

VOL. 3 NO. 1 March 1986

SPECIAL EDITION

UW DISTORTS FIGURES ON MINORITY RECRUITMENT & RETENTION

Introduction

On January 14, 1986 M.E.Ch.A. (Movimiento Estudiantil Chicano de Aztlan) charged that the UW System's "Annual Report On 1983-84 Progress And Achievement Of Goals For American Racial And Ethnic Minority Students" presented at the "Wisconsin Assembly Select Committee On The Future Of The University" was a retreat from earlier established goals and a distortion of facts. M.E.CH.A. demonstrated to the Wisconsin Legislators that the UW-System minority programs are inadequate and failing.

The Wisconsin Assembly Select Committee was not fooled by the attempt of University Administrators led by UW-System Associate Vice-President Vernon Lattin, Bernard Cohen, Vice-Chancellor for Academic Affairs, and Mercile Lee, Assistant to the Vice-Chancellor,UW-Madison. It was obvious to all who were present that the orchestrated attempt to hide the UW-System failure did not succeed. Before the morning hearings were over, the Assemblymen were asking if only 'high priced help' was going to testify.

Lattin wisely didn't say much at the hearings, he and departed UW-System President O'Niel mislead the Board of Regents in adopting the Cortina Report that changed Board of Regent's goals (A.P. 7.2, See Following Story). Cohen spoke, and said less. He said it wasn't going to be easy to recruit minority faculty and students. In order to recruit qualified minority faculty, we need qualified minority students, not to mention qualified minority personnel. Since the UW-System shows none of the above, we are faced

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Summary of Recommendations

M.E.Ch.A. believes 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)

M.E.Ch.A. recommends that the Wisconsin's Legislators reject the Board of Regents August, 1984 redefinition of minority recruitment goals, '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)

M.E.Ch.A. recommends 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).

M.E.Ch.A. recommends the creation of a Chicano Studies Department in the College of Letters and Science at UW-Madison.

M.E.Ch.A. recommends immediate and extensive effort in the hiring of tenure track faculty minority members belonging to Black American, Hispanic American and Native Americans.

UW-Board of Regents' Goals

M.E.Ch.A. recommends that you reject the Board of Regents August, 1984 redefinition of minority recruitment goals, '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)

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).

This brings us to the entire 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. It is easy to 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.

In an apology for the failure of the system to follow through on Board of Regents 7.2(1972), 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". 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 issued 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) 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 campuses other than Madison and Milwaukee, we called for his resignation. O'Neil continued to shift the blame onto the victims of racial discrimination themselves. 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 goals for minority freshmen enrollment were established.

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



Chicano Studies

M.E.Ch.A recommends 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 interest 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 fulfilment 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 and has the largest enrollment 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 realized. A Chicano Studies program was created and has been led by Chicanos for the last ten years. But it has no Faculty Advisor, something unheard of in a University Committee.

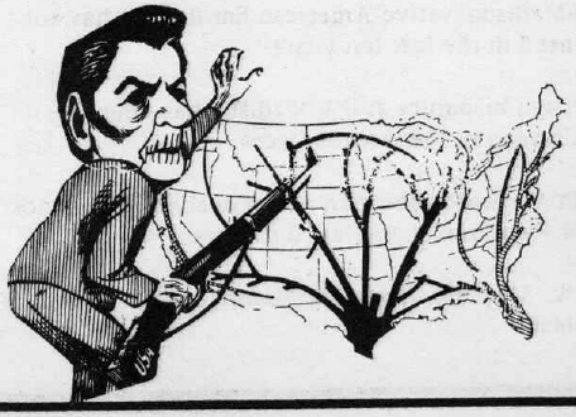
The initial director of Chicano Studies was denied tenure. He was followed by an instructor with a Master's degree, followed by two graduate student appointments. The result is that of over 2,000 professors at UW-Madison, and thousands of courses offered over the last ten years, only two have been Chicano 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 the 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 tenure track faculty positions to be used to hire recognized Chicano Scholars.

Minority Enrollment

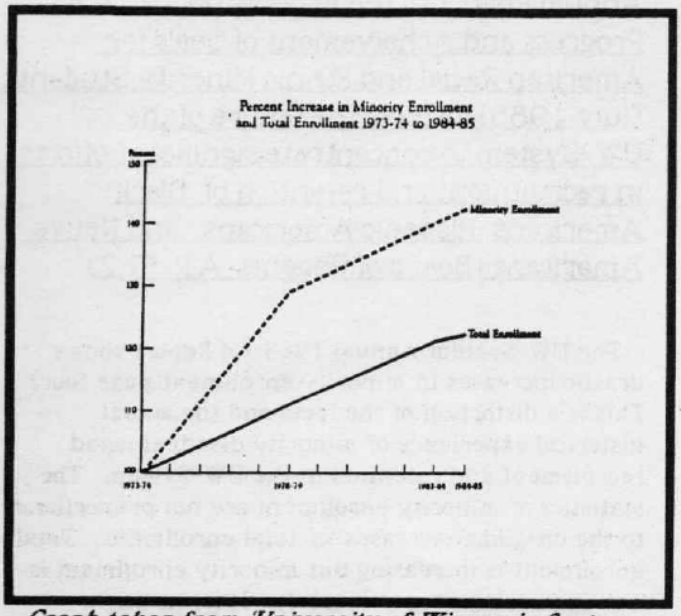
M.E.Ch.A believes that the UW-System Annual Report to the Regents on 1983-84 Progress and Acheivement of Goals for American Racial and Ethnic Minority Students (July,1985) distorts the failure of the UW-System to concentrate significant efforts in recruitment and retention of Black Americans, Hispanic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

The UW-System Annual 1983-84 Report shows drastic increases in minority enrollment(page four) . 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 proportionately. It is, on the contrary, decreasing.

In the 'Hispanic' category, the enrollment increases are due mainly to recently naturalized Latin American groups. Cuban achievement 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 of all, and their enrollment has gone down considerably If you read page 5, of the Annual Report carefully, you will see for yourself that Black and Native American enrollment is decreasing. In a year of significant enrollment increases in the present freshmen class as a whole the 3,488 Black students enrolled in 1984-85 represents a decrease of 107 from the previous year. We find that this continues 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



Graph taken from '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.

This graph shows what at first seems to be an 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 System Minority Enrollment As Percentage Of The Total Enrollment

UW SYSTEM ENROLLMENT TRENDS

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% in the last ten years.

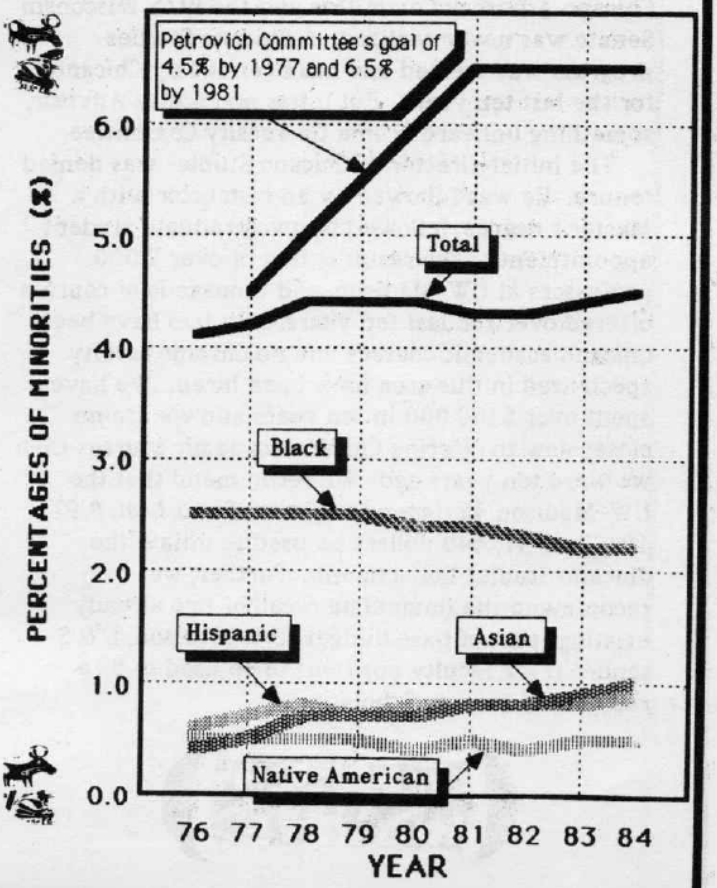
Asians represent more than 50% of total minority growth in the U.W.-System in the last ten years.

U.W.-Madison Native American Enrollment has not increased in the last ten years.

Growth in hispanics at UW Madison has been non-Chicano in the last ten years.

M.E.Ch.A. records show an actual decline of Chicanos at U.W.-Madison in the last ten years.

At U.W.-Madison, Asian enrollment has surpassed the Blacks.

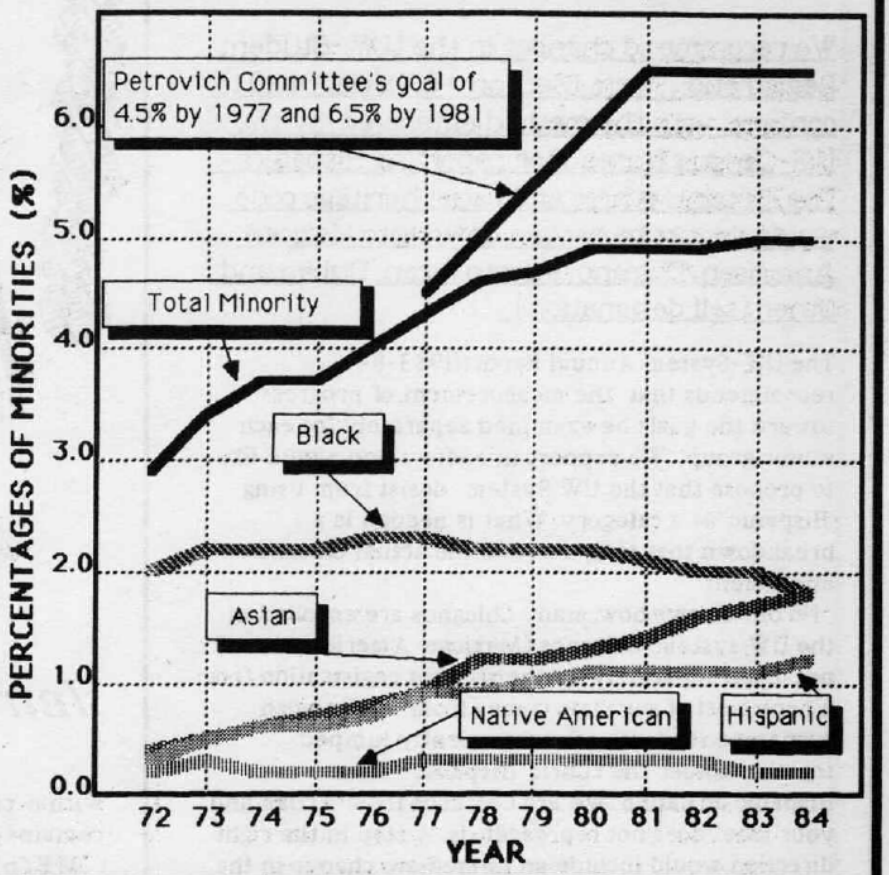


UW Madison Minority Enrollment As Percentage Of The Total Enrollment

The Petrovich Committee goals of minority student enrollment for 1977 were set at 4.5% of total enrollment by 1977, and 6.5% by 1981. Subsequent goals for minority faculty were modeled on Board of Regents A.P. 7.2 that set goals for both students and faculty in Black, Native American and Chicano/Puerto Rican (Hispanic since revised, see following article on page 6).

What is evident is that the UW-System flagship, UW-Madison, has shown that it never had a program for the recruitment and retention of faculty or students. Black and Native American enrollment has been decreasing since the 70's. Black enrollment shows the highest decline (8%) when total enrollment is increasing at dramatic rates in the mid-80's. All graphs in this figure represent the percentages of minority enrollments out of the total student enrollment at UW Madison for each of the given years.

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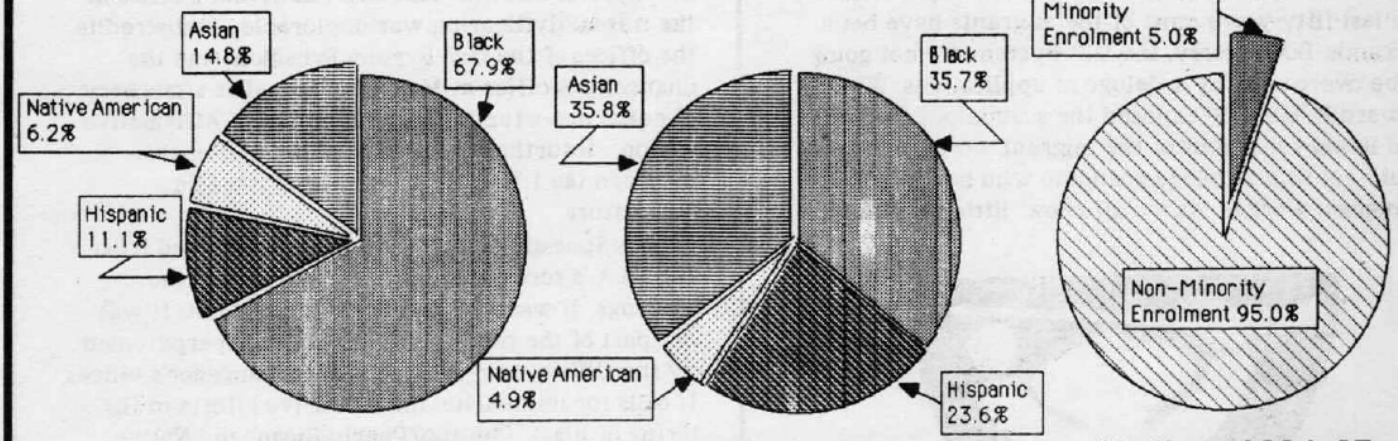
Distribution of Minority Enrollment

Two things are apparent in these graphs:

One, the insignificant total minority enrollment as a percentage of total enrollment.

Two, the distribution of minority enrollment increases. 15 years ago, at the UW-Madison Campus, Blacks represented over two thirds of minority students. Today, they represent slightly over 1/3 of total minority enrollment. In the 1980 U.S. Census, Wisconsin's Blacks represent 64 3% of the total minority population, Asians 3.2%, but at the UW-Madison campus, Asians now outnumber blacks in enrollment.

Blacks, as well as Chicanos/Puerto Ricans and Native American enrollment trends show decreasing smaller percentage in the distribution of total minority enrollment in the forseeable future.



Madison 1972
Total Minorities 1,012
Total Enrollment 34,866

Madison 1984
Total Minorities 2,191
Total Enrollment 44,055

Madison 1984-85

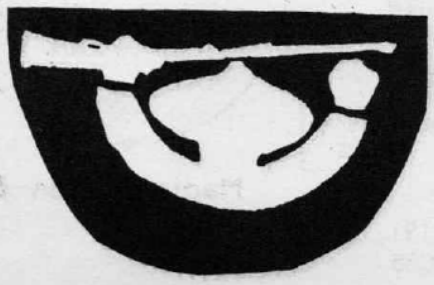
Student Registration Form Change

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 Report(1983-84) 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 that the UW System desist from using 'Hispanic' as a category. What is needed is a breakdown that truly reflects the actual Chicano enrollment.

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). The Wisconsin Legislature is compelled to act if it wants 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 have been Chicanos. Don't worry, the UW-System 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.





Introduction ...

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with a 'circular dilemma.' How do we get it moving remains a mystery to political scientist to this day.

M.E.Ch.A. is absolutely puzzled why Mercile Lee chose the role of the conspirator at the hearings. Why did she participate in the closed door meetings to manipulate the testimony at the assembly hearings? When faced with the enrollment decline of Blacks, Chicanos, Native-Americans and Puerto Ricans, she complained that too much attention is paid to 'numbers and current minority enrollment statistics.' "Statistics obscure as much as they reveal," she tells us. So much for the Department of Statistics, Computer Science, and most of the methodology of the Social Sciences.

M.E.Ch.A. believes that the performance by the UW-System and UW-Madison Chancellor's Office at the Assembly Hearing was deplorable. It discredits the offices of the UW-System President and the Chancellor's office at Madison. It makes a mockery of equal opportunity, and the notion of Affirmative Action. It further degenerates the relationship between the UW-System and the Wisconsin Legislature.

This Special Edition of ONDA was develped from M.E.Ch.A.'s recommendations presented at the hearings. It was well received. It stood out. It was not part of the conspiracy of ignorance perpetuated by the UW-System President and Chancellor's offices. It calls for immediate and extensive efforts in the hiring of Black, Chicano/Puerto Rican, and Native American Faculty and an agenda to recruit and retain ethnic/minority students of those same groups.

UW-Madison Faculty Minority Hirings

Minority Faculty

M.E.Ch.A. recommends 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 a prerequisite, a first and necessary step, in improving the recruitment and retention of minorites.

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

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, Faculty Document 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 is 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

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.

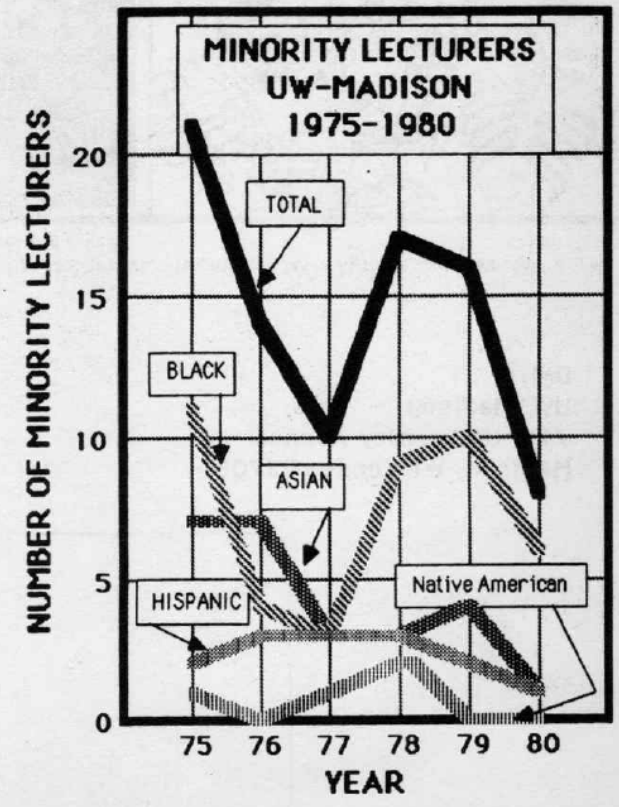
The total minority faculty for 1976-77 was 89 or 3.9% of the faculty. For faculty from affected classes only, the increase is from 26 (1.2%) in 1973-74 to 36 (1.6%) in both1974-75 and 1975-76.

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



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Distribution ...

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Note that from this figure it is easly seen that the Black and Indian representation at UW Madison has been declining since the 1970's. The greatest drop in Black student enrollment occured at UW Madison in 1984-85 when it declined by 8% from 1983-84 academic year. At the same time over all enrollment increased by 3%.



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