



## Using Technology to Drive Diversity: How Compliance Training Tools Help Higher Ed Create More Inclusive Institutions

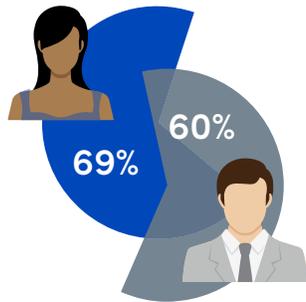
### The true value of increasing faculty diversity

Higher education institutions have come under increased fire over the creation of and running of diversity programs. While some universities have been lambasted for spending too much, others are criticized for offering what is perceived as merely “lip service” to faculty diversity, where much is said but little is done to effect real change. An op-ed posted by the James G. Martin Center for Academic Renewal website touted one school’s Diversity and Inclusion plan as “costly” and “pointless,”<sup>1</sup> while a statement by the Oregon Association of Scholars suggested that Oregon universities’ use of faculty hiring diversity statements would not only “cast a thick pall over... the idea of a university as a pluralistic site” but “serve as an ideological cudgel against dissenting faculty.”<sup>2</sup>

**Institutions with more diverse faculty graduate students with *more* diverse perspectives, thus preparing students for working in an increasingly global community.**

And yet the fact remains that, even amid rising criticism from many quarters, working toward a more diverse faculty isn't just the right thing to do—it's a smart one, as well.

**While today's student body is more diverse than ever, faculty diversity still lags behind:**



A 2018 study determined that while 69% of students enrolled in higher education institutions in California were ethnically or racially diverse, 60% of faculty and senior leadership were white.<sup>3</sup>

According to the National Center for Education Statistics, African American faculty compose only 6% (3% female, 3% male) of full-time faculty at degree-granting higher education institutions; Asian/Pacific Islanders and Hispanics make up 10% and 4%, respectively.<sup>4</sup>

This disparity can have long-term consequences—and not just to an institution's reputation. The mismatch between a diverse student body and a mostly white (and, in STEM fields, predominately male) faculty has a negative impact on student development and the future workforce, and by extension, the future economy.<sup>5</sup> In contrast, institutions with more diverse faculty graduate students with *more* diverse perspectives, thus preparing students for working in an increasingly global community.<sup>6</sup> And a study by researchers at the University of Houston-Clear Lake in 2016 found that increased faculty diversity positively affected graduation rates for underrepresented minority students.<sup>7</sup>

## Addressing faculty diversity challenges in the short term

From establishing diversity officers, with both positive and negative results, to increasing the diversity of the faculty pipeline, i.e., improving access for all to a graduate education, **higher education is working toward creating more inclusive, culturally competent institutions.** Other initiatives include budgeting for faculty diversity as an investment, rewarding the invisible work of mentorship by women and minorities,<sup>8</sup> and being more intentional about recruiting and retention.

And yet the fact remains that the above are long-term projects, initiatives that require time to implement. It's also no surprise to anyone that, while increasing diversity is crucial to the success of both students and institutions, it's costly, as well. Thus, for institutions, students, and the community alike, faculty diversity is an issue that demands not just long-term, resource-intensive planning but short-term action. How then can HR get started addressing diversity challenges today?

**By starting with an existing tool—compliance training—to “commit to the principles of diversity,”<sup>9</sup>** per Professor Jerlando Jackson, Vilas Distinguished Professor of Higher Education and director and chief research scientist at the Wei LAB at the University of Wisconsin-Madison. This commitment begins when institutions include diversity training to existing personnel training programs.<sup>10</sup>

# Compliance training sets the stage for future diversity efforts

A university in compliance isn't necessarily a diverse one. However, compliance training does set a baseline for what is expected from students, faculty, and boards. Besides keeping institutions in alignment with state and federal laws—and thus reducing the risk of fines, damage to reputation, or loss of funding—compliance training also:



## **Establishes a comprehensible, accessible framework for behavior**

and conduct—from the recruiting office to the classroom and beyond—which in turn increases accountability



**Creates transparency into and more visibility** of the institution's foundational principles, e.g., tolerance, safety, etc.



**Provides a critical preview into an institution's intent** regarding future diversity efforts, helpful from both PR, strategic, and partnership perspective

This expanded vision of compliance training—**as a tool that doesn't just keep institutions in alignment with regulations but one that aids diversity efforts**—is crucial in taking action today toward increasing faculty diversity tomorrow.

## A new outlook requires new tools

Using compliance training as a baseline for diversity efforts requires not just a new outlook but new, more efficient tools. This is especially true as working on diversity initiatives will demand more resources from HR—resources that are currently tied up using antiquated HR software and/or struggling with manual processes.

These processes hamper effective, efficient compliance tracking and training due to limited means for delivery or tracking of training; outdated, unengaging content; and a lack of visibility and transparency, either due to manual reporting methods or the use of decentralized, non-integrated systems. Outdated compliance training and tools also make it difficult to target very specific training around diversity and beyond, such as Title IX, Harassment, lab safety, active shooter, and other 21st-century requirements.

In contrast, a centralized, cloud-based learning management tool can help higher education institutions *spend less time on tracking and reporting, seamlessly deliver more engaging content, and stay in compliance with diversity and other HR regulations.*

**The right learning management software helps higher education HR teams transform traditional compliance training from a “have to” into a powerful tool for engaging employees and creating a foundation for diversity initiatives.** Cornerstone Learning is a centralized compliance training system that is simple to navigate and track to ensure all employees across all campuses are in compliance.

## With the right learning platform, higher education HR can:



**Automatically deliver engaging, targeted diversity and compliance training**



**Minimize risk** by ensuring faculty and staff are educated on the latest diversity and compliance regulations



**Easily demonstrate ongoing progress toward diversity** and compliance over time with data-driven reporting; share reports with stakeholders and the community to gain buy-in and support



**Free up HR to focus on the complexities of diversity and compliance;** enable HR to spend more time on initiatives and policy, instead of paperwork and manual reporting



**Increase visibility and transparency** by having all diversity and compliance training in one location, accessible from anywhere



**Establish a consistent framework for behavior** and set unified expectations by standardizing training



**Streamline regulatory and compliance reporting** with automated, real-time reporting

Ready to learn how Cornerstone can drive diversity for your institution? Let's Chat! [csod.com/lets-talk](https://csod.com/lets-talk)

1 [https://www.jamesgmartin.center/2018/01/university-michigans-costly-pointless-diversity-plan/#disqus\\_thread](https://www.jamesgmartin.center/2018/01/university-michigans-costly-pointless-diversity-plan/#disqus_thread)

2 "The Imposition of Diversity Statements on Faculty Hiring and Promotion at Oregon Universities." A Report of the Oregon Association of Scholars. March 7, 2017. Page 12. Accessible link at [http://www.oregonscholars.org/wp-content/uploads/2017/01/DiversityStatements\\_Rev16Mar17.pdf](http://www.oregonscholars.org/wp-content/uploads/2017/01/DiversityStatements_Rev16Mar17.pdf)

2 <https://www.nbcnews.com/news/asian-america/report-finds-california-s-university-students-diversify-educational-leaders-lag-n854916>

3 <https://nces.ed.gov/fastfacts/display.asp?id=61>

4 "Left Out: How Exclusion in California's Colleges and Universities Hurts Our Values, Our Students, and Our Economy." March 2018. The Campaign for College Opportunity. Page 43. Accessible via link at <https://www.jbhe.com/2018/03/report-shows-lack-of-diversity-in-faculty-and-administrators-in-california-higher-education/>

5 "Left Out: How Exclusion in California's Colleges and Universities Hurts Our Values, Our Students, and Our Economy." March 2018. The Campaign for College Opportunity. Page 44. Accessible via link at <https://www.jbhe.com/2018/03/report-shows-lack-of-diversity-in-faculty-and-administrators-in-california-higher-education/>

6 <https://www.tandfonline.com/doi/abs/10.1080/14675986.2018.1437997>

7 Devlin, M. "The Power and Potential of Diversity and Inclusion: A Compendium Based on the TIAA Institute's 2016 Higher Education leadership Conference." TIAA Institute. March 2017. Page 17.

8 <https://www.higheredtoday.org/2017/08/16/diversity-among-higher-education-admission-professionals-important-ever/>

9 <https://diversity.wisc.edu/jerlando-f-l-jackson/>