M.E.Ch.A.'s

Statement

on

University of Wisconsin System

Annual Report To The Regents on 1983-84

Progress and Acheivement of Goals

For

American Racial and Ethnic Minority Students

Presented

At

Assembly Select Committee On

The Future of University System

Thomas Loftus, Chairperson

Wisconsin Center

Room 311

702 Langdon Street

Madison, WI

Tuesday, January 14,1986

10:00 AM

M.E.Ch.A.'s PRESENTATION OUTLINE

1) Board of Regents

2) U. W. System 1983-85 Minority Enrollment Report.

3) Chicano Studies Department.

4) Registration Form Change Of Code 4: Hispanics.

5) Minority Faculty Hiring

Summary of Recommendations

1) M.E.Ch.A. recommends that you reject the Board of Regents August, 1984 redefinition of minority recruitment goals that states, 'To reach an ethnic distribution in the new freshmen class which equals the ethnic distribution in the Wisconsin public high school graduating class'. This violates the proportional representation sought for by Board of Regents A.P. #7.2 (1972)

2) We believe that the U.W.-System Annual Report to the Regents on 1983-84 Progress and Acheivement of Goals for American Racial and Ethnic Minority Students (July, 1985) distorts the failure of the U.W.-System to 'concentrate significant efforts in recruitment and retention of Black Americans, Hispanic Americans and Native Americans (A.P. #7.2)

3) We recommend the creation of a Chicano Studies Department in the College of Letters and Science at UW-Madison.

4) We recommend changes in the U.W.-Student Registration Form (Section 16, Racial Data) to conform with the method employed by the U.S.-Census Bureau for reporting Hispanics. The Hispanic ethnic and racial heritage code should be further broken down into Mexican American/Chicano, Puerto Rican, Cuban and Other (self designation).

5) We recommend immediate and extensive effort in the hiring of tenure track faculty minority members belonging to Black American, Hispanic American and Native Americans.

Recommendation #1: UW-Board of Regents Goals

1) M.E.Ch.A. recommends that you reject the Board of Regents August, 1984 redefinition of minority recruitment goals that states: 'To reach an ethnic distribution in the new freshmen class which equals the ethnic distribution in the Wisconsin public high school graduating class'.

M.E.Ch.A. opposed this action because it departs from the spirit of proportional representation sought for by the Board of Regents in June 1972 when it was agreed that the University of Wisconsin should concentrate significant efforts in the recruitment and retention of Black Americans, Hispanic Americans and Native Americans.

Historically, a UW-Madison Faculty Committee (Petrovich Comm.,Fac. Doc. 267) interpreted these goals as 5.0% minority enrollment in 1978 increasing yearly to 6.5% in 1981. 'This committee report also recommended a standing committee for the academic affairs of minority/disadvantaged. These specific goals would translate into 9,000 minority students enrolled and 800-1,000 baccalaureate degrees conferred yearly by 1981 on UW-Madison's campus.

Subsequently it is important to note that in June 1976, the UW-Board of Regents adopted goals for the enrollment, academic success and graduation of minority students in the University of Wisconsin System between 1976 - 81 (Chapter IV, A.P. 7.4 Revised).

For a moment, let us consider the question of the establishment of goals by the UW System. Historically, the commitment of UW goals to increase minority enrollment and retention cannot be separated from the civil rights marches, the urban violence, and the Viet-Nam War protest of the sixties. We must not forget that in those days the demand was for quotas.

We raise the issue of quotas not to demand them, but to place the recent University's goals programs and supportive services in perspective. In this sense, we forget that Americas' oppressed minorities saw quotas as the only way to challenge structural racism, including the University of Wisconsin System. Quotas have not stood recent legal challenges, but we need to know their origin, the initial UW response, and the new direction that the UW Board of Regents took in August, 1984.

Former UW system's President O'Neil told the Board of Regents in his July 6, 1983 letter, 'We must remind ourselves that only quite recently in the history of predominantly White institutions of higher learning have we been systematically concerned about attracting minority students'. He was apologizing for the failure of the system to follow through on Board of Regents 7.2 (1972). On July 1983 UW System's Board of Regents recognized that O'Neil had failed to make minority recruitment and retention a priority. It pointed out his failures. On July, 1983 the UW System Board of

Regents issused the following statement, 'Although it recognized the efforts during the past decade to expand educational opportunities for members of minority and disadvantaged groups, it expresses disappointment with the results of these efforts; (and) that it requests that: the annual Report to the Regents on Progress and Achievements of Goals for American Racial and Ethnic Minority Students, include a section documenting the systemic assessment and evaluation of minority, disadvantage programs.

M.E.Ch.A. had confronted the O'Neil administration with these facts in 1982. In 1983, along with other faculty members, in other than Madison and Milwaukee campuses, we called for his resignation. O'Neil continued to blame the victim of racial discrimination. The O'Neil letter concurred with the Cortina Report (UW-System,Feb.,1980,Educational Access to Academic Success) The Cortina report paves the way for the reframing of the question of minorities in the UW System. It states that the use of numerical goals to achieve social and educational policies of A.P. 7.2 was not productive. The following section shows what Cortina and O'Neil viewed; how they covered the deficiency of the system of Board of Regents A.P. 7.2 and how the new freshmen goals were established.

It should be noted that there has occurred a change in the target group. This changes the statistical base. In addition, to Blacks, Hispanic and Native Americans, Asians are now included.

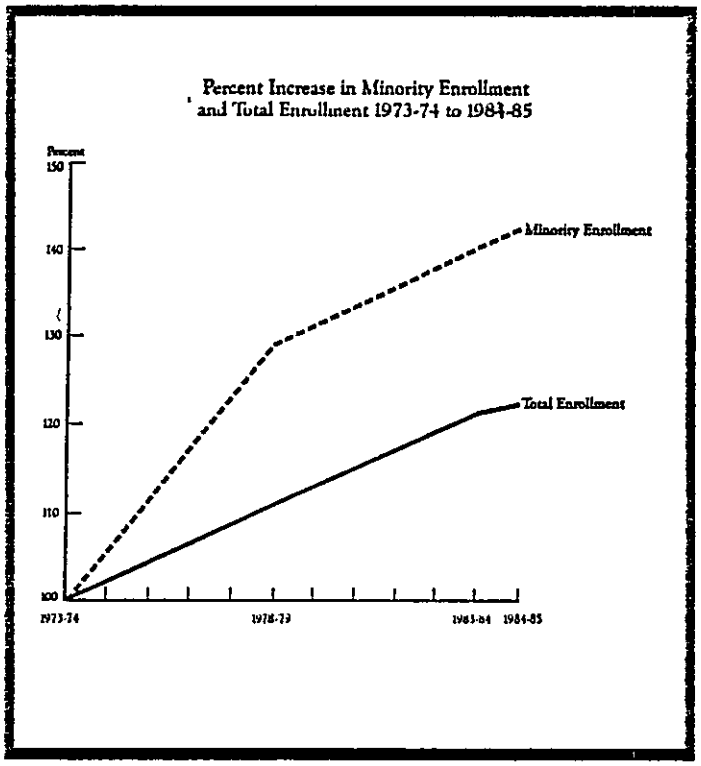
Recommendation #2 : Minority Enrollment

2) We believe that the UW-System Annual Report to the Regents on 1983-84 Progress and Acheivement of Goals for American Racial and Ethnic Minority Students (July,1985) distorts the failure of the UW-System to 'concentrate significant efforts in recruitment and retention of Black Americans, Hispanic Americans, and Native Americans (Board of Regents A.P. #7.2)

The enclosed page 3 of the UW-System Annual 1983-84 Report shows drastic increases in minority enrollment . This is a distortion of the facts and the actual historical experience of minority disadvantaged recruitment and retention in the UW-System. The statistics of minority enrollment are not proportional to the on-going increases of total enrollment . Total enrollment is increasing but minority enrollment is not increasing proportionally. It is in fact decreasing.

In the 'Hispanic' category, the enrollment increases are due mainly to the Cuban and other Latin American recent naturalized groups whose achievements rates are equivalent to the majority population (in some cases even higher than the majority population). Puerto Rican and Chicano retention rates are the worst. Chicano and Puerto Rican enrollment has gone down. If you read page 5, of the Annual Report, carefully you will see for yourself that Black and American Natives enrollment is decreasing. The 3,488 Black students enrolled in 1984-85 represents a decrease of 107 from the previous year. We find that this is a trend that has been observable for the last ten years. On campuses other than Madison and Milwaukee, the actual number of black students has declined by about 25%. In reality, Asians represent more than 50% of total minority growth in the UW-System and on the Madison campus. This year there were more Asian(783) than Blacks(782) on the UW-Madison campus. This the Annual Report tells us. What it doesn't tell us is that the Black enrollment will continue to decrease and the Asian will continue to increase.

U.W.-System : Minority Enrollment History 1973-74 to1984-85

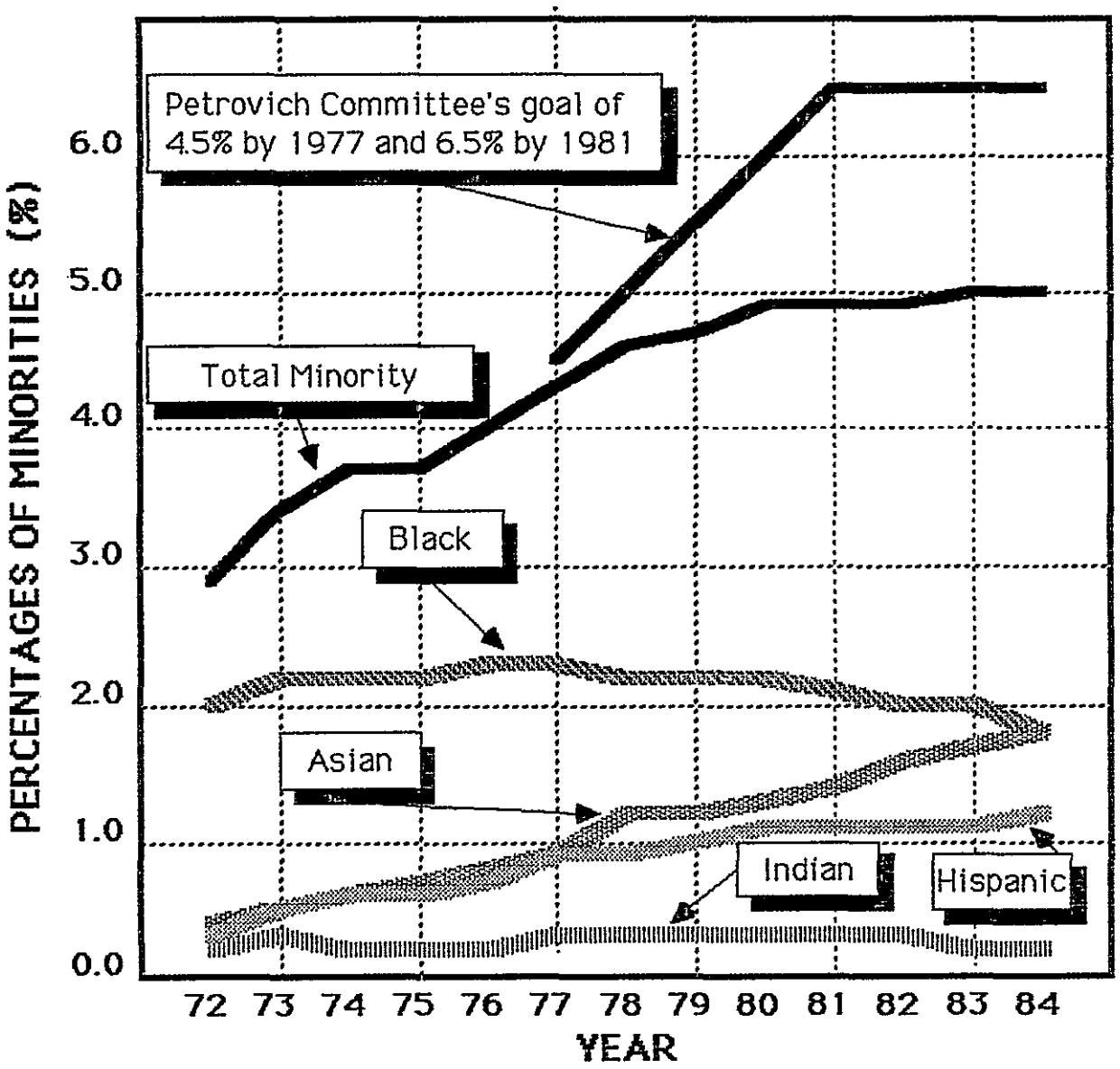


University of Wisconsin System
Annual Report to the Regents on 1983-84 Progress
and Achievement of Goals for
American Racial And Ethnic Minority Students,Page 3

The above cited graph show a deceptive increase in minority enrollment. It is faulty in that it compares from a base of 100, minority to minority enrollment: total enrollment to total enrollment. They are comparing apples to oranges.

M.E.Ch.A.'s enclosed graphs, more correctly compare UW-System minority enrollment as a percentage of total enrollment. Further , it reveals a distribution within the minority enrollment category, that needs to be reviewed.

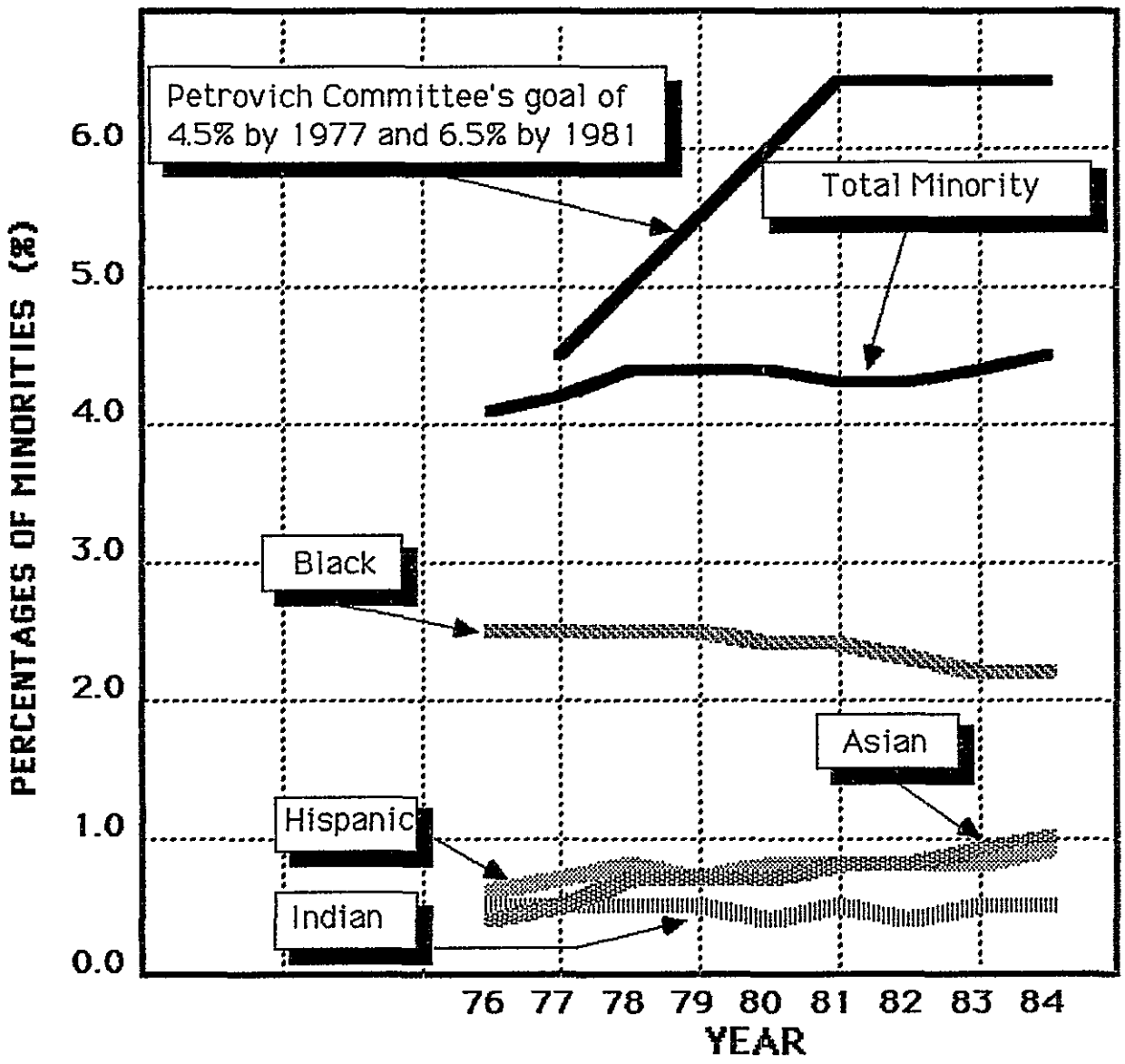
UW Madison Minority Enrollment As Percentage Of The Total Enrollment



All graphs in this figure are percentages of the total student enrollment at Madison for each given year.

Note that from this figure it is easly seen that the Black and Indian representation has been declining since the 1970's. The greatest drop in Black enrollment occured in 1984 when it declined by 8% and when over all enrollment increased by 3%.

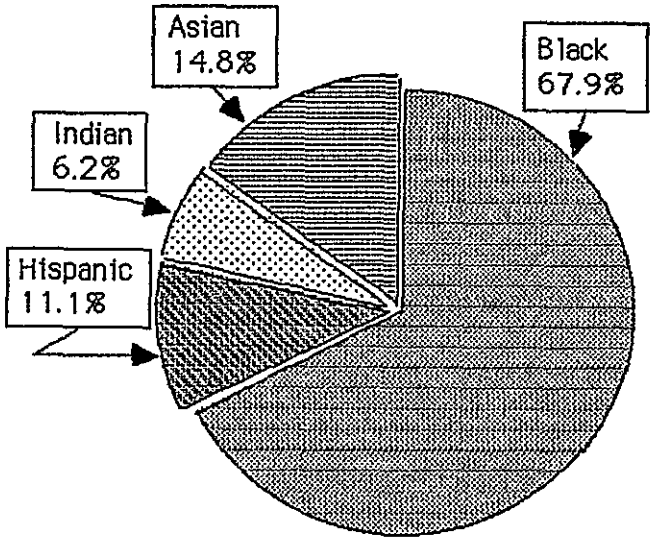
UW System Minority Enrollment As Percentage Of The Total Enrollment



Observations:

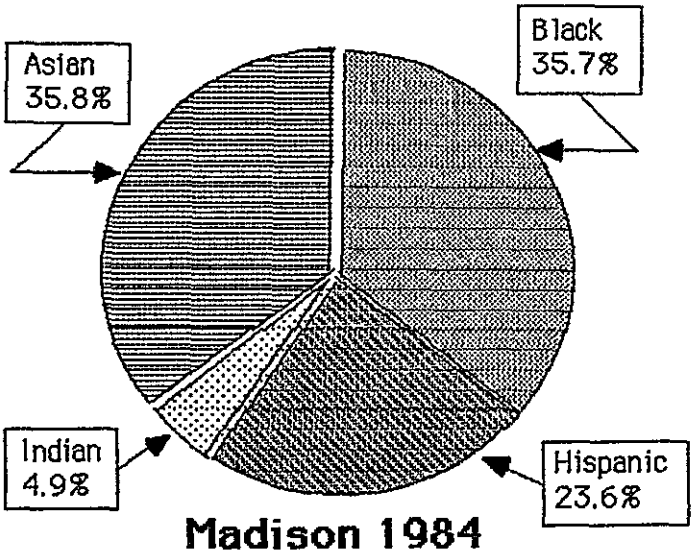
-The percentage of blacks in the U.W.-System have declined in the last ten years.
-On campuses other than Madison and Milwaukee the actual number of black students has declined nearly 25%
-Asians represent more than 50% of total minority growth in the U.W.-System
-U.W.-Madison Native American Enrollment has not increased in the last ten years.
-growth in hispanics at Madison has been non-Chicano
-M.E.Ch.A. records show an actual decline of Chicanos at U.W.-Madison
-At U.W.-Madison, Asian enrollment has surpassed the Blacks.

Distribution of Minority Enrollment



Madison 1972

Total Minorities 1,012
Total Enrollment 34,866

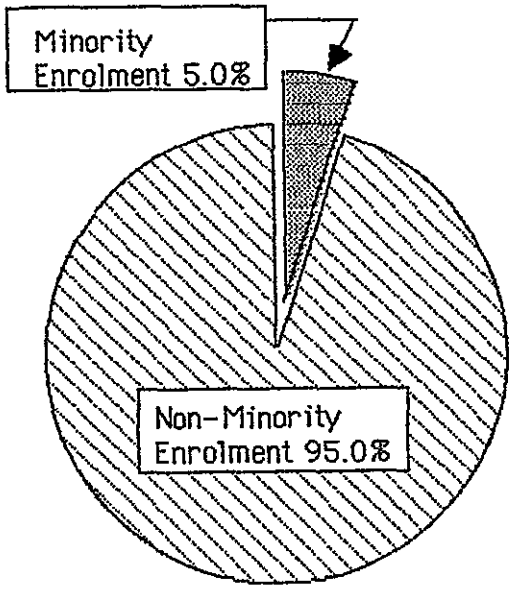


Madison 1984

Total Minorities 2,191
Total Enrollment 44,055

It is apparent from the above two graphs that the composition of minorities at UW-Madison does not reflect the minority population in Wisconsin.

For example, in the 1980 Census, Wisconsin's Blacks represent 64.3% of the minority population in the state, as opposed to 3.2% for the Asians, but the Asians outnumber Blacks at UW-Madison. In fact most of the increase in minorities at Madison was due to the increase of Asians.



Madison 1984-85

Recommendation #3 : Chicano Studies

3) We recommend the creation of a Chicano Studies Department in the College of Letters and Science at U.W.-Madison.

M.E.Ch.A. considers crucial for the intersest of all those involved: the State Legislature of Wisconsin, the U.W.-System, the Board of Regents and the citizens of the State that they have a complete understanding of the social and cultural premise upon which the concept of Chicano Studies rest. We feel that the fullfilment of individual student and community needs is inherent in the concept of Chicano Studies.

We feel that it is time for the U.W.-System to face the reality of the Chicano experience in the United States. The College of Letters and Science at U.W.-Madison campus is well suited for Chicano Studies . It has a nationally recognized liberal arts education. It is the largest in the State.

Since 1975 the Student Faculty Chicano Advisory Committee has repeatedly called for a Chicano Studies Department.

The Wisconsin Senate concurred with the Chicano Advisory Committee and the community and amended the University budget in Assembly Bill 222 to include 50,000 dollars for the creation of a Chicano Studies Department (Senate Amendment 3, to Senate Substitute Amendment 1, to 1973 Assembly Bill 222, June 13, 1975)

Later the Joint Finance Committee in conference amended it to 'Ethnic and Minority Studies.' The intent of the Chicano Advisory Committee and the 1975 Wisconsin Senate was never actualized. A Chicano Studies program was created. It's been led by Chicanos for the last ten years. But it has no Faculty Advisor, something unheard of in a University Committee.

The initial director of Chicano Studies was denied tenure. He was followed by an instructor with a Master's degree, followed by two graduate student appointments. The result is that of over 2,000 professors at UW-Madison, and thousands of courses offered over the last ten years, only two have been Chicano academic courses and no Chicano faculty specialized in this area have been hired. We have spent over $300,000 in ten years and we are no closer now to offering Chicano academic courses than we were ten years ago. We recommend that, UW-Madison, Letters and Science, Fund Acct. # PT 101-2, of 31, 440 dollars be used to intiate the Chicano Studies Department . Further, we recommend the immediate recall of two already existing (part of base budget) UW-Madison, L & S tenured track faculty positions to be used to hire recognized Chicano Scholars.

Recommendation #4 Student Registration Form Change

4) We recommend changes in the U.W.-Student Registration Form (Section 16, Racial Data) to conform with the method employed by the U.S.-Census Bureau for reporting Hispanics. The Hispanic ethnic and racial heritage code would simply be broken down into Mexican American/Chicano, Puerto Rican, Cuban and Other (self designation)

The UW-System Annual 1983-84 report recommends that 'the measurement of progress toward the goals be examined separately for each ethnic group'. We support this effort and would like to propose the following for the 'Hispanic' category.

No one knows how many Chicanos are enrolled in the UW system. Chicanos (Mexican-Americans) are not listed separately in the student registration form where most of our data comes from. All Spanish surnamed students are conveniently lumped together under the rubric 'Hispanic'. We are not Hispanic or Latino, We are Chicanos from Atzlan and your label does not represent us. A step in the right direction would include an immediate change in the registration form.

A reasonable method is that employed presently by the U. S. Census Bureau which breaks the rubric into: Mexican American(Chicano), Puerto Rican, Cuban, and Other(this includes a self-designation for other groups). You are compelled to act if you want to actualize the intent of the Migrant Tuition Bill that became law last year. This law recognizes the unique economic and cultural contributions to the State of Wisconsin by the Chicano farmworker, and their children. For purposes of tuition, they are to be considered residents. The law covers all migrants, but it is well known that for the last fifty years, most of the migrants were Chicanos. Don't worry, you are not going to be overcomed by a deluge of applications. When Edward R. Murrow exposed the scandalous working and living conditions of the migrant workers, he could not find a college graduate who had ever been a migrant worker. As we all know, little has changed.

Recommendation #5 : Minority Faculty

5) We recommend the hiring of tenure track minority faculty members belonging to Black American,Hispanic American and Native American groups. We recognize the importance of minority faculty and staff as an important requirement to improve the recruitment and retention of minorites.

Faculty Document 481 (April 12, 1982) tells us that the University of Madison is obligated by Federal regulation and by its own value system to work toward "proportional representation" of women and minority group members among the university community.

Unfortunately, the achievement of proportional representation of minority Faculty has been disastrous. During the 1980 - 81 academic year, 87 additions to the UW-Madison faculty were made, of these seven (8 percent) were members of minority groups; All were Asian Americans. As of October 1981, the representation of minority group members on the legal faculty stood at 4.8 percent. When Asian Americans are excluded from the total, the figure is 2.2 percent (page 12, UW-Madison,Fac. Doc. 481).

The failure of the University to hire minority faculty and staff is directly related to the failure in recruitment and retention of minority students.

As the two following tables indicate the number of minority faculty hiring are so small that percentage statistics are trivial. The graph on minority lecturers show vividly their disappearance from campus.

We admit that our data on Faculty Hiring is not up to date. The last year that we have data for is 1981 when minority faculty was only 2.3% of the total and had not improved their proportional representation for the last 3 years. In order to reach the 1984, 6.5% minority faculty goal, 100 additional Black, Hispanic and Native American would have to be hired. This has not happened.

UW-Madison Faculty Minority Hirings

NUMBER & PERCENTAGES OF TENURE OR TENURE TRACK FACULTY MEMBERS BELONGING TO BLACK, HISPANIC OR NATIVE AMERICAN GROUPS

YEAR	TOTAL FACULTY	AFFECTED CLASS MINORITY FACULTY	%AFFECTED CLASS MINORITY FACULTY
74-75	2246	36	1.6
75-76	2341	37	1.6
76-77	2360	49	2.0
77-78	2370	47	2.0
78-79	2339	55	2.4
79-80	2309	52	2.3
80-81	2302	53	2.3

HIRING PATTERNS FOR BLACK,HISPANIC & NATIVE AMERICAN TENURED OR TENURETRACK FACULTY

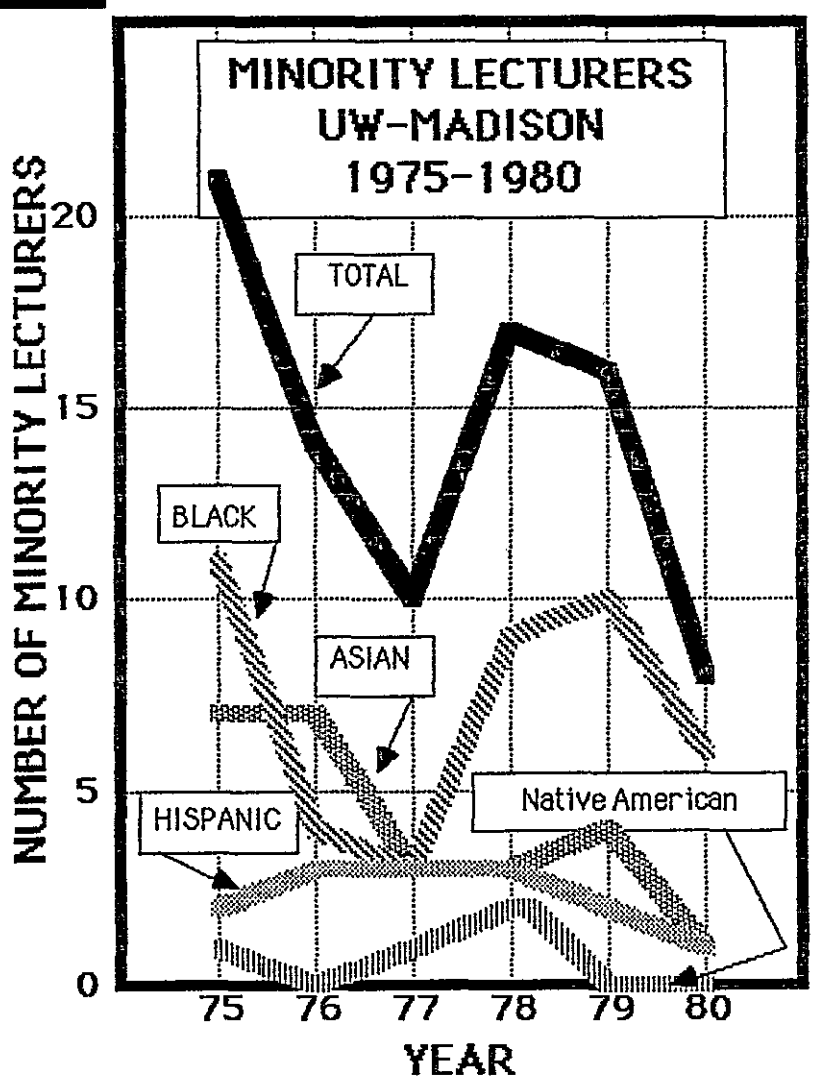
YEAR	TOTAL HIRES	MINORITY HIRES	%MINORITY HIRES
75-76	97	6	6.19
76-77	158	9	5.70
77-78	143	11	7.69
78-79	113	9	7.96
79-80	101	2	1.98

When only the affected class hires (e.g., Black, Hispanic, and Native Americans) are considered, 6 (4.5%) minority faculty members were hired in 1973-74 and 10 (6.1%) minorities in 1974-75. In 1975-76 there were 2 (2.2%) minority faculty members hired and 8 (5.1%) minority for 1976-77.

The total minority faculty for 1976-77 was 89 or 3.9% of the faculty. For faculty from affected classes only, the increase is from 26 (1.2%) in 1973-74 to 36 (1.6%) in both 1974-75 and 1975-76.

In fact, numbers of minority faculty are too small for percentage statistics to be genuinely helpful....

Minority Faculty are only 2.3% of the total and have not improved their proportional representation during that 3 year period... In order to have reached the goal of 6.5% minority faculty by 1985, the University of Wisconsin would have needed to hire nearly 100 additional Black, Hispanic and Native American Faculty.



SOURCES OF REFERENCE AND INFORMATION

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3.) Sons of the Shaking Earth: Author Eric Wolf. University of Chicago,1959.

4.) Beneath the Moon and Under the Sun. By Anthony Shearer.

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6.) The Historical Roots of Our Historical Crisis . By Lynn White,Jr. Science 155 (10 Mar 1967) 1203 - 1207. Copyright 1967