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Section III

Promoting Diversity: Gender and Multicultural Issues in Academe

Few issues of the past decade have provoked as much interest, print, and passion in Academe as those of gender equality and multicultural diversity. This should come as no surprise. These vital concerns touch the personal and professional lives of all involved in the higher education enterprise: students, faculty, staff, and administrative officers. And if there are to be satisfactory resolutions to the problems we currently face in these areas, each of us must do his or her utmost, including, of course, the faculty development professional. The four articles in this section boldly, but judiciously, address the issues of gender and multiculturalism, not only providing valuable insights into the problems we face, but also suggesting practical strategies for helping achieve the kind of equality of opportunity for which we strive.

Arguing that faculty development practices in higher education have been "marginalized in the same way and for the same reasons . . . women are often marginalized in male-dominated institutions," Deborah Du Nann Winter suggests that the very survival of faculty development depends upon its continued application of feminine values in conjunction with the feminization of Academe itself. Her article, "The Feminization of Academia," exhorts developers to continue practicing and emphasizing feminist values in the classroom and curriculum, for only through these values can we hope to transform our colleges and universities.

Deborah Olsen reinforces Professor Winter's clarion call for awareness and action. In her article, "Gender and Racial Differences among a Research University Faculty: Recommendations for Promoting Diversity," Olsen re-

ports on a major study aimed at “disentangl[ing] the effects of institutional type and rank from those more directly attributable to gender and race.” Through interviews with 146 minority, white female, and white male tenure-track faculty, Professor Olsen and her associates help us come to a better understanding of “what aspects of the faculty experience are common to all faculty at a major research university, and what features . . . differ by race and gender.” She follows her descriptive analysis with a list of recommendations aimed at encouraging “all faculty” to reach their fullest potential.

The last two articles in Section III provide still other suggestions for dealing with the issue of multicultural diversity. In “Managing Diversity Through Faculty Development,” Marie A. Wunsch and Virgie Chattergy describe how the University of Hawaii at Manoa’s Office of Faculty Development and Academic Support has begun to integrate diversity issues into nearly all its programs, from New Faculty Orientation to TA Training. Rosslyn Mynatt Smith, Patricia Byrd, Janet Constantinides, and Ralph Pat Barrett give their article a somewhat narrower focus: the training of international TAs. The thesis of their essay, “Instructional Development Programs for International TAs: A Systems Analysis Approach,” is that in order to be successful, ITA programs must be designed within the context of a particular institution, thus necessitating an effective systems analysis or self-study before making ITA program design choices.