

**[Advancing Diversity and Inclusion in Higher Education:  
Key Data Highlights Focusing on Race and Ethnicity and Promising Practices](#)**

U.S. Department of Education, 2016

“Mentoring programs, for instance, can help address relatively high rates of turnover among underrepresented minority faculty.<sup>135</sup> The campus climate can affect the success of both students and faculty.<sup>136</sup>

- For example, the University of Illinois at Chicago in 2011 created the [Cluster Initiative to Increase Diversity and the Interdisciplinary Culture at UIC](#), a faculty hiring initiative that was designed to develop diverse academic leadership and enrich the student learning experience.
- At The University of Texas at Austin, the [Thematic Faculty Initiative](#) incorporates a three-tiered approach to prepare, recruit, and retain faculty. First, the university hires graduate research assistants who are mentored and exposed to the value of working in an academic environment committed to diversity and inclusion. Second, the university recruits intellectually and culturally diverse faculty members, providing a line of funding through the Division of Diversity and Community Engagement for these hires. Finally, the university provides fellowships to faculty members across the university whose research, teaching, or special projects focus on diversity and community engagement issues.
- In tandem with efforts to expand college access to low-income, first-generation, and historically underrepresented students, Columbia University has invested \$85 million to support the recruitment and retention of underrepresented faculty. The Provost’s [Grant Program for Junior Faculty Who Contribute to the Diversity Goals of the University](#) provides awards, of up to \$25,000 each, to support new or ongoing research and scholarship, seed funding for innovative research for which external funding would be difficult to obtain, and curricular development projects. The [Dean's Faculty Diversity Research Awards Program](#) at Teachers College supports faculty research projects related to diversity for one semester.” p. 38 [USDE 2016](#)

**References:**

<sup>135</sup> Zambrana, Ruth Enid, Rashawn Ray, Michelle M. Espino, Corinne Castro, Beth Douthirt Cohen, and Jennifer Eliason. “Don’t Leave Us Behind’: The Importance of Mentoring for Underrepresented Minority Faculty,” *American Educational Research Journal* 52(1) (2015): 40-72.

<sup>136</sup> Taylor, Orlando, Cheryl Burgan Apprey, George Hill, Loretta McGrann, and Jianping Wang. “Diversifying the Faculty,” *Peer Review* 12(3) (2010).

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