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ABSTRACT
         This Critical Issue Bibliography (CRIB) Sheet focuses on
resources to help in the creation of a multicultural environment. Because
creating a multicultural environment is a combination of many factors, this
annotated bibliography describes resources on recruitment, retention, climate
issues, teaching and curriculum, organizational values and structure, and
faculty and staff development. The bibliography includes 13 references, all
of which are in the ERIC database. (SLD)

Critical Issue Bibliography (CRIB) Sheet:

General Multicultural Resources

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
General Multicultural Resources

Creating a multicultural environment is a priority for most college campuses. Many people conceptualize this issue purely in terms of numbers of student or faculty of color-- essentially recruitment. Others tend to focus on the curriculum and infusing a wider representation of perspectives. However, creating a multicultural environment is a combination of recruitment; retention; climate issues; pedagogy and curriculum; organizational values, culture, and structure; and faculty and staff development, to name a few key components. Our multicultural CRIB sheet series provides resources in all of these key areas, with each CRIB sheet focusing on resources in a particular area. This CRIB sheet highlights some general resources to help individuals become familiar with the concept of multiculturalism as it applies to issues such as organizational change, teaching and learning, and faculty development.

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ED444409
Manuyama, Geoffrey, Moreno, Jose F., Gudeman, Roxane Harvey, & Marin, Patricia. (2000). *Does diversity make a difference? Three research studies on diversity in college classrooms.*
Following a review of the historical background in the introduction, covered material includes: "University Faculty Views about the Value of Diversity on Campus and in the Classroom," "College Missions, Faculty Teaching and Student Outcomes in a Context of Low Diversity," and "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms."

EJ615075
Coleman, Arthur L. (2000). Sharpen the rationale for diversity. *Trusteeship, 8*, 5, 8-14. Suggests that in order to comply with federal law on use of race and ethnicity in admissions and financial-aid decisions, institutions must follow principles established by the courts. Institutions must also clearly define diversity in terms that incorporate factors in addition to race or national origin, ensure that diversity is associated with institutional, mission-related educational benefits, and establish standard admissions processes and criteria.

ED430513
Hurtado, Sylvia, Milem, Jeffrey, Clayton-Pedersen, Alma, & Allen, Walter. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity*

in higher education. (ERIC Digest).
This digest examines ways in which learning and educational objectives can be maximized to achieve diversity while improving social and learning environments for students from different racial/ethnic backgrounds.

ED430468
(1999). *Faculty racial/ethnic diversity and faculty diversity initiative update.*
This report provides data on faculty racial/ethnic diversity within the Oregon University System (OUS) and summarizes various OUS diversity initiatives to attract and retain faculty of color.

ED388182
Turner, Caroline Sotello Viernes, & Others, (Eds.). (1996). *Racial and ethnic diversity in higher education.* (ASHE reader series). Needham Heights, MA: Simon and Schuster Custom Publishing.
This anthology contains 52 papers on racial and ethnic diversity in higher education and is designed to reflect the collective ideas of those who teach in this area. Generally the manuscripts present ways of observing and experiencing racial and ethnic difference in American higher education institutions.

ED368307
Halpern, Diane F., & Others. (1994). *Changing college classrooms: New teaching and learning strategies for an increasingly complex world.* San Francisco, CA: Jossey-Bass, Inc.
This volume offers 19 papers by college faculty on concrete information and suggestions for the improvement of college teaching, student learning, and the whole education process.

ED363256
Davis, Josephine D., (Ed.). (1994). *Coloring the halls of Ivy: Leadership & diversity in the academy.* Bolton, MA: Anker Publishing Company, Inc.
A collection of essays on cultural diversity and leadership in higher education.

EJ467161
Chandler, Trevor L. (1993, Summer). Incorporating diversity into the professoriate. *New Directions for Teaching and Learning, 54,* 91-101.
Theme issue topic: "Preparing Faculty for the New Conceptions of Scholarship. To increase diversity among college faculty, colleges and universities must go beyond simply recruiting a culturally diverse population. They must recruit faculty with a wide range of experience and perspective to reflect the student population, use diversity to enhance quality, promote tolerance, and create a welcoming campus climate.

EJ461460
Tierney, William G., & Rhoads, Robert A. (1993, Spring). Enhancing academic communities for lesbian, gay, and bisexual faculty. *New Directions for Teaching and Learning, 53,* 43-50.

Theme Issue: Building a Diverse Faculty. Heterosexism and homophobia, revealed by surveys to be common on university campuses, must be countered by positive, proactive administrative and faculty action, including statements of nondiscrimination, equal treatment, unequivocal response to acts and words of intolerance, and encouragement of research and curriculum on this and related issues.

ED364139
Sill, Geoffrey M., & Others, (Eds.). (1993). *Opening the American mind: Race, ethnicity, and gender in higher education*. Cranbury, NJ: Associated University Presses.
This book presents a collection of essays addressing the theoretical, institutional, and disciplinary problems created by the diversification of American culture.

EJ453173
Shavlik, Donna L., & Touchton, Judith G. (1992, Fall). The new agenda for women revisited. *Educational Record, 73*, 4, 47-55.
Recommendations for women's participation in higher education made in 1989 are revised and amended. Issues addressed include women's employment in higher education, women's education, women's studies, campus climate, institutional commitment to women's needs and concerns through administrative and educational policies, attention to families and children, appreciation of diversity, athletics, and governance.

EJ443236
Vom Saal, Diane R., & Others, eds. (1992, Spring). Improving the climate: Eight universities meet the challenges of diversity. *New Directions for Teaching and Learning, 49*, 89-102.
Programs for faculty and teaching assistants at eight universities were designed to address the instructional needs of increasingly diverse student populations. Common elements of success included institutional commitment, administrative support, faculty involvement, active learning strategies, facilitator training, and evaluation. The programs are seen to have both immediate and long-term impacts.

ED314987
Smith, Daryl G. (1989). *The challenge of diversity. Involvement or alienation in the academy?* (Report No. ASHE-ERIC-89-5). Washington, DC: ASHE-ERIC.
For years, researchers have forecast the increasing diversification of students in higher education as a result of changing demographics and a variety of other social and economic shifts. The diverse elements of today's student body include differing age, gender, ethnic and racial backgrounds, and increasing numbers of differently able and part-time students. The issues facing higher education fundamentally relate to the capacity of institutions to function in a pluralistic environment.