

STILL LEFT

A Look at the
Diversity of Part-Time
Faculty Members
Across California
Public Institutions



In January 2024, the Campaign for College Opportunity published the report [*Still Left Out: How Exclusion In California's Colleges & Universities Continues To Hurt Our Values, Students, and Democracy*](#). The report documents the lack of representation and diversity among the senior leadership, faculty, and academic senates in the state's public colleges and universities. It also addresses the lack of progress in remedying the situation since the Campaign's original [*Left Out*](#) report in 2018.

In *Still Left Out*, we document that professors who identify as Latinx, Black, Asian American and Native Hawaiian/Pacific Islander (NHPI) remain starkly underrepresented among tenured and tenure-track faculty members and that, in particular, Latinx faculty members make up only 8% of that group at the University of California (UC), 10% at the California State University (CSU), and 18% at the California Community Colleges (CCC).

As a first-generation, low-income Latina college student at the University of California, Los Angeles (UCLA) from 2013-2017, these findings, while troubling, are hardly surprising. Though UCLA is situated in the heart of Los Angeles, not a single executive-level administrator there is Latinx. Despite Latinx students accounting for about [20%](#) of the UCLA undergraduate student population in 2021, just 9% of tenured and tenure-track faculty members and 6% of non-tenure-track faculty members were Latinx.

I often found it difficult to open up to my professors because I was unsure if they could relate to me or my background. I was scared of being judged for my unique circumstances. The few times I tried to reach out for academic guidance, I felt that some of them lacked the cultural awareness to guide me adequately. Due to the lack of diversity I saw in the faculty, I did not feel comfortable asking questions about my financial aid package or seeking advice on what life after college would look like for me. I often felt out of place, and I began to question if I could see myself graduating college, pursuing graduate school, or finding a career path in my desired field.

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PART-TIME FACULTY

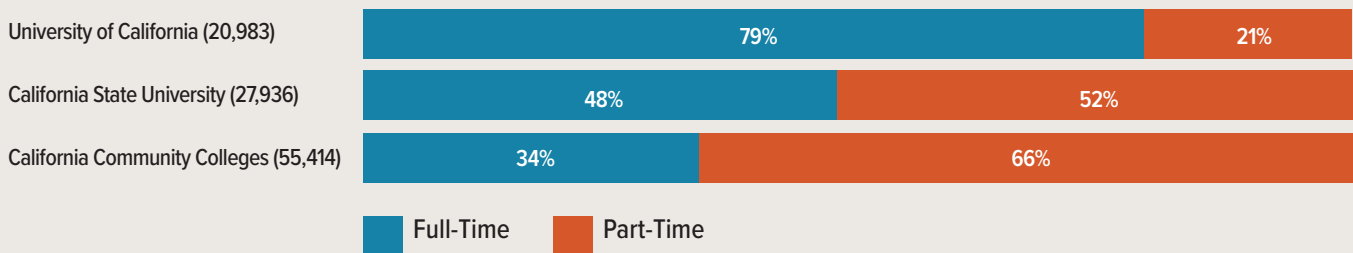
In *Still Left Out*, we discuss in detail the disappointing lack of diversity among both tenured and tenure-track full-time faculty members in the state's colleges and universities. In this piece, we focus on another sizable and rapidly growing segment of higher education faculty: part-time faculty members. The number of part-time faculty members has [increased substantially across the nation over the past few decades](#). At many colleges and universities, they account for a majority of the faculty. The UC, CSU, and CCC systems all employ full-time and part-time faculty and instructional staff at very different rates. To examine the demographics of these groups, we retrieved data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) on the number of full-time and part-time faculty members at each of California's 148 public colleges and universities.

Unfortunately, across each of these three major higher education systems, part-time faculty members are no more representative of the diverse student bodies they serve than their full-time counterparts.



The proportion of part-time to full-time faculty varies significantly between systems.

Figure 1. Faculty by System and Full-Time Status.



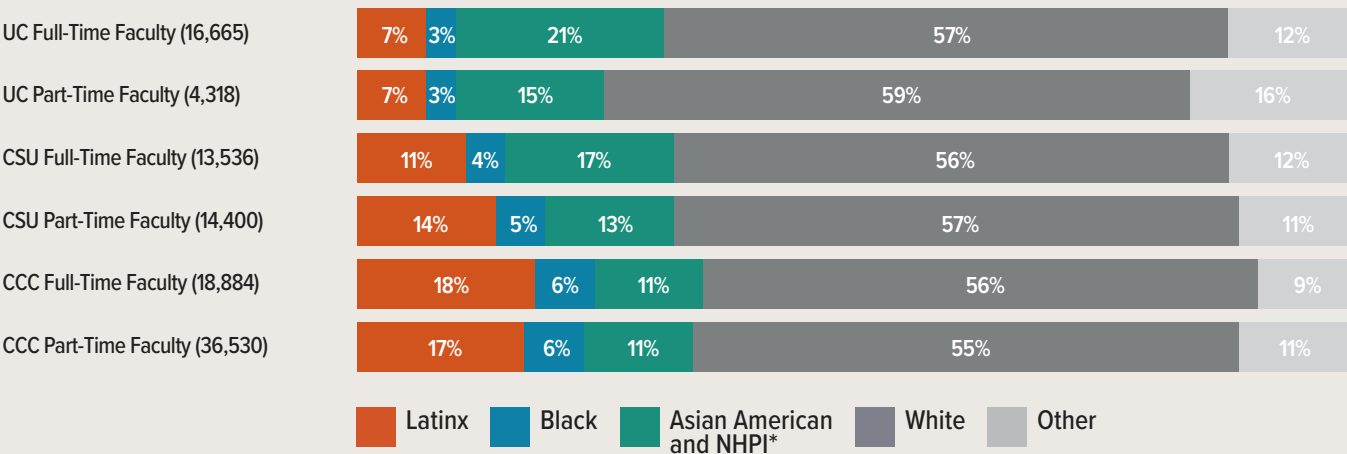
Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2021). Part-Time Faculty Members – Fall 2021.

The three systems have drastically different percentages of part-time faculty members—only 21% of the UC faculty is part-time compared to about half (52%) of the CSU faculty and 66% of the CCC faculty. Despite these differences, the racial/ethnic breakdown of part-time versus full-time faculty members at each of the three is nearly indistinguishable. At the UC, only 3% of part-time faculty members are Black, and 7% are Latinx—rates equal to those of full-time members. The community colleges look very much the same, with the rates for Black and Asian American and NHPI part-time faculty members exactly matching their representation among full-time faculty members, while there is just one percentage point of difference between the rates of Latinx part-time and full-time faculty members.

The CSU's results appear promising—the percentage of Black part-time faculty members is 5% compared to 4% for full-time. For Latinx faculty members, the percentage is 14% for part-time compared to 11% for full-time.

Part-time faculty members are no more representative of their student populations than full-time faculty members.

Figure 2. Higher Education Faculty Members by Race/Ethnicity, Full-Time Status, and System.



*Native Hawaiian and Pacific Islander
Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2021). Part-Time Faculty Members – Fall 2021.

However, these slightly higher rates of Latinx and Black faculty members are not paired with a lower rate of white faculty members that we might expect due to a strong implementation of inclusive hiring practices. In fact, the percentage of white part-time faculty members (57%) slightly exceeds that of white full-time faculty members (56%). Rather, these minor gains in Black and Latinx representation come almost entirely offset by lower percentages of Asian American and NHPI faculty members, who make up just 13% of part-time and 17% of full-time faculty members at the CSU.

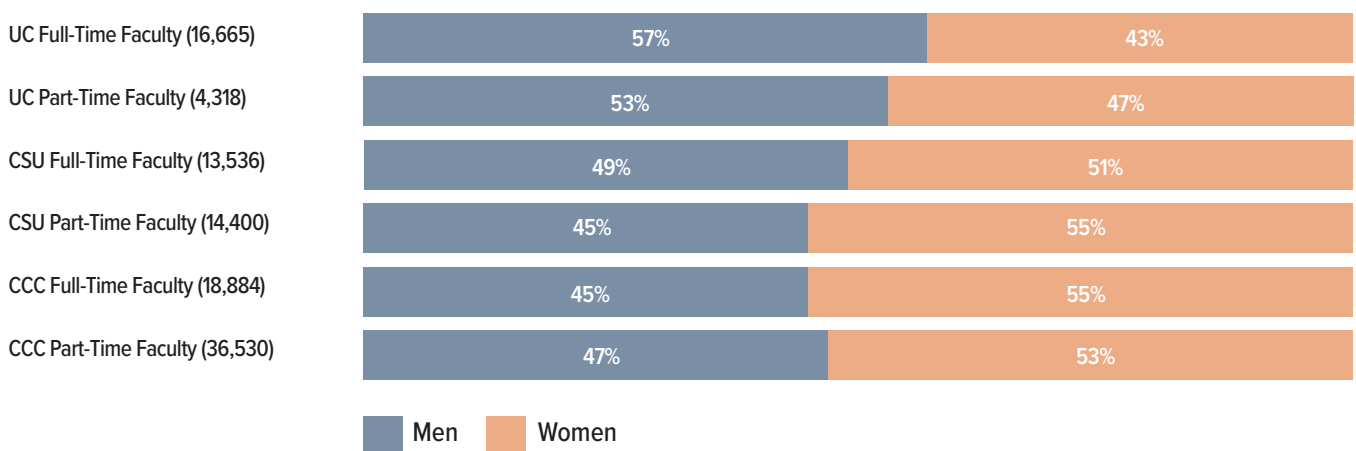
White faculty members remain grossly overrepresented, even among part-time faculty. Despite accounting for less than a quarter of the undergraduate student body at each of the three systems, white faculty members still account for over half of all faculty, regardless of rank or system. Conversely, Latinx representation among CSU faculty members remains stunningly low compared to the percentage of Latinx students in the undergraduate student population (47%).



GENDER REPRESENTATION

Women are more equitably represented among part-time faculty members.

Figure 3. Faculty Members by Full-Time Status, Gender, and System..



Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2021). Part-Time Faculty Members – Fall 2021.

On the other hand, when we look at the gender of part-time and full-time faculty members in the CCC, CSU, and UC systems, we can see that across all three, women are more equitably represented among part-time faculty members than among those who are full-time. This is particularly notable at the UC, where, unlike the other systems, faculty is disproportionately men. Despite 54% of UC's student body identifying as women, compared to 43% identifying as men, men make up 60% of tenured and tenure-track faculty members and 57% of all full-time faculty members. Among part-time UC faculty members, we do see some improvement, as men make up 53% of that group.

LOOKING AHEAD

We encourage higher education leaders to utilize our recent brief, [*Equity-Minded Faculty Hiring Practices*](#), for resources on implementing equity-minded hiring criteria for part-time faculty members. Simple, easy-to-implement hiring practices, such as screening potential candidates without knowing their names or races, certifying whether the applicant pools are reflective of the diversity in the marketplace, and retaining one member of the search committee to evaluate the hiring process for potential bias, are all tools that can help ensure that diverse candidates are set up to succeed. Intentionally adopting evidence-based practices is crucial to ensuring that the next generation of faculty members reflects the incredibly diverse population of students who will determine our state's future.

A couple of years ago, I returned to UCLA as a graduate student. At that time, I was keenly aware of the type of support that I needed to succeed. I took on a part-time role at the UCLA Latino Politics and Policy Institute (LPPI), which provided an opportunity for me to be surrounded by diverse faculty and staff members, many of whom were first-generation college graduates and professionals in the public policy and research space. Seeing other faculty and staff members on campus with similar backgrounds to mine made all the difference for me, and I felt empowered to pursue career endeavors that I had previously felt were out of reach.

California has a golden opportunity to instill that same feeling of comfort and opportunity in hundreds of thousands of students from underrepresented and minoritized backgrounds, but it has failed to take the necessary steps to achieve that goal. To fully maximize the incredibly diverse pool of talent that is our student body, state legislators and higher education leaders must take steps to critically examine hiring practices for faculty and ensure that full- and part-time faculty members at our state's higher education institutions represent diversity, equity, and inclusion.



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This brief was primarily written by Paula Nazario as an addendum to [*Still Left Out: How Exclusion In California's Colleges & Universities Continues To Hurt Our Values, Students, and Democracy.*](#)

Please see the full report for additional information on diversity and inclusion in leadership at California's public colleges and universities, as well as recommendations for hiring equity-minded leaders and faculty members.



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