

**Student Advisory Board of the Oklahoma State Regents for Higher Education**  
**University of Central Oklahoma, NUC Ballroom**  
**Sunday, March 26, 2017, 1:00 p.m.**  
**MINUTES**

The meeting was called to order on Sunday, March 26, 2017 at 1:11 a.m. SAB members present were Mr. Tyrance Billingsley, Chair; Mr. Caleb L. Power, Vice Chair; Ms. Betsy Waller; Ms. Emilee Fields; Mr. Michael Nunez; Mr. Dillon Johnson (via speaker phone). Others present were Ms. Debbie Terlip, Student Relations Liaison, Oklahoma State Regents for Higher Education; Dr. Kermit McMurry, Vice Chancellor for Student Affairs, Oklahoma State Regents for Higher Education; Ms. Adrienne Martinez, EEO/Title IX Coordinator, University of Central Oklahoma; Dr. Chelle' Guttery, Director, Disability Resource Center, University of Oklahoma.

Mr. Billingsley asked for and received approval of the January and February SAB meeting minutes. In the absence of Mr. Hocutt, outgoing president of the Oklahoma Student Government Association, Mr. Billingsley then reported on the outcomes of the March 24-25 OSGA Spring Congress at Rogers State University. New officers are:

- Tyrance Billingsley, Tulsa Community College, President
- Jasmine Brown-Jutras, Oklahoma Panhandle State University, Vice President
- Emilee Fields, Rose State College, Secretary
- Caleb Power, University of Central Oklahoma, Communications Director
- Christian Blacet, Oklahoma State University, North Regional Director
- Lauren Carroll, University of Science and Arts of Oklahoma, South Regional Director

The delegations at the OSGA Spring Congress also elected the following students to the 2017-2018 Student Advisory Board:

- Kimberly Bishop, University of Oklahoma
- Traeton Dansby, Northeastern State University
- Trent Ratterree, University of Central Oklahoma
- Kailey Kelpine, Rose State College
- Zachary Austin Pearson, Oklahoma State University-Oklahoma City
- Colleen Yoder, University of Tulsa

The Oklahoma State University representative still needs to be selected.

Some of the legislation passed by the Oklahoma Student Government Association, included:

- A bill establishing the operating budget for the Oklahoma Student Government Association
- A resolution condemning state legislation allowing more firearms on campuses
- A resolution recommending that those convicted of or disciplined for sexual assault have some notation indicating the nature of the conviction or disciplinary action on their academic transcript
- A resolution calling upon the Oklahoma State Regents for Higher Education to provide transgender individuals with the option to live in residence halls that align with their gender identity

- A resolution recommending that the Oklahoma State Regents for Higher Education adopt a co-requisite model for developmental courses
- A resolution requesting the limiting the kind of emotional support animals that should be allowed on campuses
- A resolution requesting that the existing OK College Start website be upgraded to be more user-friendly
- A resolution requesting that a high-income surcharge be created for persons with six-figure incomes so as to fund health and human service and education in the state

Dr. McMurry noted that the Annual Tuition Hearing will be taking place on April 20<sup>th</sup>; members of the Student Advisory Board were encouraged to think about speaking to represent student views.

Ms. Martinez gave a report concerning Title IX and sexual assaults on campus. Ms. Martinez is the first Title IX Coordinator for the University of Central Oklahoma. Ms. Martinez noted that an SAB recommendation concerning Title IX would be very timely, giving the amount of news concerning other campuses recently, such as that on Baylor University and Penn State.

Ms. Martinez noted that on average, one-fifth (1/5) of women and one-sixteenth (1/16) of men experience sexual assault on campus. She said it is assumed that this is underreported, and that if all unwanted sexual encounters were reported the institution would need more administrative staff. Administrative concerns are that they are dealing with a response, and need to look more closely at the cause - some of the mindsets leading to sexual assault are developed before students reach college. Mr. Billingsley agreed, and said that education on the subject of consent is extremely necessary. Mr. Power noted that, in a previous discussion with Ms. Martinez in others, it was brought up that the mindset should move away from the phrase “no means no” and should migrate to the idea that “yes means yes” instead (in other words, one should actively look for consent instead of assuming that it exists). Ms. Martinez mentioned the difficulty in defining consent. Ms. Waller agreed that we should focus on being more proactive instead of reactive.

Ms. Fields and Mr. Billingsley, the student representatives from two-year institutions, said that they were not aware of any training for new students on their campuses. Ms. Waller from ORU also said this training is missing at her institution. After discussion about the availability of emergency phones, and on-campus v. off-campus incidents, Ms. Martinez noted that the Clery Act, the Violence Against Women Act, and the Family Education Rights and Privacy Act are all important to consider when making a recommendation on the subject. She also stated she felt that training for employees was important, as was an office for campus advocate.

Dr. Guttery gave a report concerning students with physical and mental disabilities. Dr. Guttery noted that students with mental health disabilities, such as attention deficit hyperactivity disorder, autism, and psychiatric needs, make up the fastest growing student population needing services in her domain. She gave a brief overview of the legal requirements for colleges and universities, beginning with the Rehabilitation Act in 1973, and the Americans with Disabilities Act passed in 1990, and substantively amended in 2008 to address permanent significant life functions. Dr. Guttery noted that before 2008 the idea existed that persons that mitigated their

disabilities by taking medication or using assistive devices, and the 2008 amendments stipulated that such persons are still considered disabled. Ms. Terlip confirmed that any institution that receives federal funds (including federal student loans) must comply with the Americans with Disabilities Act and similar laws.

Dr. Guttery said that the largest group of students with a mental disability is those with attention deficit hyperactivity disorder. Dr. Guttery also noted that there are legal differences between elementary/secondary education and higher education that affect the roles of the institutions' disability services as compared to that in K-12 education.

- Elementary and secondary educational institutions are required to educate students with disabilities through graduation.
- Institutions of higher education are required to provide people with disabilities access to education and an equal opportunity to succeed. This allows colleges to limit more of the accommodations than is done in K-12 education.

Ms. Waller asked about how one should proceed if they think their campuses are not complying with the Americans with Disabilities Act, and discussion ensued concerning particular options. Mr. Power asked about the procedure concerning evacuation of disabled persons in the event of a fire or other disaster (the University of Central Oklahoma, for example, directs police officers to physically carry said persons out of the building; this was a concern by the student government a year or two ago). Dr. Guttery noted that in residence halls, there are fire doors included in rooms designated for the disabled, that elevators are battery-powered, and that a thriving community exists to protect these people.

Dr. Guttery also spoke about service animals—which include dogs and mini-horses—and made a distinction between “service animals” and “emotional support animals”. Service animals are trained to respond differently to its owner depending on his or her emotional conditions, and are required to be registered with her office. They are mostly dogs, although there may be miniature horses. Most service animals are for blind students or students with psychiatric disabilities. Emotional support animals respond the same no matter the emotional condition of its owner, and are more of a pet. They can be any kind of animal and must be prescribed by a mental health provider. In response to a question about rising student needs for treatment for mental issues such as depression, Dr. Guttery noted that her team created a comfortable environment for students, and as such they have a large number of students to help. They often help such students to the counseling department, but often times there are wait lists for counseling treatment.

Dr. Guttery noted that eleven percent (11%) of all students across the nation are disabled either physically or mentally. A central issue is how to balance a disabled student's legitimate needs with the function of classes. Dr. Guttery noted that the University of Oklahoma has a Diversity of Inclusion and Awareness that is a part of the student government, and recommends that every student government have a similar organization because student organizations for the disabled are the most diverse—they concern every race, ethnicity, and orientation.

Mr. Power asked how Dr. Guttery and her team help students who may be reluctant to reach out due to feeling embarrassed about their respective disabilities. Dr. Guttery noted that staff are not allowed to read documentation before individual students both are enrolled at the institution in question and have self-identified, but the students are encouraged to do so when they enroll. Dr. Guttery also noted that residence halls ask about it so that they might accommodate individuals living on campus. Dr. Guttery also spoke about the need for help for students with disabilities involving digital accessibility, saying as an example that universities have to be concerned about the accessibility of their individual websites, specifically the readability, contrast, and the ability for websites to be read by certain text-to-speech programs. She noted that there are a growing number of lawsuits concerning accessible websites for institutions of higher education.

The Student Advisory Board discussed the topics that will be proposed, discussed, and voted upon for recommendation, and who will write the various recommendations.

- Mr. Billingsley and Mr. Johnson will write recommendations concerning both concurrent enrollment and Oklahoma's Promise.
- Mr. Billingsley and Mr. Nunez will write recommendations concerning the OpenStax free textbook program.
- Ms. Bishop and Ms. Waller will write a recommendation concerning academic advisors.
- Ms. Bishop will also write a recommendation concerning students with disabilities.
- Ms. Waller will write recommendations concerning transparency in regards to private institutions and student healthcare.
- Mr. Power and Ms. Fields will write recommendations concerning sexual assault and firearms on campus.
- Mr. Power will ensure that the members of the Student Advisory Board, Ms. Terlip, and Dr. McMurry have access to a Google Drive folder that shall act as the working directory for recommendations; in addition, Mr. Power will create a table that contains the different recommendations and the members who have volunteered to write them.

The next meeting of the Student Advisory Board is at 1:00 p.m. on Sunday, April 9, 2017 at the Nigh University Center at the University of Central Oklahoma, in Ballroom C. At this meeting, all of the written recommendations will be voted on. Ms. Terlip requested that all members file the recommendations on Friday prior to the upcoming meeting. While all meetings are open, the incoming members of the Student Advisory Board are especially invited to this meeting so that they can learn about how the Student Advisory Board works.

The Chair entertained a motion to adjourn at 3:13 PM. The motion was made by Mr. Power, was seconded by Ms. Waller, and carried unanimously.