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The decline of the Puerto Rican fulltime faculty at the City University of New York (CUNY) from 1981–2002

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The New York Latino Research and Resources Network (NYLARNet), is a consortium which brings together the combined expertise of U.S. Latino Studies scholars and other professionals to work on specific research projects in four target areas: Health, Education, Immigration, and Politics and Public Policy. NYLARNet was initiated by a partnership between the the Center for Latino, Latin American and Caribbean Studies (CELAC) at the University at Albany, SUNY, the Center for Puerto Rican Studies (Centro) at Hunter College, CUNY, and the Institute for Urban Minority Education (IUME) at Teacher's College, Columbia University.

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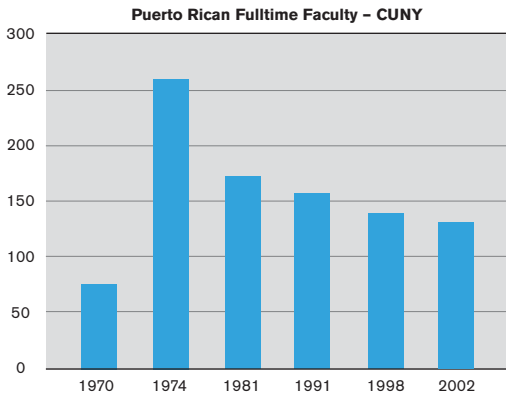
The Issue

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We show in this brief how the Puerto Rican fulltime faculty at CUNY has been steadily declining while the number of Puerto Ricans earning doctorates has increased considerably since the early 1980s. This analysis intends to draw attention to this paradoxical situation by examining statistical information from different data sources. Policy-makers at the City University have insufficiently addressed the historical underrepresentation of Puerto Rican fulltime faculty at this institution—to the point where this issue has become a serious question that needs to be thoroughly analyzed. Figure 1 gives a general view of the evolution of the Puerto Rican fulltime faculty at this public institution of higher education during the past three decades.

Figure 1 **TREND 1970–2002**



Source: Data for 1970 is from CUNY, *Affirmative Action Program Report*, September 1971. (Appendix, summary statistics of instructional staff by title), data for 1974 to 2002 is from CUNY, *Affirmative Action Summary Data by College, Sex and Ethnicity*.

Puerto Rican professoriate at CUNY: A brief historical examination

Historically, the situation of Puerto Rican faculty at CUNY has been marked by controversy and unfulfilled expectations. In 2002 this protected group had the lowest percentage of representation among fulltime faculty university-wide and was practically nonexistent in several senior colleges (see Table 3).

The situation of Puerto Rican faculty at CUNY has been a contentious issue since the early 1970s. At that time the underrepresentation of Puerto Rican faculty was a concern raised by citizens in several public forums.¹ Between 1970 and 1974, the University implemented a proactive Affirmative Action policy that favored the recruitment of more Puerto Rican faculty. In a brief period of four years this underrepresented group experienced a significant increase in its proportional representation among CUNY instructional staff.²

A report prepared under the leadership of Chancellor Kibbee examined how much the University accomplished between 1970 and 1974. The report stated that: “The number of Blacks in the instructional staff has increased by...roughly 60 percent. In the same period the number of Puerto Ricans on the instructional staff has increased by 173 or approximately 70 percent.”³ Until the fiscal crisis of 1975–6, CUNY made significant advancements regarding the inclusion of additional Puerto Rican academics.

According to Rodríguez-Fraticelli: “Between 1970 and 1975, Puerto Rican instructional staff more than doubled (from 247 to 537). Of those 537, 425 were faculty, the majority of whom were fulltime professors (303).”⁴

Other researchers have analyzed the social, economic and institutional consequences of the fiscal crisis that CUNY experienced at that time and how the so-called “retrenchment policies” disproportionately affected Puerto Rican faculty and minority students at this public institution.⁵ They have suggested that the decline of Puerto Rican fulltime faculty accelerated after the massive lay-off of teaching staff at CUNY during the late 1970s.⁶

Underrepresented groups among the professoriate at CUNY

It should be pointed out that CUNY has made significant progress diversifying its faculty by recruiting more women and minorities after 1970. Those efforts, however, have not benefited all underrepresented groups equally. Regarding the presence of Puerto Rican scholars among the ranks of the fulltime faculty, after more than 30 years of proactive Affirmative Action policies defining recruitment practices, the situation of this group of Latino U.S. citizens at CUNY looks uncertain. Data about instructional staff—gathered by the University to comply with Federal laws—indicate that, though protected groups have experienced significant progress, the Puerto Rican faculty has remained marginal and, ironically, has gradually declined.

During the period examined (1981–2002), the fulltime faculty decreased more than 20 percent, while the part-time faculty increased considerably (from 42 percent to almost 60 percent).⁷ Regarding the composition of the fulltime faculty, disaggregated data show that the proportion of the so-called federally protected groups (Asian, Black and Hispanic faculty) did augment from 18 percent in 1980 to 28 percent in 2003.⁸ Likewise, the gender ratio for female faculty has improved steadily, and CUNY today is one of the few top public institutions of higher education in which women represent more than 40 percent of the fulltime faculty. According to recently released data for 2004, female fulltime faculty constitute 44 percent of the professorial staff in tenured and tenure-track positions at the University.⁹ Considering that back in 1970 women in those lines represented less than 30 percent of the entire faculty, one should not overlook that the University has made significant advancements in this area.¹⁰

What has taken place at CUNY, regarding the gender, racial and ethnic diversification of the professoriate is a reflection of structural changes that have affected all public and private universities of the nation in different degrees during the past decades. Data presented in Table 1 show how the composition of the faculty in U.S. universities has changed since the early 1970s. At that point in time, white faculty represented 95 percent of the teaching staff while racial and ethnic minorities held about 5 percent of those teaching positions. According to a large national survey completed in 2003 which was sponsored by the *National Center for Educational Statistics* (part of the U.S. Department of Education), minority faculty's representation has grown to almost 20 percent while the white faculty moved down to about 80 percent of the professoriate.¹¹ From a comparative perspective the percentage of representation of ethnic, racial minorities and women among fulltime faculty at CUNY is higher.

Table 1

TRENDS IN THE COMPOSITION OF FACULTY IN AMERICAN UNIVERSITIES BY GENDER, RACE, AND ETHNICITY (IN PERCENTAGES).					
	1972^a	1989^a	1997^b	1999^c	2003^d
Men	88.6	71.7	65.1	62.5	61.7
Women	21.4	28.3	34.9	37.5	38.3
White	95.0	90.9	84.4	85.6	80.3
Black-African American	1.3	2.1	4.9	5.1	5.5
Asian & Pacific Islander	1.3	2.1	4.9	5.1	8.7
Native-American	0.7	0.8	0.4	0.3	-
Hispanic-Latino	0.4	1.2	2.6	3.0	3.5

^a All institutions, college and university teaching faculty.

^b Fulltime Faculty in degree-granting, post-secondary institutions, ranked as lecturers, instructors, assistant professors, associate professors, and professors. Category of "other faculty" was omitted, (*Chronicle of Higher Education*, 2000).

^c Fulltime Faculty in Higher Education by Race, Ethnicity and Gender. (*Minorities in Higher Education*, 2003).

^d NCES, "2004 National Study of Postsecondary Faculty. Report on Faculty and Instructional Staff in Fall 2003." (May 2005).

The evidence

Analyzing disaggregated data, this policy brief reveals that Puerto Rican fulltime faculty members who have retired or left the institution have not been replaced at CUNY in proportion to other underrepresented groups. The Office of Faculty and Staff Relations of the University kept disaggregated data about Puerto Rican staff and faculty from the early 1970s until 2002, when it decided to eliminate this underrepresented group as a separate category for the purpose of data collection. Since 2003 a new category is being used in the official reports, in which Puerto Rican faculty has been merged with other Hispanic/Latino groups. Unfortunately, the University has not provided a rationale for this new data collection policy practice. And we cannot ignore that this policy change was made at a juncture in which Puerto Rican fulltime faculty represented about 2.5 percent of the entire fulltime instructional staff university-wide, and was already declining. As we show in this brief, this detrimental decision has blurred rather than clarified the situation of the Puerto Rican professoriate at the University.

We begin by examining the composition of the fulltime faculty. Data offered in Table 2 give an account of the totality of the ranked fulltime faculty distributed by race and ethnicity in Fall 2003. The allocation of data by categories is identical to the one used by CUNY in its report for that year.

The data being reported in Table 3 is based on the University's official report for 2002,¹² but we have redefined some categories. In this table we have included "Italian-American" within the category "white," even though this group is a protected class at CUNY.¹³ We should mention that the *Calandra Institute* at Queens College claims that Italian-American faculty have experienced a decrease among fulltime faculty at CUNY during the past decade.¹⁴ But in comparison to other underrepresented groups (like Italian-Americans) the situation of Puerto Rican fulltime faculty has deteriorated even further.

Table 3 shows the number of Puerto Rican faculty members in comparison to all other racial and ethnic categories in the fulltime faculty university-wide. One sees that in 2002 (the last year for which data were

Table 2

AFFIRMATIVE ACTION SUMMARY DATA BY RACE/ETHNICITY (FULLTIME FACULTY BY RANK) Fall 2003 CUNY University-Wide								
Rank	Black	Hispanic Latino	Asian- Pacific	Native American	Federal Protected Groups	White	Italian American	Total
Einstein Professor	0	0	0	0	0	1	0	1
Distinguished Professor	3	4	3	0	10	91	5	106
Distinguished Lecturer	3	0	0	0	3	6	1	10
Professor	143	95	101	2	341	1,367	124	1,832
Associate Professor	161	90	116	2	369	885	94	1,348
Assistant Professor	199	124	214	5	542	934	79	1,555
Instructor	37	8	8	0	53	83	4	140
Lecturer	122	55	16	0	193	177	22	392
TOTAL (N)	668	376	458	9	1,511	3,544	329	5,384
Percentage of Representation	12.4	7.0	8.5	0.2	28.1	65.8	6.1	---

Source: CUNY, *Affirmative Action Summary Data by College, Ethnicity and Gender (Fall 2003) Vol. 1: Instructional Staff*. University Office of Compliance and Diversity Programs. Office of Faculty and Staff Relations, February 2004.

Table 3

FULLTIME FACULTY AT CUNY (TENURED/TENURE-TRACK LINES) BY RACE AND ETHNICITY Fall 2002							
SENIOR COLLEGES & GRADUATE SCHOOL	Asian %	Black %	Other Hispanic %	Puerto Rican %	White* %	Other+ %	Total N
Baruch	13.9	6.4	2.4	1.9	75.4	---	423
Brooklyn	5.6	6.2	3.0	1.9	82.8	.4	465
City College	8.8	11.1	4.8	1.5	73.5	.2	476
Graduate School	1.5	5.3	5.3	.8	87	---	131
Hunter	6.4	11.3	4.2	4.0	74.2	---	550
John Jay	4.8	14	4.4	2.8	74	---	250
Lehman	4.5	6.3	9.4	3.1	76.6	---	287
Medgar Evers	8.7	67.7	1.6	---	22.1	---	127
NYCCT	5.9	13.9	2.6	1.5	75.1	1.1	273
Queens	8.8	5.7	3.9	.8	80.4	.4	510
Staten Island	10.4	4.5	2.1	.3	82.7	---	289
York	7.1	23.2	3.9	3.2	62.5	---	155
Total (%)	7.7	11.0	4.0	2.0	75.1	.2	---
Total (N)	305	437	158	78	2983	8	3969#
COMMUNITY COLLEGES							
BMCC	9.7	22.7	6.1	1.8	59.6	---	277
Bronx	3.4	22.5	2.9	5.4	65.2	.5	204
Hostos	7.9	17.1	12.9	20.7	41.4	---	140
Kingsborough	4.3	9.8	3.0	1.3	81.6	---	234
La Guardia	7.2	17.5	6.7	2.2	66.4	---	223
Queensborough	5.2	5.2	3.4	---	86.2	---	232
Total (%)	6.3	15.8	5.4	4.0	68.3	.1	---
Total (N)	83	207	71	53	895	1	1310
Grand Total (%)	7.3	12.2	4.3	2.5	73.4	.2	---
Grand Total (N)	388	644	229	131	3878	9	5279

Source: Affirmative Action Summary Data by College, Ethnicity and Gender (Fall 2002) Vol. 1: Instructional Staff. Published by the Office of Faculty and Staff Relations, CUNY

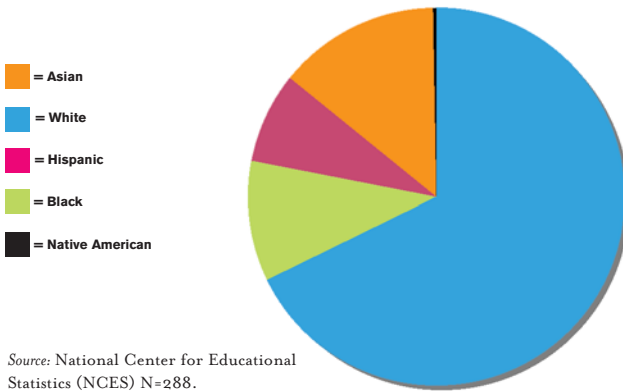
* Italian Americans are included under this category even if at CUNY this group holds the status of a "protected class."

+ Native American, Alaskan Native and other similar categories.

Fulltime faculty of CUNY School of Law has been added to the total (N) for senior colleges.

available) there were 131 Puerto Rican faculty members in tenured and tenure-track lines at the City University, while in 1981 there were 175 in the same categories, a reduction of more than 25 percent during this period. Ironically, this decline has taken place at a time in which the University has been hiring minority and female faculty in a relatively high proportion. Figure 2 shows the distribution of new fulltime faculty hired in tenured and tenure-track positions in 2003.

Figure 2 **NEW FULLTIME FACULTY (TENURED & TENURE-TRACK LINES) AT CUNY, 2003**



Source: National Center for Educational Statistics (NCES) N=288.

According to data provided by CUNY to the *National Center for Educational Statistics* (NCES) in 2003, the University hired more than 500 new fulltime faculty members. Of those new hires, 321 were reported to the NCES as faculty hired in tenured and tenure-track lines.¹⁵ Racial and ethnic data were reported only for 288 individuals from this group while gender information was available for all of them. Roughly, 45 percent of the new hires were women and 32 percent (of the 288 for which data were reported) belonged to underrepresented groups. Data in Figure 2 give a visual sense of the distribution of the new hires by ethnic and racial categories. Following a pattern that reflects national trends, CUNY has been hiring Asian academics in relatively large numbers. For instance, this group has increased its representation university-wide in more than 2 points during the last two years (from 7.3 percent in 2002 to 9.5 percent

in 2004).¹⁶ Comparatively speaking, for Hispanic and Black scholars at CUNY progress has been much slower.

Before concluding with this section we should say that the situation of underrepresented faculty at CUNY is a complex one. There are significant differences among CUNY campuses and even sharper differences between senior and community colleges (see Table 3). Overall, the situation for minority and female faculty is more favorable in community colleges and, with the exception of Hunter, John Jay, Lehman, York, NYCCT, Medgar Evers and City College, the presence of Hispanic and black fulltime faculty in the rest of the senior colleges remains really low.

Table 4 reports data about the situation of Puerto Rican fulltime faculty in 1981, 1991 and 2001. The evidence shows that this underrepresented group suffered a significant reduction of fulltime faculty members in a period of two decades (from 175 to 134). Proportionally, this has been the segment of the professoriate experiencing the greatest loss of core faculty among all underrepresented groups at CUNY.¹⁷

It seems that the decrease of Puerto Rican fulltime faculty after 1981 has been the sequel of a process that had started the previous decade. The difference, however, is that during the 1970s the human capital of this group was the lowest among all underrepresented groups.¹⁸ After the mid-1980s the educational attainment at the doctoral level of Puerto Ricans improved tremendously (see Appendix). During the mid-1970s the annual average of Puerto Ricans earning doctorates—in relation to the total number of doctorate recipients among U.S. citizens—was about 0.2 percent.¹⁹ In contrast to that gloomy picture, the proportion of Puerto Ricans earning doctorates augmented to about 1.2 percent of the total number of doctorates awarded to U.S. citizens and permanent residents in 2002.²⁰ Additional data available in the Appendix indicate that the pool of qualified Puerto Rican candidates for academic jobs in many fields has increasingly expanded during the past two decades.

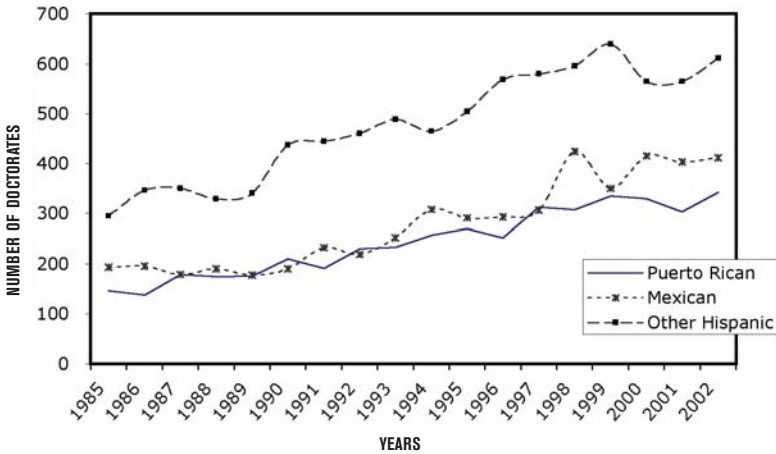
Figure 3 shows the trend of the number of doctorates awarded to Puerto Ricans, Mexicans and other Hispanics between 1985 and 2002. The data indicate a steady increase of the number of qualified candidates

Table 4

PUERTO RICAN FULLTIME FACULTY AT CUNY (TENURED & TENURE-TRACK LINES) 1981, 1991, 2001							
SENIOR COLLEGES & GRADUATE SCHOOL	1981		1991		2001		Change 1981-2001
	N	%	N	%	N	%	
Baruch	10	2.1	10	2.0	7	1.7	-3
Brooklyn	15	1.8	10	1.6	10	2.1	-5
City College	18	2.8	11	1.7	7	1.5	-11
Graduate School	---	---	---	---	1	.8	+1
Hunter	14	2.2	23	3.7	23	4.3	+7
John Jay	8	3.4	11	4.5	7	2.8	-1
Lehman	14	3.1	15	4.2	9	3.2	-5
Medgar Evers	4	3.5	2	1.9	---	---	-4
NYCCT	9	2.1	9	2.7	6	2.2	-3
Queens	10	1.3	7	1	5	.8	-5
Staten Island	2	0.6	2	.6	1	.3	-1
York	1	0.7	2	1.3	4	2.5	+2
Total	105	2.0	102	2.2	80	2.0	-25
COMMUNITY COLLEGES							
BMCC	7	2.5	8	2.9	6	2.2	-1
Bronx	7	2.3	5	2.6	10	4.9	+3
Hostos	34	30	34	22.7	31	22.6	-3
Kingsborough	7	2.8	4	1.7	3	1.3	-4
La Guardia	11	5	5	2.2	4	1.7	-7
Queensborough	4	1	2	.7	---	---	-4
Total	70	4.4	58	4.0	54	4.1	-16
Grand Total	175	2.6	160	2.6	134	2.5	-41

Source: Affirmative Action Summary Data by College, Sex and Ethnicity (Fall 1981, 1991 & 2001) Vol. 1: Instructional Staff. Published by the Office of Faculty and Staff Relations, CUNY

Figure 3 **NUMBER OF DOCTORATES EARNED BY PUERTO RICANS, MEXICANS AND OTHER HISPANIC 1985-2002**



Source: Science and Engineering Doctorate Awards National Science Foundation; October 2003. Doctorate Recipients from United States Universities, annual summary reports based on the Survey of Earned Doctorates.

for academic jobs for all Hispanic groups including Puerto Ricans. Considering that Mexican-Americans are about 60 percent of the Latino population in the United States, while Puerto Ricans are less than 10 percent, it would be fair to say that in relation to other Hispanic/Latino groups, the availability of Puerto Rican qualified candidates in the academic labor market is not disproportionately low.

During the 1970s, at a time when the pool of Puerto Ricans holding doctorates was much smaller, CUNY did implement a proactive recruitment policy that expanded considerably the number of faculty members from this underrepresented group. In the cited report of 1976 the University acknowledged its own accomplishment stating that: "...the representation of minorities in the CUNY instructional staff is at least as great and in many instances significantly exceeds that which could be anticipated normally given the availability of qualified candidates."²¹ Using data for 1973, the University showed that while Puerto Ricans held about 0.1 percent of the doctoral degrees awarded that year, they represented about 2.2 percent of the whole teaching staff. Given the

larger pool of Puerto Rican qualified candidates available for academic positions, why is the size of this underrepresented group among the professoriate at CUNY notably smaller than in the mid-1970s?

Table 5

PUERTO RICAN FULLTIME FACULTY BY RANK AT CUNY						
RANK	1970	1973-4	1981	1991	1998	2002
Distinguished Professor	---	---	---	1	1	---
Full Professor	4	12	16	17	35	34
Associate Professor	5	14	24	35	26	23
Assistant Professor	24	63	53	49	30	38
Instructor	29	75*	33	10	6	2
Lecturer	17	95	49	48	42	34
Total (N)	79	259	175	160	140	131
(%) Representation	1.3	2.5	2.6	2.6	2.7	2.5

* 57 non-tenured instructors

• Data for 1970 is from CUNY, *Affirmative Action Program Report*, September 1971. (Appendix, summary statistics of instructional staff by title).

• Data for 1974 to 2002 is from CUNY, *Affirmative Action Summary Data by College, Sex and Ethnicity*.

Table 5 describes the situation of the Puerto Rican professoriate at different moments between 1970 and 2002. It also shows their statuses within the instructional ranks of the University. It is worth mentioning that while in the 1970s and early 1980s the majority of those faculty-members were located in the lower echelons (mostly in the ranks of instructors, lecturers and assistant professors), in 2002 about 44 percent of them upheld the statuses of associate or full professors. The most current data reported in this table indicate that the number of assistant professors remains notably low. Moreover, the number of lecturers and instructors has declined progressively.

In Figure 4 we compare data from 1981 and 2002. We observe in this graph how the distribution of the Puerto Rican fulltime faculty at CUNY has changed in a period of two decades. Overall, data offered in Table 5 and in Figure 4 suggest that the Puerto Rican fulltime faculty is “vanishing” little by little since not enough new hires are replacing those who are retiring or leaving the institution.

While the number of Puerto Rican fulltime faculty has been decreasing, in contrast, data reported by the University suggest that other Hispanic faculty have been increasing since the late 1980s (see Figure 5).

Figure 5 shows that the number of Hispanic faculty has increased during the 1990s. The recruitment of more Hispanic academics by CUNY represents a positive step in the direction of creating a culturally and racially diverse

Figure 4

DISTRIBUTION BY RANK OF THE PUERTO RICAN FULLTIME FACULTY IN 1981 AND 2002

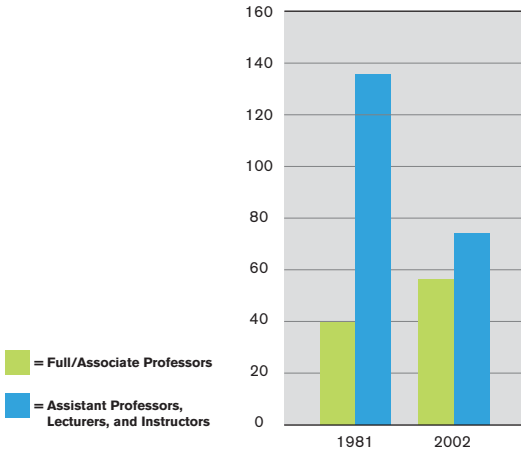
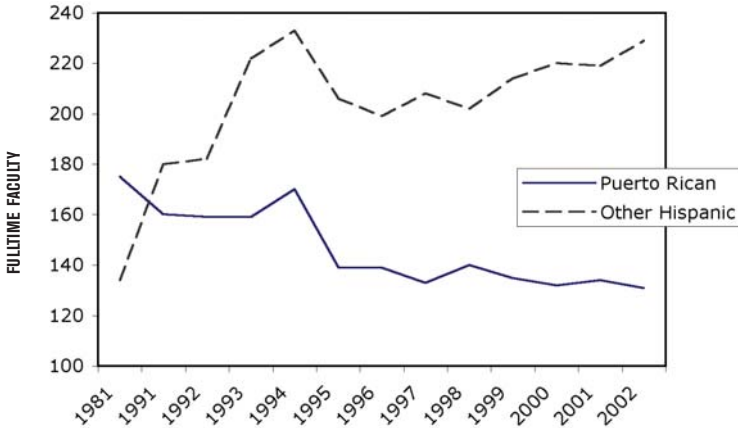


Figure 5

PUERTO RICAN AND OTHER HISPANIC FULLTIME FACULTY AT CUNY 1981-2002



Source: CUNY, Affirmative Action Summary Data by College, Sex, and Ethnicity (several years).

institution and we applaud this effort. The category “Hispanic”, however, is too ambiguous and it can conceal unequal treatment against certain Latino sub-groups, particularly among protected classes.²²

In addition to the question of the Puerto Rican fulltime faculty, the other issue to which the University needs to pay attention to is the state of the Puerto Rican and Latino Studies Departments at CUNY. In a recent report Gabriel Haslip-Viera²³ has pointed out that these programs have experienced a serious deterioration during the past 10 or 15 years; amazingly, it is the same period in which the Puerto Rican professoriate has decreased. Both phenomena appear to be related. Examining data superficially, we observe that in most campuses in which Puerto Rican/Latino Studies have disappeared or have been downscaled from departments into programs. The situation of the Puerto Rican fulltime faculty has also deteriorated.

We know that the creation of those departments during the 1970s expanded academic opportunities for Puerto Rican students and scholars at CUNY and contributed to increase the number of Puerto Rican faculty at this institution. In that sense, the closing of some departments and programs may be a relevant factor explaining why the Puerto Rican fulltime faculty have lost ground at some colleges of the City University. On the other hand, we need to explore other possible factors that could also explain why the Puerto Rican fulltime faculty declined while the number of qualified candidates for faculty positions expanded during the past two decades. A hypothetical possibility would be that many Puerto Rican scholars are not applying to faculty job openings at CUNY and are being hired elsewhere. To fully address this question further research is needed.



RECOMMENDATIONS

One of CUNY's most urgent priorities for the academic year 2005–2006 is to increase the fulltime faculty. Among its targets the University states that: "Efforts to recruit underrepresented groups to the faculty and staff will be made."²⁴ As we have shown, important advancements have been accomplished regarding the racial and gender diversification of the fulltime faculty. Nonetheless, Puerto Rican academics at CUNY are a group of citizens that have not benefited proportionally from those accomplishments.

The evidence offered in this brief suggests that to halt the deterioration of the Puerto Rican fulltime faculty at CUNY, a different policy approach is needed. To confront the persistent underrepresentation of this federally protected group among the professoriate, the University needs to reconsider the approach it has followed in dealing with the issue. There are a number of important steps that the University must undertake without delay. We offer a number of specific recommendations that we would like to see translated into concrete policy initiatives.

- I. The Office of Faculty and Staff Relations of the University must reinstate the Puerto Rican faculty and staff as a separate protected class for the purpose of data collection and to disaggregate this protected class of citizens from other Hispanic/Latino groups. That was the way CUNY categorized its Affirmative Action data for more than three decades (1970–2002), and conditions have not warranted a change.

We cannot understand why the decision of "diluting" this protected class of citizens within the broad category of Hispanic/Latino was made while retaining the Italian–American faculty as a disaggregated protected group for the purpose of data collection. According to Brenda Malone, Vice Chancellor for Faculty and Staff, between July 2003 and September 2004 CUNY hired 504 new fulltime faculty members (including 169 substitutes). She has stated that 51 percent of these new hires were women and 35 percent were minorities. Among this group, Blacks and Asians constituted 25 percent while the remaining 10 percent of the new faculty members were Hispanic or **Puerto Rican**.²⁵ How can we actually know the exact number of new Puerto Rican professors that have been hired if CUNY does not keep disaggregated data for this group anymore?

The only way one could monitor progress regarding the prospects for Puerto Rican faculty is by keeping separate public information about this underrepresented group.

2. Though there is not a legal precedent on this question, the University should consider keeping disaggregated data for all Hispanic/Latino staff employed in academic positions. By doing so CUNY will be able to better assess the effectiveness of its policies in promoting the expansion of underrepresented groups among the faculty and how the diversity of New York's Latino population is reflected within the institution itself.
3. Despite being named a protected class in 1970, in comparison to other ethnic and racial underrepresented groups, Puerto Rican academics have benefited much less from CUNY's Affirmative Action policies. Recognizing the overall decline of Puerto Rican full-time faculty, the University must reexamine some aspects of its recruitment policies regarding underrepresented groups. The issue at stake here is: why has the Puerto Rican professoriate decreased while other protected groups expanded among the fulltime faculty? Don't forget that such a decline occurred during a period in which the number of qualified candidates from this underrepresented group had increased considerably. The examination of available statistical data does not explain this phenomenon. We need more systematic research about the situation of Puerto Rican academics and other underrepresented Latino scholars at CUNY, such as the Dominican professoriate, for example.
4. Historically, Puerto Ricans have lacked strong professional networks at the University and have tended to be concentrated in a narrow number of fields and departments. On the basis of available doctoral pipeline data, we are convinced that the pool of qualified candidates has improved considerably in many of the same academic fields in which Puerto Rican academics are still notably absent at the University. To reverse the trend of decline that we have documented, CUNY should devote more resources to the development of a proactive recruitment policy targeting potential Puerto Rican faculty. College officials and university-wide decision-makers should make every effort possible to attract more prospective faculty from this underrepresented group.

5. Finally, the University's commitment to increasing the representation of Puerto Rican and Latino fulltime faculty will be enhanced by unequivocally stating priorities and goals regarding underrepresented groups among the core faculty. It is essential that all colleges within the City University encourage their departments to hire more qualified Puerto Rican and Latino scholars in this period of expansion of the fulltime faculty. The departments should be responsible for ensuring that their search committees aggressively pursue the recruitment of qualified Puerto Rican and Latino professors in compliance with the University's Affirmative Action/Equal Opportunity guidelines.

ENDNOTES

¹ An example of this were the public hearings that CUNY organized in 1971–2 to address the situation of women at the University. According to a report describing the procedures: "These hearings were meant to deal exclusively with the problem of sex discrimination at CUNY. Nonetheless, several people addressed themselves to other subjects, *primarily the status of Puerto Ricans at CUNY* (emphasis added). See Introduction to Chancellor's Advisory Committee on the Status of Women at CUNY. "Public Hearings Testimony: An Edited Summary and Evaluation," (September 1972).

² According to CUNY, "Summary Affirmative Action Data 1970, 1971, 1972, 1973: Ethnicity and Sex Variables by College." University Affirmative Action Office, (January 1975), Puerto Rican faculty increased its representation from 1.6 percent to 2.2 percent at that time.

³ CUNY, "Affirmative Action at the City University of New York: A Summary Report of the University Equal Employment Program." University Affirmative Action Office, (Summer 1976). The quote is from page C-21.

⁴ Carlos Rodríguez-Fraticelli, "Puerto Ricans and CUNY: Twenty Years After Open Admissions." *Centro de Estudios Puertorriqueños Bulletin*. Summer 1989, pages 21–31.

⁵ Camille Rodríguez and Ramón Bosque-Pérez, "Puerto Ricans and Fiscal Policies in the U.S. The Case of the City University of New York." in *Puerto Ricans and Higher Education Policies*, edited by C. Rodríguez and R. Bosque-Pérez. (New York: *Centro de Estudios Puertorriqueños*, 1994).

⁶ According to data analyzed by Rodríguez-Fraticelli (Ibid., p. 28) the Puerto Rican fulltime faculty declined 45.5 percent between 1975 and 1986. The black faculty declined 39.2 percent, and the white faculty experienced a reduction of 40.2 percent.

7 According to Mary Kim, "CUNY Statistical Profile, 1980–1998 Volume I: Draft Report", May 1999 (Prepared for the Mayor's Advisory Task Force on the City University of New York).

8 Vincenzo Milione, "The City University of New York Affirmative Action Summary Data by Race and Ethnicity for Instructional Staff from 1978 to 2003." November 2004: *Calandra Institute*, Queens College/CUNY. The full report is available on-line: <http://qcpages.qc.cuny.edu/calandra/research/restrends.html>

9 CUNY, Office of Faculty and Staff Relations. "Affirmative Action Summary Data by College, Ethnicity, and Gender (Fall, 2004) Volume I: Instructional Staff." (December 2004).

10 Data reported in City University of New York, *Affirmative Action Program Report: Program Aimed at Expanding Employment Opportunities for Females and Minority Groups* (September, 1971). Regarding fulltime faculty in 1970 the distribution according to this report was the following: "Out of 6,289 positions in this category, 1, 851 (29.4%) are held by women. Members of minority groups hold 696 (11.2%) of these positions: 413 Blacks, or 6.6%; 79 Puerto Ricans, or 1.3%; 101 Orientals, or 1.6%; 67 other Spanish, or 1.1% and 36 "others", or 0.6% (Ibid., p. 28)."

11 National Center for Educational Statistics, "2004 National Study of Postsecondary Faculty. Report on Faculty and Instructional Staff in Fall 2003" (May 2005).

12 CUNY, Office of Faculty and Staff Relations. "Affirmative Action Summary Data by College, Ethnicity, and Gender (Fall, 2002) Volume I: Instructional Staff."

13 At CUNY Italian-Americans are considered a "protected class." On December 9, 1976 Chancellor Robert J. Kibbee issued a directive formally designating this group as an Affirmative Action category. This policy was reaffirmed by Chancellor Joseph S. Murphy in 1986 and again by Chancellor Ann Reynolds in 1994. More recently, (1999) Chancellor Matthew Goldstein has endorsed the same policy. The way data on faculty and staff is collected by the Office on Affirmative Action at CUNY disaggregates this group from "whites."

14 "The City University of New York Affirmative Action Summary Data by Race and Ethnicity for Instructional Staff from 1978 to 2003." *Op. cit.*

15 The vast majority of those new faculty members were hired in tenure-track positions (312), while only 9 were appointed in tenured lines.

16 CUNY, Office of Faculty and Staff Relations. "Affirmative Action Summary Data by College, Ethnicity, and Gender (Fall, 2004) Volume I: Instructional Staff." *Op. cit.*

17 Another protected group that had some reduction was the black faculty. In 1981 there were 703 blacks among the tenured and tenure-track faculty. In 2001

they had declined to 669 faculty members, a reduction of 5 percent during this period. On the other hand, Asians increased from 177 to 359 fulltime faculty members between 1981 and 2001.

¹⁸ According to a Josephine Nieves: "A comparison of recipients of doctorate degrees from 1973 to 1976 shows consistently lower percentage of Puerto Ricans receiving doctorates than any other racial and ethnic minority." See J. Nieves, "Puerto Ricans in United States Higher Education." Puerto Rican Studies Taskforce #2. (New York: *Centro de Estudios Puertorriqueños*, 1979), p. 10.

¹⁹ National Research Council, National Academic of Sciences, "Summary Report: Doctorate Recipients From United States Universities, 1973, 1974, 1975 and 1976." Reports (Washington, D.C.: National Academic of Sciences).

²⁰ That year 27, 582 new doctorates were awarded to citizens or permanent residents of the United States. The larger share (77.5%) of those degrees went to whites. Regarding ethnic and racial minorities, Asians received almost 8 percent of those doctorates, blacks earned 6.3 percent and Hispanic/Latinos earned 5 percent of all. Among Latinos, Mexicans earned 1.5 percent and Puerto Ricans about 1.2 percent of the total. See T.B. Hoffer, S. Sederstrom, L. Selfa, V. Welch, M. Hess, S. Brown, S. Reyes, K. Webber, and I. Guzman-Barron. *Doctorate Recipients from United States Universities: Summary Report 2002*. (Chicago: National Opinion Research Center, 2003).

²¹ CUNY, "Affirmative Action at the City University of New York: A Summary Report of the University Equal Employment Program." University Affirmative Action Office, (Summer 1976), p. 22.

²² Under the category "Hispanic/Latino" the University is grouping all Spanish-speaking people,—including Spaniards who, actually, are European and white.

²³ "Report on the Status of Departments and Programs in Latino, Latin American and Puerto Rican Studies at the City University of New York," (Unpublished Manuscript, April 2005).

²⁴ CUNY, "University Performance Goals and Targets, 2005–2006 Academic Year."

²⁵ *The Senate Digest*, Vol. XXXV, Num. 1 (December 2004), p. 3 (Published by the University Faculty Senate of CUNY).



APPENDIX

NUMBER OF DOCTORATES EARNED BY PUERTO RICANS BY ACADEMIC FIELDS (1985-2002)																		
FIELD OF STUDY	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Agricultural sciences	2	4	6	2	7	5	0	3	10	5	3	4	4	3	1	6	4	7
Biological sciences	10	12	18	20	18	24	23	27	27	28	30	32	36	43	47	33	48	55
Engineering	5	11	4	13	7	6	9	13	10	10	13	22	23	17	23	20	13	26
Astronomy	0	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	1
Chemistry	7	5	26	19	16	20	14	14	14	19	17	9	13	9	18	19	11	11
Physics	1	4	0	4	3	3	3	5	3	7	3	3	7	1	4	1	3	8
Earth-ocean sciences	0	1	0	0	0	5	0	3	1	0	2	3	6	5	5	5	3	4
Mathematics	0	3	6	1	4	2	0	2	1	1	1	3	4	7	2	2	2	3
Computer sciences	0	2	1	0	0	2	3	1	1	4	0	5	6	2	6	5	1	4
Psychology	12	17	15	26	21	26	20	35	24	43	44	48	56	71	57	74	45	49
Social sciences*	19	15	10	11	16	21	27	16	21	14	23	13	16	14	21	20	25	25
Health	4	4	3	4	4	6	3	4	3	6	12	7	10	7	11	9	5	9
Humanities +	17	11	29	23	22	28	30	22	36	38	30	38	49	37	31	44	41	51
Education	58	45	52	44	52	56	52	76	71	68	69	52	72	77	90	75	88	79
Professional/other	11	4	9	7	5	5	7	7	11	14	21	13	11	14	19	16	14	10
Grand Total	146	138	179	174	176	210	191	229	233	257	269	252	313	308	335	329	303	342

Sources: *Science and Engineering Doctorate Awards*, National Science Foundation; October 2003. *Doctorate Recipients from United States Universities*, annual summary reports based on the *Survey of Earned Doctorates*.

* Includes Anthropology, Economics, Political Science, Sociology and related fields.

+ Includes Art History, History, Music, Philosophy, Languages, Literature and related fields.



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