	1	2	1	2	1	2
Access to personal computer	1	2	1	2	1	2	1	2
Access to main frame computer	1	2	1	2	1	2	1	2
Access to the Internet	1	2	1	2	1	2	1	2
Access to teaching assistant	1	2	1	2	1	2	1	2
Other (please specify)/Comments								

8. Please indicate which of the following professional benefits are available to faculty in the faculty employment categories identified below. Circle all that apply.

<b>Professional Benefits</b>	Ten/ten-track		FT renewable		FT fixed-term		Part-time/Adjunct	
	Yes	No	Yes	No	Yes	No	Yes	No
Financial support for professional development	1	2	1	2	1	2	1	2
Financial support to attend professional conferences	1	2	1	2	1	2	1	2
Financial support for academic research	1	2	1	2	1	2	1	2
Sabbatical	1	2	1	2	1	2	1	2
Opportunity for appeal or grievance in the event of allegedly substantial violations of procedure, discrimination, or denial of academic freedom	1	2	1	2	1	2	1	2
Other (please specify)/Comments								

9. Please indicate which of the following governance opportunities are available to faculty in the faculty employment categories identified below. Circle all that apply.

<b>Governance Opportunities</b>	<b>Ten/ten-track</b>		<b>FT renewable</b>		<b>FT fixed-term</b>		<b>Part-time/Adjunct</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Participation in departmental governance	1	2	1	2	1	2	1	2
Participation in school/division/college governance	1	2	1	2	1	2	1	2
Participation in faculty governance	1	2	1	2	1	2	1	2
Representation on the Faculty Senate or equivalent faculty body	1	2	1	2	1	2	1	2
Representation on the institution-wide council or equivalent body	1	2	1	2	1	2	1	2
Other (please specify)/Comments								

10. Please indicate which of the following professional opportunities are available to faculty in the faculty employment categories identified below. Circle all that apply.

<b>Professional Opportunities</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
	Development of his/her own course syllabus	1	2	1	2	1	2	1
Participation in curricula development in his/her department	1	2	1	2	1	2	1	2
Eligible to receive recognition for teaching excellence	1	2	1	2	1	2	1	2
Participation in faculty orientation prior to the start of classes	1	2	1	2	1	2	1	2
Opportunity to participate in departmental meetings	1	2	1	2	1	2	1	2
Opportunity to serve on departmental committees	1	2	1	2	1	2	1	2
Opportunity to serve on school/division/college committees	1	2	1	2	1	2	1	2
Opportunity to serve on institution-wide committees	1	2	1	2	1	2	1	2
Other (please specify)/Comments								

11. In your faculty evaluation process, please indicate which of the following categories of persons participate in the evaluation of faculty in the faculty employment categories identified below. Circle all that apply.

<b>Faculty Evaluation</b>	<b>Ten/ten-track</b>		<b>FT renewable</b>		<b>FT fixed-term</b>		<b>Part-time/Adjunct</b>	
	<b>Involved</b>	<b>Not involved</b>	<b>Involved</b>	<b>Not involved</b>	<b>Involved</b>	<b>Not involved</b>	<b>Involved</b>	<b>Not Involved</b>
Students (e.g. course evaluation)	1	2	1	2	1	2	1	2
Faculty himself/herself (self-assessment)	1	2	1	2	1	2	1	2
Other faculty (e.g. class visitation)	1	2	1	2	1	2	1	2
Department head or equivalent person	1	2	1	2	1	2	1	2
Provost/Dean of instruction or equivalent person	1	2	1	2	1	2	1	2

12. Please indicate if faculty in the faculty employment categories identified below are required to advise students and maintain office hours as part of their teaching responsibilities.

	<b>Ten/ten-track</b>		<b>FT renewable</b>		<b>FT fixed-term</b>		<b>Part-time/Adjunct</b>	
	<b>Required</b>	<b>Not required</b>	<b>Required</b>	<b>Not required</b>	<b>Required</b>	<b>Not required</b>	<b>Required</b>	<b>Not required</b>
Advise students	1	2	1	2	1	2	1	2
Maintain office hours	1	2	1	2	1	2	1	2



