

EDITORS' NOTES

Because effective approaches to multicultural teaching and learning are still being developed in institutions across the United States and around the world, it is essential to study and document promising practices. It is only through rigorous research and comparative studies that we can be assured that the significant investments many institutions are making in multicultural education for the development of individual student and faculty skills and the overall betterment of society will yield positive results. This volume of *New Directions for Teaching and Learning* provides not only the valuable results of such research but also models for the types of research that others could carry out in this area.

That the current volume will appeal to instructors new to multicultural teaching who are looking for a guide to help map unfamiliar terrain should be clear. In ways less obvious but just as important, it should also meet the needs of those faculty who have devoted considerable time to these issues. Most U.S. campuses have some number of faculty, staff, and students who are committed activists for diversity and social justice, who find each other informally through coursework and cocurricular activities and organizations. In 2006, twelve professors at the University of Michigan who are known for their work in multicultural social justice were interviewed about the classes they teach to undergraduates. It is faculty such as these on whom many institutions rely for their multicultural and civically engaged offerings. Unfortunately, most of these faculty members said they often feel isolated from other colleagues who do social justice work. In addition, they report having no time or institutional position to formalize or design an interdisciplinary and integrated multicultural curriculum.

However, in order for institutions to reach many more students in effective and transformative ways, this work must be given a structure so that it is fully integrated into the curriculum. What we seek to offer in this volume are documented illustrations of how such learning is designed, carried out, and applied effectively across curricula and in a variety of higher education contexts. Such research and analysis offered here can then serve as a building block for larger curricular initiatives and reforms that go beyond the talents and motivations of extraordinary individual scholars and teachers.

Our authors' methods include surveys, analyses of class assignments, use of control and comparison groups, focus groups, interviews, standardized instruments, reflective writing, and long- and short-term outcomes. The items measured include skills and attitudes, knowledge and the development of new interests, commitments and insights, and measures of life

patterns, experiences, and demographics. The articles include some that are strongly based in cognitive or developmental theory, some that are directly testing hypotheses, and some that are based in action-research methods; a few include all three of these approaches.

The volume opens with Sue Kaufmann's overview of the current context of the retreat from affirmative action. We then look at faculty concerns and faculty development: Mark Chesler and Al Young examine faculty identity and its impact on teaching interactions, Suzanne Burgoyne and others explore best practices in using interactive theater for faculty multicultural pedagogical training, and Ilene Alexander describes effective resources for developing multicultural competence in future faculty. From there we turn to research on established multicultural strategies in chapters by Ratnesh Nagda and Pat Gurin on intergroup dialogues; Jo Paoletti, Eden Segal, and Christina Totino on service learning; and A. T. Miller and Edith Fernández on experiential field education. The remaining chapters present course-specific inquiries from engineering, by Cinda-Sue Davis and Cynthia Finelli; music performance, by Caroline Helton and Emery Stephens; information technology, by Eileen Trauth and others; political science, by Jeffery Bernstein; and mathematics, by Dale Winter. We thus examine a multitude of examples from across the curriculum using highly varied strategies to deliver multicultural content and investigate its impact.

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