

Promoting Ethnic Diversity and Multiculturalism in Higher Education

Barbara Blummer, Jeffrey M. Kenton,
and Michael Wiatrowski, *editors*

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Multiculturalism, diversity, and inclusion are popular topics in the field of education, especially in higher educational contexts. Discussions about the best ways to create and sustain an atmosphere of diversity and multicultural appreciation are currently taking place at universities around the globe, particularly in North America. *Promoting Ethnic Diversity and Multiculturalism in Higher Education* joins the ranks of scholarship that address these discussions.

The editors, Blummer, Kenton, and Wiatrowski, have compiled a collection of articles and studies aimed at examining how learning and culture are connected, for both students and faculty. The book upholds the idea that when there is intentional support for multiculturalism, and for students of minoritized identities, everyone benefits. The book is an excellent resource and the topics covered include: pedagogical methodologies, the use of technology to enhance learning, diverse learning strategies, instructor feedback, training for faculty, student experiences with discrimination, educational policy, academic librarians, and cross-cultural connections.

The contributors represent a diverse array of scholars, including librarians, professors, policy makers, educational administrators, and researchers. They also represent a variety of languages and countries, including the United States, Canada, France, and Romania. Their varied expertise and perspectives offer a plethora of suggestions for institutions wishing to better support multiculturalism.

Scholarship regarding diversity and inclusion in American education often centers around the racial and ethnic diversity of specifically American students without considering the experiences of international students. This book is quite unusual and refreshing, in that more than half of the chapters are dedicated to exploring the experiences of international students or students studying at higher education institutes in countries that are not their nation of origin. Chapter 1 focuses on active learning strategies that instructors can employ to better engage their international students. Chapters 2 and 3 focus on English language learning and include strategies for both students and professors. Chapter 5 offers an in-depth look at one midwestern university's program for helping international students adapt to life in America.

In addition to the heavy focus on international student experiences, there are more universal topics regarding multiculturalism covered in other chapters, such as microaggressions and discrimination faced by students and faculty (chapters 8 and 9), approaches to training faculty and staff for multicultural inclusion (chapters 7 and 12), and inclusion approaches that have been taken in Canada (chapters 10 and 11).

Overall, this book adds new and exciting perspectives to the scholarship surrounding multicultural inclusion in higher education. Its focus on the multiculturalism of and support for international students, in particular, is unique and outstanding, because it is a part of diversity that can be overlooked by university officials.