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EDICIÓN ESPECIAL

DEANS & DEPARTMENTS: CHICANO STUDIES AT UW—MADISON

The enrollment decreases and the attrition of Chicanos, Blacks and Native Americans in the UW-System should not surprise anyone. The writing has been on the wall for some time, as they say. Four years ago, Faculty Document 481, told you that applications for admissions for the Fall of 1982 for minority students were down 30%. You did nothing.

Our presentation will not include but one demand: A Chicano Studies Department at UW-Madison Campus.

Before proceeding we should note that throughout the reading, we find Faculty Document 371 A, of December 1979, is a good starting point, it is all inclusive for a review of programs and academic services. We don't find this type of deliberations in the review of the latter documents available to you. We challenge you to make an assessment of how this structure works, and how it is failing.

We have found that you will be dealing with a decentralized administrative structure where the colleges and their units have a wide latitude in defining and establishing academic program and project development. We will demonstrate that it is at

cont. pg.7

O'NEIL'S MODEST PROPOSAL

UW System President Robert M. O' Neil on July 6, 1983 wrote to you on the subject of recruitment and retention of minority and educationally disadvantaged students. In that letter, he proposes that you rescind specific enrollment goals you established in 1972. We urge your rejection of the O'Neil recommendation.

On June 1972, Board of Regents agreed that the University of Wisconsin should concentrate significant efforts in recruitment and retention on

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CHICANOS AT UW

THE IMPUNITY OF THE COLLEGES AND FACULTY

The Board of Regents, as the UW Legislature is faced with the same reality that Chicanos, Blacks and Native Americans face: They are powerless to affect change that the UW Administration and Faculty determines it is not in their best interest.

That is why the issues of T.A. & Faculty collective bargaining issues are being resolved in the legislature instead of on campus: The UW system is a closed shop, regardless of what it teaches in its labor law school about the venerated Wisconsin tradition on that subject.

The reason Earl and the Wisconsin Legislature has been witholding Faculty pay raises is not because of a lack of money, as everyone knows. This is not an economic issue. The people of the State of Wisconsin are tired of the UW previleged position. It insists that they serve its residents. The Faculty is caught in the middle and the students don't give a shit.





FACULTY FIASCO

We recognize the importance of minority faculty and staff as an important requirement to improve the recruitment and retention of minorities at the UW-Madison.

The failure of the University to hire minority faculty and staff is directly related to the failure in recruitment and retention. Minority faculty hiring is a scandal and we demand that the Board of Regents act immediately to rectify this atrocious situation.

What the tables and graph do not show is that there are only 2 Chicanos and 1 Native American faculty members. For instance all minority faculty members who were hired (seven or 8% of total faculty members hired) were Asian Americans.

Finally as the two Tables indicate the number of minority faculty hiring are so small that percentage statistics are trivial. The graph on minority lecturers shows vividly their disappearance from campus.

NUMBER & PERCETAGES 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
78-80	101	2	1.98

CHICANOS AS A CATEGORY

No one knows how many Chicanos are enrolled in the UW system. Chicanos are not listed separately, limiting a true and accurate analysis of Chicano enrollment. All Spanish surnamed students are conveniently lumped or grouped under the rubric 'Hispanic' or 'Latino'. We are Chicanos and your label does not represent us. A step in the right direction would include an immediate change in the student registration form where ethnic affiliation emanates from. A reasonable method is that employed by the U.S. Census Bureau which breaks down the "Hispanic Rubric" into Mexican/American (Chicano), Puerto Rican, Cuban, and other (this can include a self-designation, if desired). The present UW ethnic designation is voluntary. We might want to address this issue in the future. For the present time , it is important that the statistical data reflect the distinct cultural groups which make up the Spanish Speaking community in the U.S.A.

The Bureau of the Census shows that the Spanish origin population is a diverse, young and dynamic population. Median age is 23 years compared to 31 years for non-Hispanic with Chicanos as the youngest of the population. Chicano families additionally have more children than other Spanish origin and non-Spanish origin families. The Census reports that well over half of the estimated 15.9 million population is Chicano.

It is time that recruitment and retention Board of Regents' goals include this distinction.

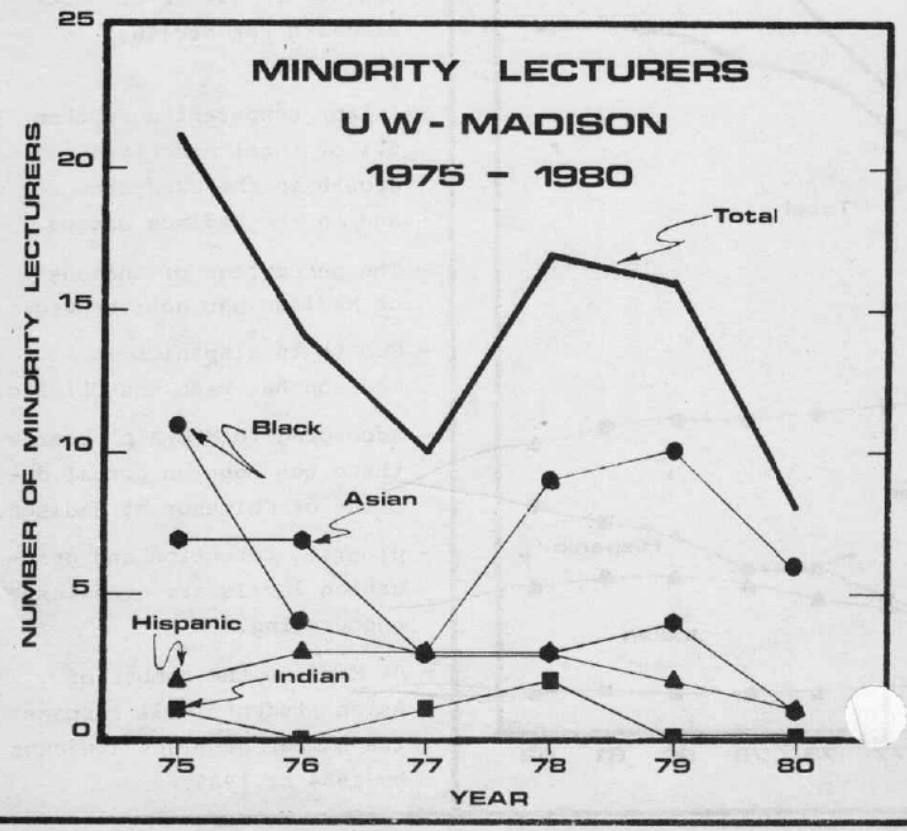
CHICANOS & CENSUS

The recent 1983 update of the U.S. Census shows a youthful dynamic population, much younger than non-Hispanics. Median age is 23 years (younger for Chicanos) compared to 31 for non-Hispanics.

Although Chicanos are still largely concentrated in Mexico's former northwest territories, they became more widely dispersed during the 1970's. By 1980, six states outside the Southwest Illinois, Michigan, Washington, Florida, Indiana, and Ohio each had more than 50,000. It is anticipated that Wisconsin will join this group before 1990. This argues against those Deans and Faculty members who feel that Chicano Studies will develop in the Southwest, where we belong.

There are over 25 USA metropolitan areas with 100,000 or more Hispanics and the following states indicate the states where more than 1/4 million people reside.

	%	population
California	31.1	4,544,331
Texas	20.4	2,985,824
New York	11.4	1,659,300
Florida	5.9	858,158
Illinois	4.4	635,602
New Jersey	3.4	491,883
New Mexico	3.3	477,222
Arizona	3.0	440,701
Colorado	2.3	339,717



Well over half of the 15.9 million Hispanics are Chicanos. There were 9 million Chicanos out of 15.9 Hispanic's, according to the Census Report.

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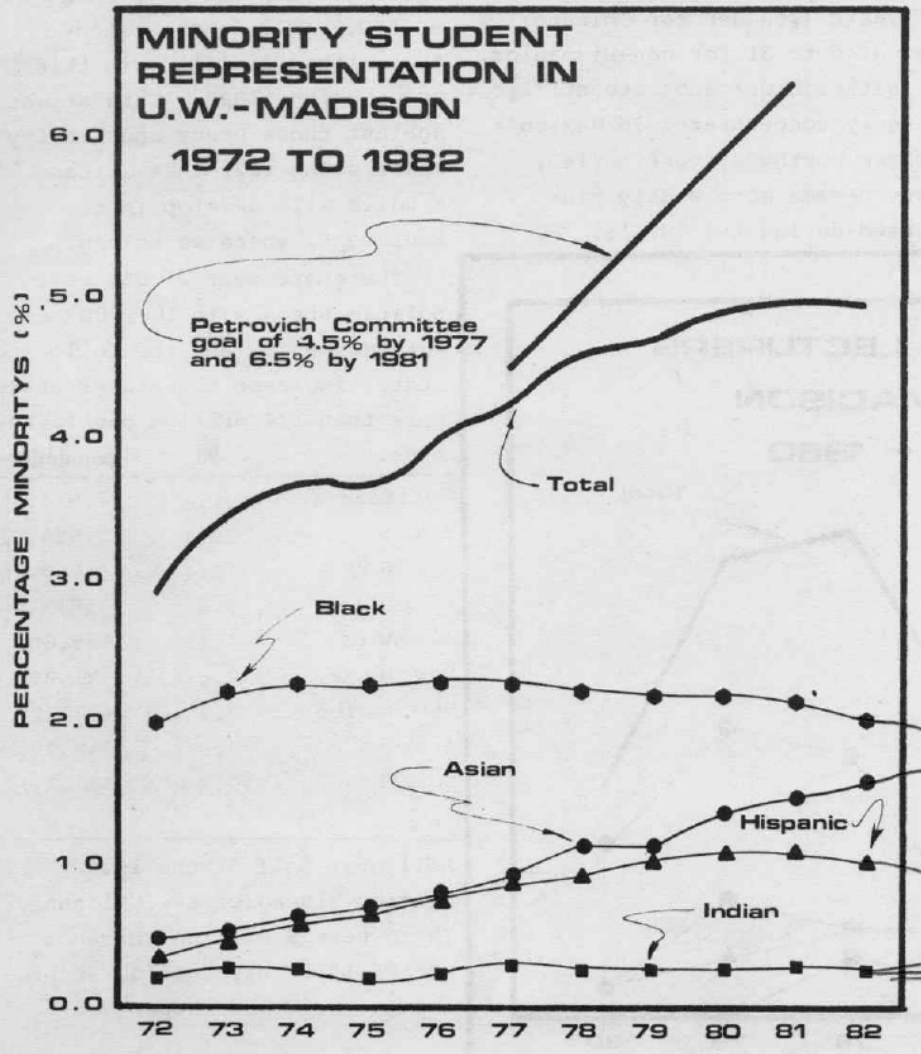
HOW COME GOALS?

Increases of minority enrollment at the University of Wisconsin have not been planned. They did not happen because the Board of Regents established goals. They were not internally generated, they originated from the targeted groups themselves.

The so called commitment of the UW goals to increase minority enrollment can not be separated from the civil right marches, the urban violence, and the Vietnam War. In this sense, we forget that the demand was for quotas to change the structural racist institutions, including the University of Wisconsin system. The imputus of the Afro-American Department in Madison and the Spanish Speaking Outreach Institute in Milwaukee were demands that included thousands of people mobilized, through direct action, confrontation and take-over of Administrative Buildings, not to mention the police attacks and the riots that followed on campus. The UW system remained closed, its racist structure, intact. This special issue will show a very limited effort, not by the Wisconsin Legislature or the Board of Regent, but by the University Administration, programs and supportive services. On their own, they did not deliver.

We bring the issue of quotas not to demand them, but to place the University programs and supportive services in perspective. Only by knowing their origin and the initial UW response, can we assess the University direction. All Chicanos knew that goals would not accomplish AP #7.2

We contend that the failure of the University Board of Regents goals and objectives has been the University structure which has repeatedly resisted this imposition of their autonomy.



NOTE:

- The percentage of blacks in the UW-System has declined in the last ten years.
- On campuses, other than Madison and Milwaukee, the actual number of black students has declined by about 25%.
- Asians represent more than 50% of total minority growth in the UW-System and on the Madison campus.
- The percentage of Indians at Madison has not changed.
- Growth in Hispanics at Madison has been non-Chicano.
- According to MEChA's records there has been an actual decline of Chicanos at Madison.
- Minority retention and graduation levels are even less encouraging.
- At Madison the number of Asian students will surpass the number of black students by 1984 or 1985.

THE POVERTY OF GOALS



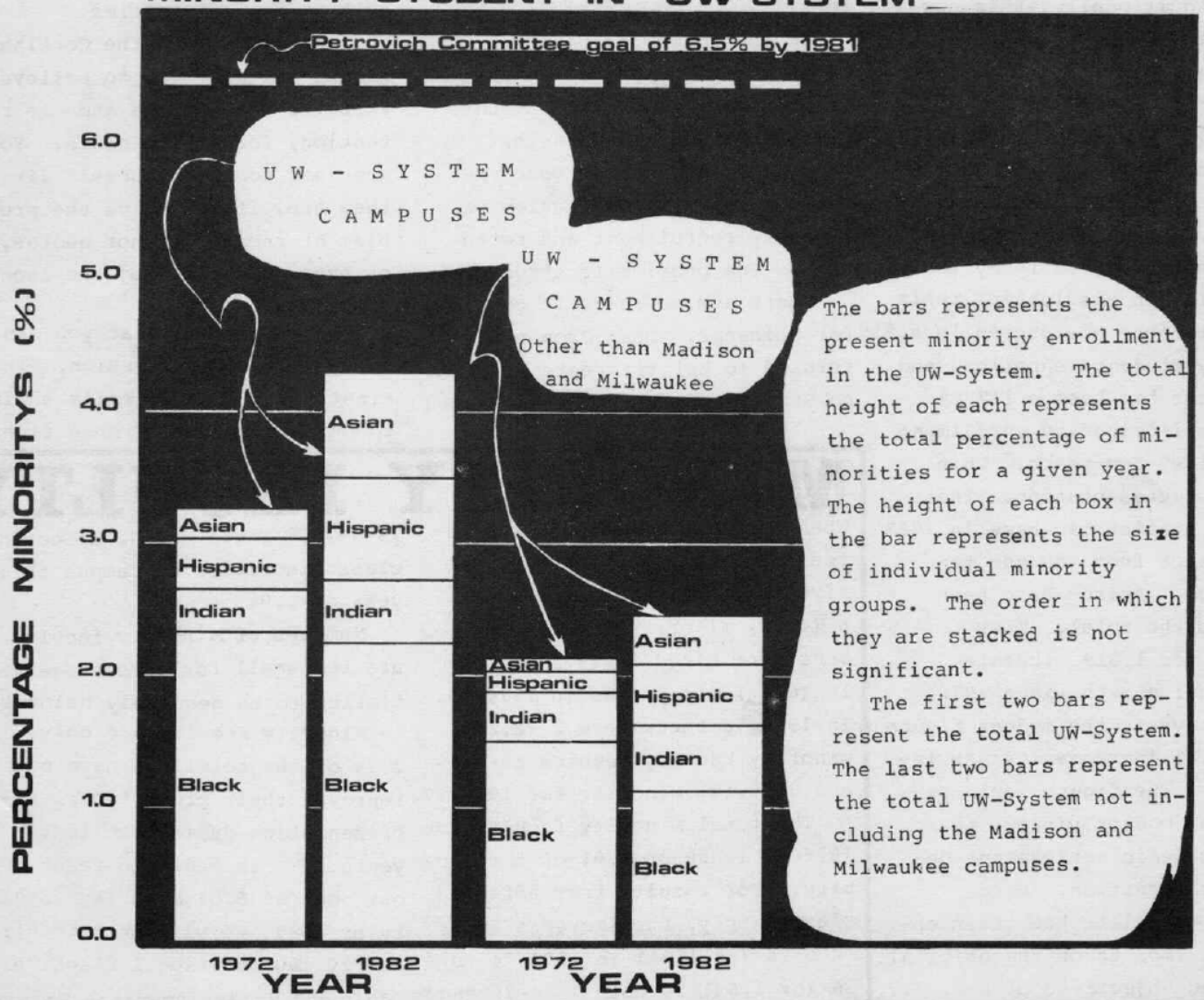
In July 1983 the University of Wisconsin System Board of Regents issued the following statement.

'Although it recognizes 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 student programs.

The following graphs show a failure of catastrophic proportion in recruitment and retention of Blacks, Hispanic & Native Americans.

Contrary to O'Neil, we are not encouraged that there exists a structural framework, to meet your objectives. There is no decission making structure that can deliver your laudable objectives. The resistance of the Administrative staff is compounded by the disinterest and the self-interest of the Faculty. We can't get there from here. You have to force them to be free.

MINORITY STUDENT IN UW-SYSTEM



O'NEIL'S from pg.1

three ethnic and racial minority groups (A.P. #7.2 Revised).

1. Black Americans
2. Hispanic Americans
3. Native Americans

On June 1976, Board of Regents adopted goals for the enrollment, academic success and graduation of minority students in the University of Wisconsin System for 1976-81 (Chapter IV, A.P. 7.4 Revised).

Subsequently, a UW Faculty Committee (Petrovich Committee) interpreted these goals as 5.0% minority enrollment in 1978 increasing yearly to 6.5% in 1981. Additionally, this committee 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.

O'Neil, in his letter, tells you that there are presently 6,919 minority students enrolled, and that there has been a 117.6% increase in minority enrollment in the last ten years. This is a misrepresentation. The present statistical base in 1983 is distinct from the one ten years ago. Asians have been added to the total. They account for 1,319 students. The actual growth since 1976, O'Neil says is the modest figure of a 15.8% increase (Asians included). The figure would be less than modest without them. Asian academic achievement deserves recognition. Here we wish to relate how their enrollment impacts on the original goals and objectives of A.P. 7.2.

The O'Neil letter concurs with the Cortina report (Educational Access to Academic Success: A Design for Improving Opportunities for Minority Persons in Wisconsin Higher Education, 1980) that the use of numerical goals to achieve social and educational policies of #7.2 was not productive. The report cites the lack of a sufficient available pool of minority high school seniors by pointing out the concomitant failure of the Wisconsin High Schools to retain minority students. The UW System propounds the problem by not admitting minorities or if it does, it loses them. The casualties are in the barrios and ghettos. Wisconsin trains most of these teachers and administrators.

In the following pages we want to show graphically what is hidden among massive amounts of information and data that has been generated by your request for a systemic review of minority recruitment and retention. The problem is structural.

There are no academic courses for Chicanos. Dean Cronon has refused to act to create a Chicano Studies Department as mandated by the Chicano Advisory Committee and the Wisconsin Senate in 1975.

Faculty and University hirings have not followed your guidelines of Affirmative Action. There is a declining enrollment of Blacks and Native Americans. Chicanos, with the exception of UW Milwaukee, are invisible in the UW System. The increase in the Hispanic enrollment figures in Madison is in out-of-state, and other non-Chicano groups.

Your faculty mentor participation for minorities and your slick T.V. commercials to encourage prospective students might work for the marine recruitment calls, but we need more than a few good men here. Your acquiescence to such outrageous and ineffective proposal is an insult to our communities.

The O'Neil and the Cortina group, now want you to believe that the name of the game is retention, forget the goals. You are just fooling yourself like they are, if you solve the problem of racism, by not quotas, or even goals, but by the lack of either.

If that is all that you can do, you should all resign. First, fire O'Neil, exile shain to China, and send Cronon fishing.

MINORITY FACULTY

When only the affected class hires (e.g., Black, Hispanic, Native American) 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 is 89 or 3.9% of the faculty. For faculty from affected classes only, the increase is from 26 (or 1.2%) in 1973-74 to 36 (or 1.6%) in both 1974-75 and 1975-76. There are 42 affected class minorities on campus this year or 1.9%.

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 the last 3 years... In order to reach our goal of 6.5% minority faculty by 1985, we will need to hire nearly 100 additional Black, Hispanic and Native American Faculty.

CHICANO STUDIES
from pg. 1

this level where you are dealing with a system unwilling to undo its racist heritage.

As O'Neil told you in his July 6, 1983 letter, 'We must remind ouselves that only quite recently in the history of predominantly White institutions of higher learning have we been systematically concerned about attracting minority students'.

What the letter doesn't tell you is how the college's have resisted and spurn efforts to change. The colleges are ruled by fiat with little concern for imput from its faculty, students and community.

Dean Cronon has since 1975 spurned the recommendation for a Chicano Studies Department at the College of Letters and Science at UW-Madison.

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 dolars 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 'Chicano Studies'. The legislative intent was never actualized, and the Chicano community and the State of Wisconsin were defrauded. As you will see in Table 4, UW-Madison Faculty Document 481, was still vacillating whether it was coordinating efforts to develop a program or department in Chicano Studies (p15).

The fact is that they have done neither. Not only has the integrity of the autonomy of a University Committee been violated, but it operates at the whim of Dean Cronon. These units in the UW system such as the Chicano Advisory Committee are the heart of the process for the development of academic programs in a University setting. Yet what we see is a University Committee which has over the years been plaqued by Chairmen who had no interest in developing a department and academic programs in Chicano Studies. Several years ago, L&S Dean Kleeney retired and was replaced by Vice-Chancellor Bryant Kearl, who then resigned and was replaced by a new Vice-Chancellor, Bernard Cohen, who later returned the responsibility back to Letters and Science Dean Cronon. He recently charged Associate Dean of Education Harland Sampson with the task.

The direction of Chicano Studies has additionally been ineffective. The initial director was recently denied tenure, followed by a non-tenured track instructor with a master degree, followed by two graduate students.

The result is that of over two thousand professors less than a handful are Chicano tenured track faculty members, and of the tens of thousands of courses offered by the College of Letters and Science at U.W.-Madison, in the last ten years, only 3 have been Chicano academic courses. None have been offered in the last several years. Presently the Chicano Studies 'Program' has no Faculty Advisor, something unknown in a College Faculty Advisory Committees.

Finally, the present faculty members of the Chicano Advisory Committee have failed to show up and meet a quorum since November 28, 1983.

We call for an investigation of this Committee including the disappearance of the money that was appropriated by Assembly Bill 222, 1975. Not only have we found a diversion of funds from Chicano Studies, it is not even a budget line item presently.

We demand that you restore the Legislative intent for a Chicano Studies Department at UW-Madison.

CHICANO CENSUS
from pg. 3

There are additionally 2 million Puerto Ricans, one million Cubans, and other Latin Americans comprise 3 million residents. The United States is now the fourth largest Spanish Speaking nation in the World.

The Chicano Advisory Committee knew ten years ago when it recommended a Chicano Studies Department that there were compelling reasons to establish a Chicano Studies Department. What confronts this University is more than a demand for research and instructional efforts for Chicanos. At a minimum, it includes a people (Raza) outside the American polity, developing distinct sociocultural and political perspectives.

The demographic phenomena is explained by the presence of the Chicano-Mestizo population who inhabit this part of the continent. Chicano-Mexican birthrate is 3.4 percent, it is one of the highest in the world. Though the rate is leveling. Mexico will double its population of 70 million by the end of the century. The population of Latin America estimated at nearly 400 million will almost double by the year 2,000, double the size of the United States.

The Failure of the UW System to recognize what is so obvious to everyone is a recipe for future problems, that if left unattended, will have cataclysmic consequences.

MAILING LIST

YES, PUT MY NAME AND ADDRESS ON THE *ONDA* MAILING LIST;

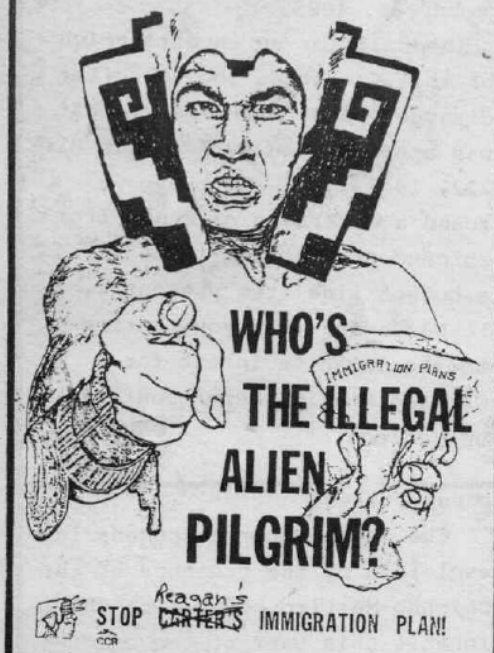
NAME

STREET APT#

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TELEPHONE



CHICANOS REJECTED AT U.W.

Somehow in the Fall of 1981 only 6,908 minority students were registered, when an unduplicated headcount reveals that 8,697 minority students enrolled that academic year! What happened to 1,789 students? O'Neil apologizes 'It appears that, while initial access may have improved substantially since 1976, that retention remains a critical and urgent need.

What this reveals is a rejection of the Board of Regents targeted group in Bd. of Regents 7.2 (Blacks, Hispanic and Native American), a rejection of the colored.

Whatever segregationist and chauvanistic tendencies and privileges that UW-System enjoyed, they were long exposed for what they were. We do not propose an exposé . This would argue that no one knew what we are to present. This hasn't been the case. A review of retention over the last 15 years shows otherwise. The UW-Madison is not unique, although it proports to be different. Everywhere minority students are retained at a lesser rate then are other students.

The UW system which 'teaches the teachers' in the state of Wisconsin, provides an inferior quality of pre-preparatory work. The UW-Madison tradition of 'sifting and winnowing', is part of the corporatist tradition that is demonstrated by its colleges, units and the Deans and Faculty that rule the hierarchy and its pecking order. The rest does not matter. The UW-System, as we, have earlier said, is part of this tradition: It identifies, creates, and develps a selective tradition that succeeds in determining which group it is to exclude, and which it will incorporate. There is no distinction between the drop-out rates of the minority enrollees at the UW-System and the Milwaukee secondary school system retention. It is <u>one</u> racist system structurally. This system doesn't like differences or objection. It incorporates them for too long, it has excluded Chicano, Blacks, and women, and Native American. The few that it marginally employs in programs and supportive services, and some faculty, is to create bureau and divisions within the system to maintain the facade.

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