

University Black faculty roster increased

By Kim Bower
Special to the Capitol Times from the Collegian

Sixteen black faculty members were recently hired at the University, increasing the total number to 51, the executive assistant for administration said.

William Asbury said the new faculty come from academic areas such as mathematics, psychology, engineering, medicine, journalism, human development, comparative literature and business administration.

"Black faculty can add to that diversity and act as role models for (both) black and white students," he said.

James Stewart, director of the Black Studies Program, said the increase in black faculty is desirable for all students because it gives them more opportunity to have faculty from different cultural backgrounds with different styles of lecturing.

It may also break down stereotypes students may have, he said.

For minority students, the new faculty can act as role models to interest them in go-

ing on to graduate school, Stewart said. Personal relationships with the faculty may aid students in adjusting to the University environment and help with the retention effort, he added.

Stewart noted that it is critical that expectations not be put on minority faculty members for retention of minority students that they cannot meet.

Sometimes minority faculty are overburdened with service on committees and student

counseling which makes it difficult to keep up with their professional work, he said.

"All faculty members should be playing an active role in the retention effort," he said.

Asbury said about 1.5 percent of University faculty members are black with the new appointments.

Other universities have not been so successful in increasing black faculty representation. According to an article in the June 13 issue of the Chronicle

of Higher Education, "virtually no gains are being made in increasing minority representa-

tion in the faculties and administrations of predominantly white colleges, according to many educators familiar with academic recruiting."

Asbury said the administrators cannot pinpoint a reason that Penn State has been successful when other universities have not.

"We did well this year -- we may not do so well next year," he said.

He said some of the difference may come from the positions available. Black applicants may be qualified for positions other than those open at a particular time.

The University has also fostered a commitment to hiring more minorities and female candidates, Asbury said.

In addition, the University has become responsible for increasing the number of black faculty as a part of the Title VI agreement which also calls for the University to increase black student enrollment.

Stereotypes hurt involvement

(CPS) -- Racism still haunts blacks and other minorities at mostly-white campuses, but the best thing colleges can do is face the problem and start talking about it, a new Association of American Colleges (AAC) study says.

At the same time, black-white student relations are taking historical turns at a number of predominantly-white, southern schools, which in recent weeks have taken steps to integrate their fraternities and sororities.

Colleges suffer from racial stereotypes according to Carolyn Spatta, author of a just-released AAC report and vice president for administration and business of Cal State-Hayward. "Whenever a black student goes to a mostly-white campus, everybody gets the idea that this is a poor student from an unstable, inner-city family," she explains. "But in fact the black student could just as easily be from a well-to-do, traditional family in the suburbs."

Most harmful for minorities at predominantly-white campuses, she notes, are the "feelings of isolation, lack of faculty and administrative role models, and the exclusion of black figures and black contributions in their subject areas."

"Both black and white students [often feel] the black student is little more than a token on a mostly-white campus," she says.

But confronting these problems, Spatta says, can help students and faculty overcome them.

"We're encouraging campuses to take a workshop approach or hold other related activities that allow students and faculty to realize the effects of racism and how to deal with it," she says.

Spatta thinks instructors especially need to ask themselves "How does racism affect my teaching?" and "How does it affect my students' learning?"

Black students, she says, also need to establish "support groups" to share feelings of isolation and frustration, "accept the fact that getting their degree is a four or five year goal and not let racism deter them from that goal," and "understand the history and past experiences of racism on their campus."

At the same time the AAC released its report, several campuses reported historic progress in integrating their students.

Black and white sororities and fraternities at the University of Georgia, for instance, just voted to merge under one governing council after years of having separate councils.

"We're very positive about the merger," says Joe Fleming, president of Georgia's newly-integrated Interfraternity Council. "People are finally starting to realize the benefits we all can have from this. We will be stronger for uniting."

At the University of Arkansas, three minority students have pledged at three of the campus' traditionally white fraternities and sororities.

Last year, eight Arkansas sororities lost privileges granted to registered organizations for refusing to sign a pledge not to discriminate. They eventually signed the pledge last January.

University of Texas-Austin students, too, have been struggling to integrate their greek systems.

All the houses at UT have signed the university's non-discriminatory agreement "and there are some integrated fraternities with a few blacks," reports Eric Weber, UT's Interfraternity Council advisor.

But black and white houses still function under separate governing councils, Weber says.

Like Georgia, Texas' next step is to merge the councils, but conflicts on both sides have stopped it so far, Weber says.

Not much is likely to change until they merge, however.

"You'd have to be the first group to break the tradition [of allowing blacks into a traditionally-white group]" notes Julie McNichols, president of Alpha Xi Delta.

CROSS WORD PUZZLE

FROM COLLEGE PRESS SERVICE

ACROSS

- 1 Deadly
- 6 Falls short
- 11 Administer

12 Onslaught

14 Near

15 Cuddles up

17 A state: abbr.

18 Edge

- 20 Food programs
- 21 Unit of Japanese currency
- 22 Send forth
- 24 Single
- 25 Hurried
- 26 Planet
- 28 Whirlpool
- 30 Attempt
- 31 Sunburn
- 32 Parts of play
- 35 Aquatic mammals
- 38 Shallow vessels
- 39 Equality
- 41 Halt
- 42 Bitter vetch
- 43 A state
- 45 Petition

Last issue's Puzzle Answer

T	H	E	A	B	O	D	E	P	H	I	
A	I	L	B	O	G	U	S	S	U	N	
B	E	F	A	L	E	S	P	I	E	S	
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R	O	D	T	E	N	T	A	T	I	V	E
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			O	B	D	A	M	E			
D	I	N	N	E	R	R	E	T	U	R	N
O	R	E	S	H	A	D	E	S	A	Y	
G	E	T	T	O	A	S	T	E	Y	E	

- 46 Latin conjunction
- 47 Margins
- 49 Symbol for thoron
- 50 Give
- 52 Created a disturbance
- 54 Memoranda
- 55 Shouts

DOWN

- 1 Daughter of Mohammed
- 2 Article
- 3 Make into leather
- 4 Matured
- 5 Injury
- 6 Hesitate
- 7 The sweetsop
- 8 Possessive pronoun
- 9 Note of scale
- 10 Diatribe

- 11 Female horses
- 13 Varieties
- 16 Playing card
- 19 Fingerless gloves
- 21 Kind of piano: pl.
- 23 Twists
- 25 Quarrels
- 27 Grain
- 29 Unit of Siamese currency
- 32 Haste
- 33 Cardboard box
- 34 Extras
- 35 Of bad disposition
- 36 Courses
- 37 Squander
- 40 Succor
- 43 Speck
- 44 Great Lake
- 47 Flying mammal
- 48 The sun
- 51 Negative
- 53 Symbol for thallium