

Fordham speaks out

Chancellor says change to come

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Staff Writer

"I have been very interested in recruiting black students and black faculty. If somebody tells me I'm not interested, I know they're wrong because I am interested. Now, how you turn that into results that please everybody is another matter. It's like somebody saying to you, 'look...you don't love your mother.' How are you going to prove you do? You love her and you know you love her, and you know whoever said that doesn't know what he's talking about, but how do you prove you do? By the flower you send on Mother's Day? Or do you just know it? It's an obvious part of you and you don't have to produce evidence to defend that. And that's how I feel about it. But on the other hand I'd like to produce evidence to show that the program is working. I think it has worked...I think the faculty we have are doing pretty well. We need more faculty...I am hoping we will have more black faculty in the fall. Goodness knows I have made a considerable effort to see that it would happen. But having to guarantee results is a difficult proposition. It's like guaranteeing a win in a tough game, you can't guarantee it. You can do your best but you can't guarantee it. And people will criticize you if you lose. But that's just the way it is when you're dealing with tough social issues."

— Dr. Christopher C. Fordham III
Chancellor, UNC-Chapel Hill

Since mid-November of 1982 students have been marching from the Carolina Student Union to the steps of South Building. Swaggering signs and chanting, these students attempt to provoke some action or notice on the part of the administration, especially the Chancellor.

At the crux of the demonstrations is the annual report put out by the Chancellor's office that same month, stating that the size of female and black faculty at the University was small, less than 9%.

The chancellor stated dissatisfaction over the population of women and minorities, however the students criticized him for lack of interest and effort in the situation.

A letter to the "Daily Tar Heel" on Feb. 9, 1983, signed by Chuck Hennessy, (de facto leader of the protests) and 55 concerned students, states: "However, instead of using his position to remedy the problem...he has offered only excuses and well-worn statistics unrelated to the issue at hand." And so arose a broken and disunited atmosphere between students and some of the administration.

It is ironic, in a sense, that Dr. Christopher C. Fordham III, a physician by profession, finds himself in the position of the healer in this situation — given the task of bringing about the changes that will reunite his academic charge.

The Chancellor said his first concern is the students.

"I think that the students' concern is appropriate," he said. "I agree with their concern. I hope that their method of expressing it did some good. You always worry about whether it does good or harm...I guess I don't have any final value judgement on the militancy to achieve social change and I don't tend to be unduly offended."

The newly formed Student Committee on Faculty Hiring meets his expectations. "It does take a certain expression, a willingness to help, a provided interest."

But Fordham is not in agreement with all sides. For instance, Audrey Johnson, Chairperson of the Black Faculty and Staff Caucus, said that the retention of Blacks and women on the faculty was poor and that it was due to lack of support and double standards in tenure and promotion decisions.

However the Chancellor disagreed with the reasons given by Johnson as well as the statement that retention is poor and blames the statement on lack of understanding.

He said that he feels the attrition rate not to be that high and the present black faculty to be doing well. People who leave, do so mainly because of economic reasons — reasons he said the university cannot be held responsible for. "Times are lean," he said.

Which is what he said, to some degree, about the controversy of some department's reports that there are not enough qualified minorities and women to choose from and the students declaring that the people are there but the departments are not looking hard enough.

First, he points out, you must consider that the problem varies from department to department. There is no blanket for the issue. He recognizes that there are many capable blacks, but many and most find employment outside academia.

"There is a problem, but it is a problem we must not be dismayed by," Fordham said. "We have to go ahead and get our jobs done."

Do the departments wish to get the jobs done? Are they dragging their feet on purpose? Can't the Chancellor speed the process?

"If the Chancellor tried to confiscate from the faculty their prerogatives of hiring their faculty, first I believe he wouldn't get away with it, and then it would create a situation in which academic freedom was at stake. And people from all institutions, black and white, are not going to want to come here. I respect that," he said. "And I believe they will get the job done. They wish to do well, I think."

He points out that the University as a whole is doing very well. He also sites that this is occurring in spite of the present administration in Washington and its negative talk.

The students will play a vital role in drawing minority and women faculty, the Chancellor stressed in conclusion. Already students have offered to form a committee that will meet with and welcome potential candidates to express the desire for them to become a part of the University and to show them how they would become an asset to the institution.

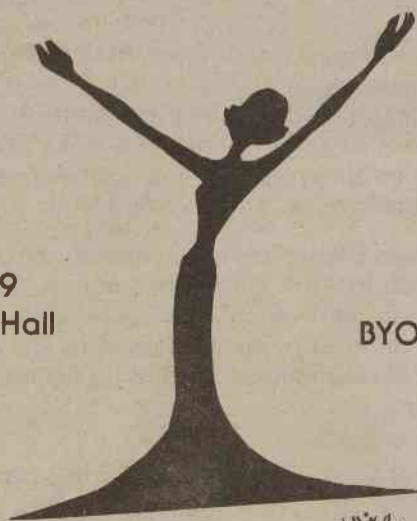
He said that the black student body as a whole would be vital in drawing the people here by their sincere scholarship and by being good to each other and by taking their work very seriously. "A good student body attracts good faculty," he said.

The Chancellor stated that the University is undergoing change — what he considers change for the better — and during that change, he wishes to preserve a state of academic environment in which everyone can work and learn.

"Perhaps it's not fast enough for some, but it is changing," he said.

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New ideas on studying for exams

by Barry Carson
Staff Writer

With exams so near, most students have probably been looking for some new ideas on how to "cope." Sherry Stuckey, Assistant Director for Outreach, has some ideas that may be helpful.

First of all, she advises students to fix out a schedule. "A student needs to organize what he needs to do and what he has to study," said Stuckey.

Stuckey also recommends that students write a summary of their classnotes and reading assignment material. "This makes you understand things in your own words," commented Stuckey. She also recommended that the summary be in outline form for comprehensive exams.

When choosing a place to study, Stuckey suggests that the student study where he feels most comfortable. However, if he feels most comfortable studying in his room,

Stuckey believes it would be best to study elsewhere because studying in the room may cause problems.

For study purposes, she recommends such places as the residence hall study rooms, Wilson Library study rooms located in the stacks, department libraries, and classrooms.

"One suggestion is to study for the exam in the classroom where you will take the exam," added Stuckey.

Stuckey also suggests that students should exercise, get the amount of sleep that they need and eat high energy foods such as fresh fruits, cottage cheese, and yogurt. Students should exercise ten minutes for every fifty minutes of study. Stuckey feels that these steps will help students cope with the stress and anxiety that accompany final exams.

Also to help cope, Stuckey believes that good time management and avoiding procrastination are the most important things. She recommends that the student manage his time in a way that will keep his schedule as normal as possible.