

# From AAUP: Revised Figures for Contingent Faculty

In November, the U. S. Dept. of Education released a new set of figures for the percentage of faculty on contingent appointments for Fall 2001. The revised figures are as follows:

Full-Time Tenured Faculty .....	278,825 (25.0%)
Full-Time Tenure-Track (probationary) .....	125,811 (11.3%)
Full-time Non-tenure-track .....	213,232 (19.2%)
Part-Time .....	495,315 (44.5%)
Total .....	1,113,183

Thus, by this tabulation, the percentage of contingent faculty was 63.7% in 2001, up from 58.7% in 1998.

## Highlights

The absolute number of full-time tenured faculty actually declined between 1998 and 2001, from 297,360 to 278,825. In percentage terms, this group represented 30.5% in 1998 and 25.0% in 2001.

The most rapid growth between 1998 and 2001 came among full-time non-tenure-track faculty, increasing from 157,360 to 213,232, an increase of 35.5%. By contrast, the number of probationary faculty increased by 19.5%; part-time faculty increased 19.1%; and full-time tenured faculty declined by 6.2%.

John W. Curtis, AAUP's Director of Research, will be making further analysis of these data soon, including breakdowns by gender and comparisons with enrollment. The AAUP will include some portions of this in their "Annual Report on the Economic Status of the Profession."

## Notes

- These figures are reconstructed from multiple tables; AAUP can provide exact citations for those interested.
- The figure for part-time faculty probably includes a small number who have tenure; these would likely be faculty members in a phased retirement. However, even these "tenured" faculty members might have teaching assignments withdrawn on short notice if they do not attract sufficient enrollment.
- The percentages are of faculty "headcount"; the percentage of actual courses or credit hours taught by part-time faculty would likely be lower, since many part-time faculty teach only one course.
- However, the figures for part-time and FT non-tenure-track faculty are probably underestimates; these numbers are often incomplete at the institutional level.