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Section III: The Changing Student Constituency

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William Plater suggests that 21st century college students will differ from traditional students in many ways—they will be more diverse in terms of class, race, gender, age, preparation, and expectations.* These trends are already upon us, and the articles in this section address different implications of that diversity for faculty development programs.

In many ways, urban campuses reflect many of the trends that Plater forecast for the 21st century, with very diverse student bodies and a greater focus on community service. These campuses also tend to have a high proportion of part-time, clinical, adjunct, and visiting faculty. Debrah Jefferson and Susan Peverly suggest that this institutional profile requires a new model of faculty development that more closely matches the nature and mission of the urban campus.

Robert Dove's article is based on work he began after hearing about Herman Blake's research on academic syndromes of minority students at the 1980 POD Conference. Dove first developed a workshop for students to teach them about the syndromes and help them develop ways to overcome the problems. He discovered that many students share the syndromes, not just minorities, a conclusion that was reinforced when he adapted the workshop for teachers. Teaching faculty members about the syndromes helps them identify problems more readily and provide appropriate aid for students who are at risk.

Many campuses are responding to the need to address diversity issues by changing academic policies and reforming curricula. But administrative initiatives will not help teachers cope with their anxieties about the subject and their perceived unreadiness to address these issues in the classroom. Although diversity training is often independent of faculty development programs, many of the issues involved are fundamentally teaching and learning issues, which suggests that faculty developers should play a larger role in this area. Matthew Ouellett and Mary Deane Sorcinelli describe a successful program they developed for their campus, funded jointly by their teaching center and the Graduate Student Senate. Their training program deals with diversity issues in the context of teaching and learning and provides an intensive experience for the faculty/TA teams who receive the training together. The authors identify problems they see with different aspects of diversity training and suggest ways that the program could be adapted for other campuses.

*Plater, W. (1995, May-June). Future work: Faculty time in the 21st Century. *Change, 27*, 22-23.