A statement from the Provost:

Blacks and the University

Racial relations at the University continue to be a cause of major concern to students, faculty, and administration. The University has, I believe, too few full-time black faculty, too few black students, and too few black staff and administration at the highest level. Many members of the black community find the general atmosphere either insensitive or inhospitable. We need changes in all these, and in some curricular areas, not only to meet the concerns of blacks but to improve the milieu for all of us. Fortunately there has been some modest progress, which I will review in this article.

Our actions this year are influenced strongly by the report, published in March 1983 under the sponsorship of Vice President Gifford, Race Relations at the University of Rochester. It described the principal areas of concern, and made several recommendations for action, many of which we are already working to implement.

This article is not written as a final statement; rather it is designed to provide some background facts and describe some of the efforts under way. These and future efforts must be vigorously pursued if we are to make significant changes for the better, which I hope to be able to report on in the future.

Student numbers

The percentage of the undergraduate student body that is black is too low in all but the primarily-black universities. It is a particular problem in the upstate New York area. According to the December 15, 1982, issue of The Chronicle of Higher Education, which published data compiled by the Department of Education's Office for Civil Rights, 3.3% of the undergraduate students in our College of Arts and Science in the 1982-83 academic year were black. Our percentage was average for institutions in this area. The number at St. John Fisher was 1.2%, at Hobart and William Smith was 3.1%, at Nazareth was 3.3% and at RIT was 3.7%. Schools of quality within the State with which the University competes for students also evidently had difficulties recruiting blacks. Hamilton's black enrollment was 2%, Union's 2.2%, RPI's 3.3%, Colgate's 4.5%, and Cornell's 5%. Rochester's record, while sadly low, is not atypical for private institutions in the region.

Nationally, there was greater variation. The Ivy League universities, which are particularly attractive to undergraduates, had a substantially higher black enrollment: at Harvard 5.2%, at Yale 6%, at Dartmouth 7.7%, at Columbia 6.2%, at Pennsylvania 5.4%. Other small universities like Rochester had fewer blacks. At Chicago there were 4.1% of blacks, at Johns Hopkins 4.3%, at Vanderbilt 2.9%, at California Institute of Technology 1.9%, at Carnegie-Mellon 4.8%, and Tulane 4.2%.

Now let us review recent changes. In recent years the numbers of black undergraduate freshmen at Rochester has been roughly stable. The numbers of River Campus freshmen reported by the Registrar for the four years 1980 through 1983 has been 30, 39, 40 and 30*. There has been some decline in the number of applicants in these years (191, 207, 186, 168), and the percentage of those offered admission has increased a little (60%, 57%, 69%, 65%). The change in the number of black applicants has very roughly paralleled the change in the number of total applicants in those same years (5130, 5694, 5321, 4631). National black enrollments for 1983 have not yet been published; our informal enquiries have indicated a general trend downward. A recent report from the American Council on Education's Office of Minority Concerns says that "Minority participation in higher education, while dramatically improving in the past two decades, has declined in the 1980's."

What are we doing to recruit more blacks? The whole matter of recruitment of undergraduates is being tackled by a new Campaign for Admissions, designed to bring to recruitment the planning and Trustee and alumni actions usually reserved for fund-raising campaigns.

Our commitment to black concerns is expressed in part through this campaign; an alumni Committee on Minority Enrollment is chaired by a distinguished black alumna, Patricia Thompson '58, a lawyer who is manager of Workmen's Compensation at Kodak. A major success has been to develop an activity (first locally, now nationally) with the Urban League to offer 20 special scholarships and (in the process) spark the interest of many more potential black applicants. Under the policy guidance of this committee we are recruiting at additional and more carefully selected predominantly-black high schools, and engaging our black alumni around the country in the campaign.

The Office of Special Student Services

We have recently increased the involvement of our talented black staff members in the search for black students and the support

*Registered students who identified themselves as blacks and were confirmed on November 4th as having active files in Academic Advising.

(Continued inside)
A number of full-time black faculty members Richard D. Koznitzky, Department of Special Student Services, has revealed that those whose heritage is in another part of the world, "We do not mean to put into operation a means of increased from one to four. These figures suggest that the underlying problems are indeed being forcefully addressed, not that we have done all that we ought, but still we need the cooperation and advice of students and the black faculty and students. Administrative groups actively working on black concerns, in addition to those already named, include the Provost's Minority Council, the Task Force for the Recruitment and Retention of Minorities, the Provost's Curriculum office, the reorganization of some of the student services offices, the University's centralized undergraduate office. The other portion is spent in the Department of Special Student Services.

This Shared Resource we build will represent a carefully planned, well thought out, forceful response to the University's efforts to bring about racial equality. The College is committed to improving its curricular range; the precise nature of that improvement will be determined by reasoned consideration of appropriate alternatives. We must build carefully so that what we build will represent a well thought out, permanent contribution to the University's offerings, not just a temporary response."

Conclusion The administration of the University and colleges is aware of the many problems we have; we are not complacent by the fact that very many comparable institutions share our problems. On the contrary, we have the confidence, as do all black faculty and students. Administrative groups actively working on black concerns, in addition to those already named, include the Provost's Minority Council, the Task Force for the Recruitment and Retention of Minorities, the Provost's Curriculum office, the reorganization of some of the student services offices, the University's centralized undergraduate office. There are several programs in action designed to provide opportunities for undergraduate minority students who work in biological laboratories in the Medical School and Arts and Science; the PREP program designed to introduce minority high school students and undergraduate schoolers to the help of the Urban League; a peer counseling program, in which freshmen are counseled in isolation in small groups; and the Frederick Douglass fund-raising activity, which, with leadership from black community leaders, is raising funds to bring the present large library holdings about the black experience in America into a major national collection. I list these programs, not to imply that enough is being done, but to indicate that the underlying problems are indeed recognized and many people throughout the University and the community are working hard to improve them.

So far this work has produced a modest improvement in faculty numbers; no improvement is expected in undergraduate student numbers. The University's centralized undergraduate office, the reorganization of some of the student services offices, the University's centralized undergraduate office, the reorganization of some of the student services offices, the University's centralized undergraduate office. There are several programs in action designed to provide opportunities for undergraduate minority students who work in biological laboratories in the Medical School and Arts and Science; the PREP program designed to introduce minority high school students and undergraduate schoolers to the help of the Urban League; a peer counseling program, in which freshmen are counseled in isolation in small groups; and the Frederick Douglass fund-raising activity, which, with leadership from black community leaders, is raising funds to bring the present large library holdings about the black experience in America into a major national collection. I list these programs, not to imply that enough is being done, but to indicate that the underlying problems are indeed recognized and many people throughout the University and the community are working hard to improve them.

So far this work has produced a modest improvement in faculty numbers; no improvement is expected in undergraduate student numbers. The University's centralized undergraduate office, the reorganization of some of the student services offices, the University's centralized undergraduate office. There are several programs in action designed to provide opportunities for undergraduate minority students who work in biological laboratories in the Medical School and Arts and Science; the PREP program designed to introduce minority high school students and undergraduate schoolers to the help of the Urban League; a peer counseling program, in which freshmen are counseled in isolation in small groups; and the Frederick Douglass fund-raising activity, which, with leadership from black community leaders, is raising funds to bring the present large library holdings about the black experience in America into a major national collection. I list these programs, not to imply that enough is being done, but to indicate that the underlying problems are indeed recognized and many people throughout the University and the community are working hard to improve them.

So far this work has produced a modest improvement in faculty numbers; no improvement is expected in undergraduate student numbers. The University's centralized undergraduate office, the reorganization of some of the student services offices, the University's centralized undergraduate office.

Curriculum The faculty of the College ultimately decides the number (of faculty-two in the whole University, that is of Arts and Science has increased from one to four. These figures suggest that the underlying problems are indeed being forcefully addressed, not that we have done all that we ought, but still we need the cooperation and advice of students and the black faculty and students. Administrative groups actively working on black concerns, in addition to those already named, include the Provost's Minority Council, the Task Force for the Recruitment and Retention of Minorities, the Provost's Curriculum office, the reorganization of some of the student services offices, the University's centralized undergraduate office. There are several programs in action designed to provide opportunities for undergraduate minority students who work in biological laboratories in the Medical School and Arts and Science; the PREP program designed to introduce minority high school students and undergraduate schoolers to the help of the Urban League; a peer counseling program, in which freshmen are counseled in isolation in small groups; and the Frederick Douglass fund-raising activity, which, with leadership from black community leaders, is raising funds to bring the present large library holdings about the black experience in America into a major national collection. I list these programs, not to imply that enough is being done, but to indicate that the underlying problems are indeed recognized and many people throughout the University and the community are working hard to improve them.

So far this work has produced a modest improvement in faculty numbers; no improvement is expected in undergraduate student numbers. The University's centralized undergraduate office, the reorganization of some of the student services offices, the University's centralized undergraduate office.

Curriculum The faculty of the College ultimately decides the number (of faculty-two in the whole University, that is of Arts and Science has increased from one to four. These figures suggest that the underlying problems are indeed being forcefully addressed, not that we have done all that we ought, but still we need the cooperation and advice of students and the black faculty and students. Administrative groups actively working on black concerns, in addition to those already named, include the Provost's Minority Council, the Task Force for the Recruitment and Retention of Minorities, the Provost's Curriculum office, the reorganization of some of the student services offices, the University's centralized undergraduate office. There are several programs in action designed to provide opportunities for undergraduate minority students who work in biological laboratories in the Medical School and Arts and Science; the PREP program designed to introduce minority high school students and undergraduate schoolers to the help of the Urban League; a peer counseling program, in which freshmen are counseled in isolation in small groups; and the Frederick Douglass fund-raising activity, which, with leadership from black community leaders, is raising funds to bring the present large library holdings about the black experience in America into a major national collection. I list these programs, not to imply that enough is being done, but to indicate that the underlying problems are indeed recognized and many people throughout the University and the community are working hard to improve them.

So far this work has produced a modest improvement in faculty numbers; no improvement is expected in undergraduate student numbers. The University's centralized undergraduate office, the reorganization of some of the student services offices, the University's centralized undergraduate office.

Curriculum The faculty of the College ultimately decides the number (of faculty-two in the whole University, that is of Arts and Science has increased from one to four. These figures suggest that the underlying problems are indeed being forcefully addressed, not that we have done all that we ought, but still we need the cooperation and advice of students and the black faculty and students. Administrative groups actively working on black concerns, in addition to those already named, include the Provost's Minority Council, the Task Force for the Recruitment and Retention of Minorities, the Provost's Curriculum office, the reorganization of some of the student services offices, the University's centralized undergraduate office. There are several programs in action designed to provide opportunities for undergraduate minority students who work in biological laboratories in the Medical School and Arts and Science; the PREP program designed to introduce minority high school students and undergraduate schoolers to the help of the Urban League; a peer counseling program, in which freshmen are counseled in isolation in small groups; and the Frederick Douglass fund-raising activity, which, with leadership from black community leaders, is raising funds to bring the present large library holdings about the black experience in America into a major national collection. I list these programs, not to imply that enough is being done, but to indicate that the underlying problems are indeed recognized and many people throughout the University and the community are working hard to improve them.