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Exogenous Events Impact on Faculty Composition in Higher Education

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ABSTRACT: In the 1970's, higher education faculty were male, full-time, tenured, and U.S. educated. The past 30 years have seen a significant replacement of full-time tenured faculty with non-tenured faculty, leading to a shrinking pool of tenured faculty.

During this time non-tenured lectures were hired to teach, and post-doctoral students were employed to support research. These substitutions assisted with the cost-cutting measures. Recent exogenous events related to restricting entrance visas for international students and H-proposed changes in IB visas for temporary workers threaten to accelerate the changing faculty composition.

A portfolio faculty model ensures the continued relevance and competitiveness of higher education in the face of declining international student numbers, declining federal funding, and pressure to place students in a difficult labor market.

KEYWORDS: tenure, non-tenure, faculty, visa restrictions.

INTRODUCTION

The last half century has seen a decline in tenured faculty numbers. An expanding non-tenure workforce, has replaced the full-time tenured faculty. The result was a growing distinction in faculty roles. The non-tenure-lecturers focused on teaching (e.g., lecturers) or research (e.g., postdoctoral scholars), with limited engagement in governance and service. The pool of tenure and tenure-track faculty continued to shrink, raising questions about the long-term impact on the professoriate. Two exogenous events will accelerate this substitution.

Exogenous Events Impacting Faculty Supply

The F-1 and J-1 visas programs allowed international students to enter the U.S. and remain until degree completion. This program permitted international students to remain and complete multiple degrees. The program was both a source of revenue, and manpower for doctoral programs. The new proposal capped degree completion at a fixed term of four years and shortened the appeal process (Federal Register, 2025) (Yale, 2025). The change was a significant issue for international doctoral students whose time to degree often exceeded the fixed four-year cap. issue While international enrollment reached an all-time high of 1,177,766 in 2024-2025, this masked a 7% decline in new international students and an even bigger 15% drop in new international graduate students (Institute of International Education, 2025).

While the short-term concern was lost revenue, the longer-term concern was the impact on the faculty pipeline. International students dominated doctoral programs in science and engineering. (Educational Testing Service, 2024). A majority visa holders remained and secured faculty positions. (National Science Foundation, 2025). Policies that discourage doctoral applicants, therefore, threaten the future supply of the professoriate.

The J-1 and F-1 visas attracted large numbers of international students were generated tuition revenues, expanded the export of international services, expanded doctoral programs in science and engineering, and increased the potential availability for a technically competent labor force. The H-1B was a temporary window that allowed these talented U.S. trained degree holders remained and worked in the U.S. A significant outcome was the expansion of the faculty talent pool. A proposed change to the program threatens that link. The H-1B visas are allocated in a lottery for 85,000 visas. However, H-1b visas applicants in nonprofit enterprises, which included higher education, hospitals and military are exempt from the lottery cap (Roush, 2025).

A majority of new-employment approvals go to individuals already in the United States.: in fiscal year 2024, roughly 54% of approved new-employment petitions were change-of-status filings for beneficiaries already in the country, and 71 percent of those were individuals converting to an H-1B from a student visa (U.S. Citizenship and Immigration Services, 2024). H-1B recipients were

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male, under age 35, and disproportionately US-educated. Most of the H-1B population began as international students who generated the educational-services export in the first place; the student visa and the work visa are opposite ends of a single talent pipeline rather than separate systems.

The proposed change would place a substantial toll on the program. (White House, 2025). A recent Supreme Court decision struck down the proposed \$100,000 submission fee for each applicant. While this decision is under appeal, two limits remain in place. First, non-profits and higher education applicants are now included in the lottery. Second, the fee does not change the number of capped visas available, which remains fixed at 85,000. These limits along with the expected appeal send a negative signal for recruitment from abroad and potential to shrink the future faculty pipeline.

The longer-term concern was the faculty pipeline. A large majority of these trained science and engineering doctorate-holders have remained after graduation (National Science Foundation, 2025).

Discussion of Duties

The reasons for increased costs and escalated tuition varied between public and private universities. Public universities faced declining state appropriations, restrictions on raising tuition, increased research facility costs, and rising faculty costs in selected disciplines. With growing competition in the domestic market, private universities faced pressures to offer discounted tuition and more financial aid. Privates were also facing rising costs in their research operations. Full-time lecturers and post-doctoral faculty were substituted for fulltime tenured faculty. These options were feasible given the excess supply of PhD faculty in most disciplines. The decline in tenured faculty raised concerns about the adverse impact on the professoriate.

Attractiveness of a PhD degree and an academic career diminished with an excess supply of PhDs in specific disciplines. The expanded length of time to completion of a PhD degree from three to six years, resulted in significant opportunity costs in a market with limited opportunities to obtain a tenured position. Increasing opportunity costs and the declining attractiveness of the professoriate had long-term implications for the quality of future faculty (AAUP, 2025).

Contingent Faculty

Contingent faculty applied to all faculty appointed to non-tenured positions or not on the tenure track. The definition included graduate students teaching a class or post-doctoral students assisting in a laboratory or research project.

Historically, the role of faculty was teaching, research, and service. At four-year undergraduate liberal arts colleges, education and service have higher weights than research. At PhD-granting research universities, research was dominant. The weighting may vary within a university. Nontenured faculty were employed for a single activity, teaching, or research. Faculty members were usually engaged in a supporting role and had no other role within an academic unit. Part-time faculty were typically employed on a course contract. These non-tenured faculty had no role or a limited role in governance (AAUP, 2024) (Committee on Contingent Faculty, 2024).

American Association of University Professors (AAUP)

Academic workforce shifted to primarily contingent faculty between 1987 and 2021. During the thirty-four- years, part-time faculty increased from 33% to 48%. The tenured faculty dropped from 39% to 24% in 2021. Non-tenured positions as a share of the total went from 5% to 13%. Tenure seeking positions dropped from 14% to 9%. The share of contingent faculty as a group grew from 47% to 68% in the Fall 2021 (AAUP, 2024).

The expansion of contingent faculty raised concerns about tenure and the ability of faculty to engage in basic research and develop new areas of thinking. Concerns also focused on the attractiveness of a faculty career and the quality of PhD applicants.

LITERATURE REVIEW

Within the universities, there was variability in faculty responsibilities and status. The emphasis on research resulted in non-tenured lectures providing instruction to undergraduates (Ehrenberg & Zhang, 2005).

The increased number of lectures resulted in an increased number of non-doctoral faculty in the classroom. These faculty had significant teaching roles. They were not engaged in the department activities or governance except in a support capacity undergraduate students' persistence and graduation rates than at other institutions. Part-time faculty tended to produce positive in-class experiences but significantly lower levels and persistence in follow-on courses (Ehrenberg &

Zhang, 2005). This suggests that while students may have enjoyed the course, but they may not have been as well-prepared for advanced coursework. Professional disciplines often employ faculty with titles such as clinical professor or professor practice. These faculty taught courses and provided experiential learning (Ehrenberg, 2010).

Figlio, Shapiro and Soto suggested that full-time non-tenured faculty produced a higher student persistence rate than in courses taught by tenured faculty. The students perform better in follow-on courses. The experiment data were from introductory courses at Northwestern University. As the authors point out, the admissions standards at Northwestern may limit the generalization of the results to other institutions (Figlio, 2013).

Observations

One outcome was the growth of research faculty and post-doctoral students on soft money at comprehensive research universities. Universities created career paths for full-time instructional faculty. As Zhang, Ehrenberg, and Liu pointed out, these outcomes exhibited both price effects when substituting nontenured faculty for higher cost tenure and tenure track faculty and income effects on institutional outcomes (Zhang, 2015). In studies of higher education's response to labor market demands, Conzelmann, Hemelt, Hershbein, Martin, Simon, and Strange found the number of bachelor's degrees granted responded positively to changes in major-specific demand. However, there was a vast difference in responses across institutions and fields. The fields linked to specific occupations were more responsive. The ability of institutions and departments to respond to changing labor demands also depended on their ability in the short run, to either re-deploy faculty or add faculty to staff courses. Lower cost disciplines (social sciences) are more responsive (Conzelmann, 2023).

The successful use of non-tenured faculty, whether full-time or part-time, for dedicated research or teaching needs depended on their integration into the faculty. Drake, Struve, Meghani, and Bukoski referred to this as “invisible labor.” While lectures had control over the classroom, they remained invisible in other academic duties (serving on committees, developing policy, participation in faculty meetings, and governance). These faculty may not have access to travel resources, research funding, sabbaticals, faculty development, or recognition. Academic units tended to restrict faculty to supporting roles and ignored the value created by nontenure track faculty in participating faculty roles (Drake, 2019).

Tenure

While tenure has value, a key tenet is that it protects professors from dismissal and encourages academic exploration. Concerns arise that tenure can lead to complacency and reduced motivation. From a resource perspective, critics believe that tenured faculty may contribute little to institutional value. This concern has led legislators to develop post-tenure review policies. Tripodi, Zheng, Murray, Jones, Ni, and Wang explored tenure and research trajectories in the US. Typically, in the run-up to tenure, the publication rate steadily increases and peaks before the tenure decision. After tenure, the publication rate remained stable close to the peak prior to tenure. The above researchers found considerable field level heterogeneity in the trajectories. Disciplinary fields involving laboratory work, external funding and teamwork remained stable at or close to the pre-tenure rate. Disciplines involving less reliance on teamwork, external funding and laboratory findings displayed a downward trajectory in the publication rate after tenure. This was particularly prominent in both business and economics. As pointed out by the authors, within all disciplines, very few faculty have zero publications, and in fact, a substantial fraction of the faculty increased their publication rate. The most cited papers of the faculty authors were from prior to the tenure date. In fields with limited teamwork and less external research support, and at universities with limited doctoral programs and research emphasis, the publication rates of non-tenured faculty are lower and fall after tenure. These findings support more rigorous standards for promotion and tenure at comprehensive research institutions (Tripodi, 2023).

Outcomes

This section examines the proportion of tenured faculty within the total faculty composition across different institutional settings. Faculty were a critical resource for graduates, academic programs, and the university (Williams, 2014).

The analysis focused on two data sets:

University of Florida – This data tracked the shift in faculty composition at the University of Florida, a public AAU land-grant institution with 50,000 students across sixteen colleges.

Warrington College of Business – This data examined faculty composition shifts within the Warrington College of Business at the University of Florida, a comprehensive doctoral research business school conferring over 1,000 undergraduate and graduate degrees annually.

University of Florida

University of Florida data covers the period from Fall 2013 to Fall 2023 and was from the University of Florida Institutional Research. From 2013 to 2023, the number of degrees grew from 12,875 in 2012-2013 to 15,752 in 2022-2023, a 22.2 % jump in production.

The doctorates produced declined from 800 to 748, and the number of professional degrees went from 1184 to 1086. However, the master's degrees awarded increased significantly (Table 1).

Table 2 displays the University of Florida workforce from 2012-2013 to 2022-2023. In this period, the tenure and tenure-track faculty went from 2,640 faculty to 2994 faculty. This was a 13.4% increase. Overall, full-time faculty increased from 4,131 to 5,361. As a result of this decline, the focus will only be on full-time faculty. In 2012-2013, tenure and tenure-track full-time faculty were 2640 of the 4,131 full-time faculty (63.9%). In 2022-2023, the tenure and tenure-track full-time faculty were 2994 of the 5,361 full-time faculty (55.9%). Over this period, full-time clinical faculty grew from 1,195 to 1,840.

At Florida, the number of tenured and tenure track faculty has grown as compared to a decline nationally.as grown. However, as a percentage of faculty, they have shrunk from 63.9% to 55.9%. While tenured faculty numbers of tenured and tenure-track faculty have remained stable, their percentage of total faculty will continue the downward trend.

Why is the University of Florida an outlier nationally? The University has committed to offering a wider range of titles that better reflect the tasks non-tenured faculty perform.

These titles include lecturer, clinical, professor of practice, and instructional professor. The university encouraged engagement of non-tenured faculty in governance. In the area of personal

development, contingent faculty are eligible for a semester of personal development leave with no teaching or service responsibilities. Nontenured full-time faculty are also eligible for promotion within their title status, like promotions from assistant professor and associate professor. These promotions came with a salary promotion adjustment.

The University of Florida and the University Trustees committed significantly to developing analytics and artificial intelligence expertise. A substantial increase in state support funded the additional tenure, tenure track, and clinical faculty positions over the 2020- 2025 years. Even though the number has remained stable, the percentage of tenure and tenure seeking faculty will continue to shrink with the growth of clinical faculty across all disciplines within the university.

Warrington College of Business

The Warrington College of Business data appears in Table 5 (degrees awarded) and Table 6 (faculty). It covers the academic years 2013-2014 and 2022-2023. The data is from the University of Florida Institutional Research.

For the years 2013-2014, the college awarded 2,144 degrees. In 2022-2023, the college awarded 2,926 degrees, a 36.5% increase. All three levels of degrees increased: bachelors, masters, and doctorates. One note is the growth in doctoral degrees. This growth was in the DBA degree. The DBA was a professional doctorate targeting working professionals. The number of PhDs in business remained flat.

From 2013-2014 to 2022-2023, the total full-time faculty increased from 105 to 142. In 2013-2014, the total faculty of 105 faculty consisted of 35 non-tenured faculty. The non-tenured faculty

share was 33.3%. In 2022-2023, the 142 total full-time faculty included 57 non-tenured faculty. Tenured and tenure seeking faculty increased from 70 to 85. Given the college's location, part-time faculty numbers are small. Lecturers with teaching responsibilities have remained flat at 32 in 2013-2014 and 33 in 2022-2023. The significant growth was in clinical faculty members from 3 in 2013 to 22 in 2022-2024. Clinical faculty focused on research applications, and experiential learning. The non-tenured full-time faculty at Warrington were engaged in governance, eligible for a semester of faculty development leave, eligible for promotion, eligible for research grants, and receive individual expense budgets. Non-tenured full-time faculty were a valuable part of the college and integral to the school's mission.

While the tenured and non-tenured faculty numbers have grown, the growth is primarily due to the addition of faculty with analytics and artificial intelligence skills across the traditional business disciplines. The growth in clinical faculty was a function of the availability of DBA graduates with significant industry and specific skills to meet the marketplace needs of graduates. Full-time nontenured faculty had no negative impact on persistence and degree production as the number of degrees grew by 36.5%.

CONCLUSIONS

The faculty composition across U.S. universities and colleges had shifted significantly, with non-tenured faculty now comprising the largest share. In addition to instructional roles, non-tenured faculty have increasingly contributed to governance, curriculum innovation, and employer engagement.

At the same time, school rankings placed greater emphasis on classroom engagement and instructional effectiveness, elevating teaching quality as a key driver of institutional reputation. While this shift enhanced student participation and learning outcomes, it also placed more pressure on faculty. Larger class sizes and heightened expectations for teaching excellence reinforced the need for a faculty model that went beyond traditional tenure-track professors. Changes in the early 2000s further encouraged schools to rethink faculty composition, leading to the expansion of lecturer and clinical faculty roles. Lecturers took on core instructional duties, while clinical faculty brought industry expertise to enhance experiential learning opportunities.

A well-balanced faculty portfolio was essential for sustaining long-term knowledge creation and doctoral education. A mix of faculty allowed schools to align faculty expertise with industry demands, provide students with applied learning experiences, and ensure continuity in research and leadership. While tenured faculty remained critical for conducting research, mentoring doctoral students, and shaping institutional strategy, clinical faculty played a complementary role by bridging academia and industry, engaged in applied research, and equipped students with new skills.

This dynamic faculty composition was not a weakness but a strategic advantage. By adopting a portfolio approach to faculty, institutions can fulfill their mission, create value for students, and meet the evolving needs of employers in an increasingly complex and data-driven marketplace (Fourier and Thomas, 2022).

Further Research

Further research could examine the role of professional doctorates programs in addressing the demand for clinical faculty. A critical area of exploration is the research contributions of clinical faculty. While traditionally focused on teaching, clinical faculty are increasingly engaged in research with direct societal impact. Future studies could investigate whether clinical faculty are driving innovation in applied research and how their contributions compare to those of tenure-track faculty.

Additionally, experiential learning has become a cornerstone of modern education, and clinical faculty often take the lead in designing and implementing these programs. Research could explore how clinical faculty enhance experiential learning.

A documented decline in faculty research productivity after tenure raises broader concerns about faculty development and evaluation. Does this trend suggest a mismatch in PhD training—where faculty were trained as researchers but later faced competing institutional demands? Alternatively, should faculty evaluation models focus more on progression toward tenure rather than post-tenure reviews? Future studies could assess whether institutions would benefit from alternative faculty development models that sustain research engagement beyond tenure while balancing evolving teaching and administrative responsibilities.

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Table 1 Degrees Awarded by The University of Florida

Degree Type	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Bachelors	7,695	7,783	7,432	7,683	8,121	8,938	9,271	9,321	9,502	9,569
Masters	3,196	2,643	2,842	3,084	3,444	2,833	2,846	3,023	3,182	4,349
Doctorate	800	760	768	721	770	735	654	720	788	748
Professional	1,184	1,137	1,169	1,272	1,184	1,209	1,151	1,026	1,095	1,086
Total	12,875	12,323	12,211	12,760	13,519	13,715	13,922	14,090	14,567	15,752

Note. Academic degrees awarded by the University of Florida from academic years, 2013–2014 to 2022–2023. Data sourced from University of Florida Institutional Research (2025)

Table 2: Faculty of The University of Florida

Rank	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Tenured	1,958	1,989	1,955	1,946	1,940	1,925	1,968	1,957	1,937	1,943
Tenure-Track	682	692	730	782	841	985	1,022	1,025	1,055	1,051
Total	2,640	2,681	2,685	2,728	2,781	2,910	2,990	2,982	2,992	2,994
Non-Tenure										
Administrator	22	23	24	26	31	34	37	40	46	52
Clinical	1,195	1,271	1,379	1,509	1,592	1,639	1,692	1,736	1,768	1,840
Lecturer	274	286	289	230	385	456	451	449	449	475
Total	1,491	1,580	1,692	1,765	2,008	2,129	2,180	2,225	2,263	2,367
Total Full-Time	4,131	4,261	4,377	4,493	4,789	5,039	5,170	5,207	5,255	5,361
Total Part-Time	703	708	728	696	626	597	566	610	664	633

Note. Faculty data for the University of Florida from academic years, 2013–2014 to 2022–2023. Data sourced from University of Florida Institutional Research (2025).

Table 3: Total Degrees Awarded in Business by The University of Florida

Degree	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Bachelor	1,084	1,123	1,281	1,191	1,226	1,328	1,316	1,302	1,385	1,488
Masters	1,050	1,064	1,024	1,070	1,109	1,012	1,094	1,118	1,365	1,399
Doctorate	10	18	7	15	29	21	26	32	23	39
Total	2,144	2,205	2,312	2,276	2,364	2,361	2,436	2,452	2,773	2,926

Note. Academic degrees awarded in business by the University of Florida from academic years, 2013–2014 to 2022–2023. Data sourced from University of Florida Institutional Research (2025).

Table 4: Faculty in Business, University of Florida

Rank	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Tenured	47	48	48	49	50	50	52	56	58	59
Tenure-Track	23	23	23	23	27	25	27	26	27	26
Total	70	71	71	72	77	75	79	82	85	85
Non-Tenure										
Clinical	3	3	6	8	10	15	16	16	22	22
Lecturer	32	34	31	32	28	29	28	29	31	33
Total	35	37	37	40	38	44	44	46	55	57
Total Full-Time	105	108	108	112	115	119	123	128	140	142
Total Part-Time	5	5	4	7	5	6	12	15	11	10

Note. Faculty in business at the University of Florida from academic years, 2013–2014 to 2022–2023. Data sourced from University of Florida Institutional Research (2025).