2020 REP Session 4

OK, we've got people funneling in so they should start being connected here in about the next 20 seconds or so.

Kylie, should I move over the first sessions panelists, or do you want to wait for the governor --?

Let's wait until after the Governor speaks.

OK, perfect.

And we are live right now.

Yes, we are live.

OK. OK, Kylie, we're here, we're hopping on.

Thank you. Chancellor Johnson, would you like to introduce the Governor?

I will. Good morning, Governor.

Good morning, Chancellor.

Good morning. Are you, are you ready? Are you ready for us to kick it off?

Yes, sir. And are there any -- is there a Q&A or you want me just to address the group and then that'll be it?

Well I think, Governor, we would have time for a Q&A if your schedule permits.

OK. All right. Sounds great.

What well I know you've got a, you're going to have to run shortly, so we'll, at the end of your comments, we could have, we could do a very short Q&A, if you have time.

OK. Sounds great.

OK well let me go ahead and kick it off. Welcome to everyone to our final session of our Regents Education Program. Governor, this is a program that was started by legislative action in the early '90s. And we're one of only five states in the United States that provide for mandatory continuing education for our regents. It's been viewed as a best practice by a lot of national higher ed organizations around the country. It's a real pleasure to welcome Governor Stitt to serve as our keynote speaker for this final session. I think, as everyone knows, he was elected Governor in November of 2018, a very successful entrepreneur and businessman in the State of Oklahoma. Founded Gateway Mortgage in 2000. The Governor received his Bachelor's Degree in Accounting from Oklahoma State University. Governor, we want to start off by saying thank you this morning for your efforts this last month on the CARES Act. We understand and appreciate the fact that you designated $5 million of discretionary funds for higher education to put us in a position to continue to mitigate the spread of COVID and to keep our set -- our campuses safe and secure. So we appreciate that very much. During the Governor's first two years, he's been responsible for much needed faculty pay raise, for our faculty to keep -- allow us to keep and retain our best faculty on our campuses. A leader in our full funding for our Concurrent Enrollment Program, which provides high school seniors the chance to take college credit work. It shortens the time for them to earn their degree. It certainly shows they can succeed in college. And most of all, it saves students and parents money. Finally, the Governor was also responsible for our Section 13 Deferred Maintenance Funding, which provides much needed repairs for campus infrastructure, heating and air conditioning units, sidewalk repair and things of that nature. We are very pleased the Governor is with us here today. So please help me welcome and give a very special welcome to the Governor of the State of Oklahoma, Governor Kevin Stitt, welcome Governor.

Thank you so much Chancellor, such a, such an honor to be with each of you, even though it's virtually I wish we were all together, but we're all innovating and making new, making do with these new times. So anyway it's an honor to be with you. You know, higher education is something that's near and dear to my heart right now, as I've got one in college and one is looking for, he's a senior in high school and is going to be going to college next fall. I've got to tell you a funny story. So my daughter, she went out of state, she's down in Texas, at Baylor. And when she was looking for colleges I was begging her to look at OU and OSU. And I just won and my daughter was like, no, you're the Governor. I'm not going to go anywhere but out of state. I don't want anybody to know I'm the Governor's daughter. I'm like, that's ridiculous. Well then, my son, who's, you know, every one of your kids are so different. Then my son's like, Natalie, you're crazy. Dad's the Governor. I'm not going anywhere but OU or OSU. So it's just funny how different

kids look at things, look at life differently. And I've got to also tell you that my son is going to do ROTC, and he toured OU's ROTC. And he hasn't toured OSU's ROTC yet, but the OU ROTC program is just unbelievable. And he actually went to boot camp and joined the National Guard. And so he'll enter ROTC in college. And it waives his college tuition. And he is part of that program. So just encourage you if you have young people are in the common education system, it is a great, great program for young people that are thinking about a career in the military. Or just a way to get involved and serve their country for a few years. So really love that program. You know, it's important to me for higher education to offer degree and programs that are tied to career paths in Oklahoma industries. I can't underscore enough the -- sorry about that, somebody walked in. I can't underscore enough our higher education system working with industry and working with leaders and looking and focusing on the jobs in our community. We can't have students graduating with expensive degrees and no meaningful employment to transition to. So I just really encourage you to work with industry and kind of think about what are the jobs that we need to be filling in the State of Oklahoma. The other thing as we're talking to the regents and we're kind of just having an open dialogue here, really look at the degrees where we have less than, you know, you'll have to pick the number in your university, but less than 20 graduates or less than ten graduates in certain degree programs. And just really ask yourself are our resources better spent elsewhere developing other programs where we're having to turn away students that can match the workforce in Oklahoma. Because a skilled workforce is one of the key drivers for economic development. And Oklahoma needs to improve in this area to be competitive and attractive to all forms of companies. I mean we work very good closely with commerce. One of the biggest things that they constantly remind us of is workforce. And these companies, if they're moving to Tulsa, or they're moving Oklahoma City, they're moving to rural Oklahoma, they're looking for workforce. And you guys all probably followed the Tesla drama that unfolded. And we were the number two city, we actually came in second place on that deal to the, to Austin. When myself and the commerce met consistently with Elon and his team, it was, can they get enough engineers to Oklahoma? Can we graduate enough engineers? Texas A&M has a goal of having 25,000 engineering students by the year 2025. And that's something that I would encourage us to set some goals in the State of Oklahoma, the University of Oklahoma, set a big goal of how many engineering students you want. Oklahoma State let's set a big goal of how many engineering students you want. Panhandle State, let's set some big goals of how many you want of whatever the degree you're going to choose. How many nursing students that we want to get graduate here in the State of Oklahoma. I've been challenging our universities to figure out what three fields they can specialize in and work to be number one in the world at. I

don't believe that the education system is that different than running a business, or a church, or anything that you're doing. You have to, I shouldn't say church, that's business. Maybe I should say business or the universities. We really need to specialize and really think about what we can be number one in the world at. And OU you came back to me and said the three things that they already have a natural tendency or a natural expertise in that we feel like that we can compete with other universities and be number one in the world at and really be known for and also help the State of Oklahoma grow from an economic development standpoint, we already have clusters in these areas. And the three that OU you said they could be number one in the world at was aerospace, weather and cancer research. And so I just want to continue to remind OU to invest in those, to hire the best professors, the faculty, and let everybody know that that's what you're going after. And if we know that you're going after cancer research, weather, aerospace, our federal delegation can look for grants, we can look for federal funding, we can really work with those private industries, whether it's Tinker here in Oklahoma City, it's all the different 1,100 companies in aerospace and defense that call Oklahoma home. And if they start realizing that we are number one in aerospace research, I believe that's going to create more opportunities in the State of Oklahoma. Weather, obviously, the Norman and the National Weather Center, I think that's a perfect thing for us to continue to develop out. And the cancer research is also very exciting for the State of Oklahoma. OSU, the three that they told me that they thought they could be number one in the world that was biotechnology, unmanned aircraft systems and agricultural research. And for the same reasons OU chose theirs and what they already have expertise in, and what also Oklahoma is known for from a business standpoint, I just encourage Oklahoma State to continue to do that. And then some of our other regional universities, how do they fit in with those six initiatives? And how can they complement those and continue to, if OSU is focused on those, what are the things that you can focus on in your areas of the state. I mentioned Panhandle State earlier. I went and visited that university and was just really impressed with them looking at their location, their geography, what they were good at, what type of students they were attracting, and then really trying to go out and recruit and really develop those programs. And they have a meat processing lab that they're recruiting kids too. They've built a nice shooting range. So the enrollment, I don't know, I don't remember exactly the numbers, but their enrollment's up because they're actually going out and they're, and they are recruiting the kids that, and they're tailoring their offerings to that community that they're serving instead of offering the same things all over the state. So I really I believe that with COVID and with the disruption in technology, higher ed really needs to think outside the box. And we need to take advantage of the future here. We need a universal strategy regard -- around nursing. We always, we hear that,

we hear the numbers about how many nursing students that we're turning away every single year. So I encourage the higher ed to really kind of bring together all the different universities that have nursing programs, and even the career techs and think about this as how we are developing the workforce for the future, LPNs and RNs and working together with our career techs as well. Ultimately, by encouraging our higher ed institutions to focus on these critical areas, we will be able to continue to foster strong workforce for engineers, nurses and doctors. With that being said, our universities have stepped up tremendously and continue to, to play a key role in our state's fight against COVID-19. So a couple highlights. Early on in the process, our health department in Oklahoma City here was only able to turn out about 100 tests per day, and OSU quickly converted their animal diagnostic laboratory. They had these Thermo Fisher machines, and we were really fortunate because Thermo Fisher was some equipment that the FDA quickly repurposed and got approval to do the COVID-19 testing. And so they jumped into action and just really pleased with how they were able to stand up in just a matter of days opened up this lab. And we were able to go to 1,000 tests a day. And now in our state, where we're doing 6,500 tests per day, not including all the outside labs, and the private sector labs. But in the State of Oklahoma, under our purview, we're able to kick out 6,500 tests a day. So that's a huge deal. Ultimately, we want all of our universities, research universities to lead the way and be examples to other states looking to innovate. And one great example is Rutgers University. Rutgers University was the first state in the nation to validate a saliva test. Oklahoma ended up being the second state to validate a saliva test. And we have planted a flag and we want to be known as the National Pandemic Research Center here in Oklahoma. We believe that billions of dollars are going to flow into this sector for research for the next pandemic, not only studying COVID, but also future pandemics, what are the responses in the states. We've already got commitments from Thermo Fisher and some other private companies to invest in this pandemic Research Center here. Plus the federal government is going to continue to pour research dollars in. So I just want to continue to have you brainstorm and think how can all of our research universities partner with this pandemic center to continue to drive and get those federal dollars into the State of Oklahoma. And then we think that also it's going to spur out in other research and biotech and other private companies will come to be part of the research that's being done here in the State of Oklahoma. Finally, I'm so proud of our universities that have worked hard to provide safe in personal learning for our students in the midst of COVID-19. I know it's really difficult right now for the leadership at the universities to balance the safety of our faculty and our students, our student athletes, with also the mission of higher education to teach and train our young people. Our universities have had to tackle a lot of these unprecedented challenges

throughout this past year. And we know it's a major lift to come up with the testing, isolation housing protocols to ensure all of our students are safe. One kind of innovative thing that we heard about at Rose State College, they were using indoor drone flight to disperse a COVID-19 disinfectant at their newly constructed Student Union. And so we just love the innovation that we hear about on how people are innovating and keeping people safe. Whether it's in person or obviously doing some kind of distance learning as well. So many students I've talked to you about the significant difference in virtual versus in person learning. So being able to have students on campus and in classes is a major win for Oklahoma. I believe that the best learning happens when we do teach in person. We just hired an intern here at the Governor's Office, who's an Oklahoman, who actually is an undergrad at Harvard. And he just took the year off because the classes are all online and he knew it wouldn't be the same quality of education. So he's taking a year off and he's doing some work here at the Governor's Office on some special projects that we have for him. So on the state side we have, the Chancellor mentioned it earlier, but we've been coordinating with our universities and -- to provide $5 million in CARES Act Funding to help reimburse COVID-19 PPE related costs. Such as sanitation work, mask, gloves, face shields, and disposable gowns for students and faculty. And we're trying to, with any money left over from the different cities, municipalities, we're also looking to see if there's more that we can do. I know that the testing has been a bigger expense than maybe all of us initially thought. So we're trying to figure out if we can continue to help our universities with some of the testing, especially around the student athletes that they're having to do now on a weekly basis. But to close out, I recently appointed a new Secretary of Education, Ryan Walters. Ryan has already hit the ground running and is committed to education for all Oklahoma students from pre-K to higher ed. Together we are thrilled to continue to work alongside each of you as we innovate to move the needle in our education system and build up the future workforce of Oklahoma. And just want to continue to, you know, leave you with thoughts about how we can break down the silos between common ed, career techs, higher ed. How we can -- the concurrent enrollment can continue to be developed and work with our high schools so that students are either getting associate degrees into our career techs, or they're getting, you know, 20, 30 40, 50 hours of college credit by the time they graduate from high school. And so all those things are things I encourage you to think outside the box, look at what other states are doing, look at innovations, look at the online learning, look at how you're working with the -- with commerce to really focus on the degrees and the programs that our companies in Oklahoma are looking for. So with that, I will open it up for a few questions and turn it back over to you, Chancellor. And thanks again for letting me be part of it.

Well thank you, Governor, thanks for having time to do this today. Just a couple of comments as we look to questions. First of all, Governor, great job with Ryan Walters. We've already met with him on a couple of occasions and I think he's going to do a great job. We appreciate that appointment. Two other things, just on items you mentioned. We will be bringing forward during the -- our budget requests and legislative session initiatives that will provide opportunities to expand engineering faculty and students slots, same way with nursing, to address those shortages there. And so we look forward to that discussion. I might mention in response to COVID-19, in May we graduated over 4,000 Allied Health Professionals nursing, Allied Health physicians, who went directly into our workforce in Oklahoma to assist in mitigating COVID. So we're, as far as workforce, we're absolutely engaged. Shawn Culp was great to work with and we appreciate that partnership. Let's just open it up, Kylie, do we have questions from our --

Chancellor, we have time for about two questions. And I've got one question in our Q&A box that says, should regents in rural colleges work to focus on state goals and needs such as engineers, nurses, etcetera, or should they focus on the needs of their local communities? How do rural communities and colleges fit into the state's economic scheme?

OK, Governor, I think you addressed that partially in your comments, but any thoughts on that?

Yeah, so, you know, this is something that I think higher ed can really help overall with the strategy in the State of Oklahoma. And so we're not competing with one another on all those different degree programs. So I think it needs to be a global initiative for the State of Oklahoma. And specifically for whoever that was on the rural side, yes. I think you need to look at your rural community and what are the business needs in your community and what your workforce is asking about, and not competing with what's happening in other parts of the state.

OK, what I think we do have time for one more question, Kylie, do you have an additional question?

If anyone has any other questions, please use the raise hand function. It's the little hand icon that you have on your screen if you would like to ask a question out loud.

Governor, I might, while we're waiting, I might just mention that we, on the response to COVID area, I think you may know most every, nearly every campus has provided an avenue after Thanksgiving to, for the rest of the session or the rest of the semester, to go online. And then for the Spring semester, many have waved Spring break and are going to start in a way where we can go right through. With the goal of keeping our in person classes for the entire Spring semester. So we're in the process of working all that out. But it looks like many will start a little bit later and not have Spring break in an effort to keep everyone in class and finish in May. Anybody --

And --

Yes, Governor, go ahead.

Let me just, yeah, I'll just wrap up. So I think we have the regents from the different universities on the call. And one of the questions I've asked several different times, and I would encourage the regents to really dig into these issues. Engineering, we here, why don't we, why can't we have more engineering students? And we know there's accreditation issues with number of faculty versus the number of engineering students. And I think we need to know exactly what that delta is. How many faculty members do we have? How many engineering students could we have? And then what's the delta, how many do we have? Are we already at capacity? Or could we actually hire, could we really have -- recruit more engineering students to the University of Oklahoma or Oklahoma State or some of the other universities in the state? So we really need to ask those questions and get that level of detail before we just hire more engineering faculty, we need to know exactly what the rules are that we're playing by.

Governor, we will, as we bring forward this initiative on nursing, we will have that response. And I understand that the threshold question is, are we at capacity, or is there more capacity where we can add students without faculty. We'll have an answer for that.

Thank you. And same thing with the nursing students as well.

OK. Well we will have specific details on both of those. Any other questions from our regents, Kylie?

Chancellor, I believe it is time for Governor Stitt to move on to his next appointment.

OK, Governor, we have greatly appreciate you being here and your availability. And we look forward to the discussion on workforce, on engineering, nursing, teacher shortage and all the issues that will define what we do in the Spring 2021 session. Greatly appreciate you and you being here today and your leadership.

Yeah, thank you. And thanks to everybody who serves. I know it's a lot for you to serve your local university and your local community. But I appreciate it. And I know Oklahomans appreciate your sacrifice and your service to our state. So thank you guys so much for what you're doing, ladies and gentlemen.

Thank you, Governor. And as the Governor moves on, let's virtually express our thanks to him for being here today. Thank you again Governor.

[Applause]

OK. Are we ready to move on?

Yes, we'll move on. Good morning. Before we move on I wanted to go over a few informational items for our attendees today. As a reminder, for those who are, were unable to attend the first two webinars sessions each newly or appointed regent or trustee is required to complete 15 hours of continuing education in the first two years of their appointment. To maximize your opportunity to engage with our presenters here today, I sent all of our registered attendees an email this morning that had an instruction sheet for using the Q&A and raise hand functions. This will enable you to ask our presenters questions and to provide any comments if you have those. There's also a chat feature that you can use, if you have any technical difficulties and you need to reach me or our IT staff, we can look into that if you use the chat function. Finally, we'll be sending out the PowerPoint presentations, any handouts that are discussed as a part of today's webinar, as well as an electronic survey evaluation. If you all would take a few moments to complete the survey, when you receive it, it would be greatly appreciated. Your comments help us strengthen the Regents Education Program each year. And now I will welcome Chancellor Johnson again to introduce our presenters for our first session.

Very good. We've got a great panel for this first session today. Our topic is Title IX, what it means for your institution. Our first presenter will be Regent Emeritus Andy Lester, appointed to the state regents in May of 2016. And served on our board until October of 2019. Before he joined the regents, I think as most of you know, he served as a member of the Oklahoma A&M Board of Regents since

2007. Professionally Regent Lester is a partner in the law firm of Spencer Fane. His emphasis there is constitutional employment, local government, civil rights and business litigation. He also has served as a member of the faculty at Oklahoma City University College of Law since 1988. Earning his Bachelor's Degree at Duke University, his law degree from Georgetown University. He served on the board of the Salvation Army. He is a member of the Oklahoma Advisory Committee for the US Commission of Civil Rights. Great to have him here today. So virtually let's welcome our first panelist Regent Andy Lester, welcome Regent Lester. Next, our second presenter is Mackenzie Wilfong, currently serving as General Counsel for Tulsa Community College, which serves our students in, on four campuses in the Tulsa area. Mackenzie earned her Bachelor's Degree from the University of Oklahoma, her law degree from Southern Methodist University. She practices with a law firm in Kansas City where she specialized in education employment law, has also worked for the United States Department of Education, their Civil Rights Division. Prior to joining Tulsa Community College, Mackenzie served as Associate General Counsel for the Board of Regents of Oklahoma Agricultural and Mechanical Colleges. Please welcome Mackenzie Wilfong today. And finally, our third presenter is Brandee Hancock. Brandee received her law degree with honors from the OU College of Law in 2012, where she was a member of Law Review, and the Order of the Barristers. After practicing law with Ellis & Ellis & Stillwater she joined the Office of Legal Counsel for the Board of Regents of Oklahoma Agriculture and Mechanical Colleges, in June of 2014, where she serves as Associate General Counsel. She is also had numerous civic responsibilities as well. So very pleased to welcome as our third panelist, Brandee Hancock. I think we have teed it up, our order of presentation will be Regent Lester, then Mackenzie Wilfong, followed by Brandee Hancock. So Regent Lester, we'll turn it over to you and welcome and thank you for being here today.

Well Chancellor, thank you for that very kind introduction. It us great to be back with all of you today. Before I get started, I do want to tell everybody who may not know how great of a staff the State Regents have, led by Chancellor Johnson who has, is -- well and this is -- when I say its led by him in this way, it really is. He's tireless in his efforts on behalf of higher education. He has been for many years, he is now, he's been a great leader for higher education here in Oklahoma. And I've been -- I've known Chancellor Johnson for many years. But I truly came to appreciate him and his leadership during my tenure on the State Regents, especially. And when I say he's tireless, it -- and that's something that he leads in, you can then next look to Vice Chancellor Kylie, who introduced the whole program. And she too is tireless, in fact, I learned that I'm pretty sure she doesn't sleep. I would send emails at strange hours of the night hoping to maybe get an

answer sometime in the morning. And I would get a response almost immediately. It's -- I really don't think she sleeps. I'm not sure any of the staff at the State Regents sleep, because they are continually working and doing great work on behalf of higher education. And I can also tell you that our -- the two other presenters today are wonderful, tireless supporters of higher education. I got to know both of them when each came to the A&M Regents when I was on that board. And both are excellent lawyers and from them you will be learning a lot. From me you'll be learning a little bit. What you're basically are going to learn from me is, as you see here on the screen, an Ex-Regent's Perspective and perhaps I should call it, as I have before, a 50,000 foot view because that's what I will give. Now just so you know, in addition to my dozen or so years as a regent, I do practice in the area of higher education law and have for many years. So this is -- and Title IX is something that my firm and I have given lots of advice on over the last, especially the last several months, I guess about six months since these regulations became finalized, almost exactly six months ago to the day. So here we are. We have new Title IX regulations. What are they? So if you could, Kylie, if you just go to the next page very quickly, there's my contact information, a small bio. But if you have any questions afterwards please feel free to contact me and -- at that address, or on that -- at that phone number. So the History of the Act. Here is the Act, here's Title IX, or here's the essence of Title IX. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Pretty much every institution of higher education in the United States, and I'm reasonably certain that every institution in Oklahoma, qualifies as an education program or activity receiving Federal financial assistance. So you're covered. And I start with the wording of the Act because Oklahomans in particular know this, because of the case decided on the last day of the Supreme Court's term this summer that dealt with Oklahoma. The proper place to start with understanding what a statute says is with the words of the statute. So there are the words. You can't exclude somebody from participation in, deny benefits, or subject to discrimination, any person in an educational program, in your institution of higher education. So if you could go to the next page. These new regulations became effective in the second week of August, as I suspect all of you know. They were finally announced in early May. And there's a little bit over 2,000 pages of regulations that the Department of Education put out. Now when that -- when you hear 2,000 pages that sounds like a lot, the truth of the matter is the first about 2,000 pages are comments and responses to some of the comments on proposed regulations. The bulk of what's important here is about 30 pages or so long. And it's really not even as long as that might seem. Still there are three types of misconduct on the basis of sex, all of

which jeopardize equal access to education. First of all, there's any quid pro quo harassment by a school's employee. Now, you know, gosh if the past year you don't know what quid pro quo means with impeachment and all of that, I think we all have a pretty good idea today what quid pro quo means. An employee cannot, essentially, trade favors for sex, if you want to put it just bluntly. It's a little more inclusive than that, but that's the essence of it. So that's one type. Another type, any unwelcome conduct that a reasonable person would find so severe, pervasive and objectively offensive that it denies a person equal educational access. And if you look on the screen and you look carefully you'll notice that the word and in the second line of that third hashmark paragraph is italicized. If you really want to know what caused all of this, here's what caused all of this. Back in the early 2010's, I believe 2011, the Obama Administration put out a Dear Colleague letter. A Dear Colleague letter was just that. It said, Dear Colleague at well, you know, some university. Here is how we interpret Title IX and the regulations under Title IX. And one of the issues was changing that word and to or. And ,you know, just one little word change doesn't seem to make that big of a difference, and yet here it really does. And I say and notice at the bottom of that sentence it says in parentheses, it restores the standard of Davis v. Monroe County Board of Education. In 1999, the United States Supreme Court case that said, this is what Title IX standard is. The Obama Administration changed it to or. That vastly broadened the reach of this particular type of sexual harassment, which is what I think most people think of today as sexual harassment. It's not the quid pro quo type. But it's the type that has gotten a lot of media in any event, where essentially somebody is using word -- and it can be words, it can be actions, it can be, you know, sexual misconduct. But you know, and thereby a discriminating based on sex. And then there's any instance of sexual assault, dating violence, domestic violence, or stalking, according to the definitions in the Clery Act and the Violence Against Women Act. And here again, I think that's pretty straightforward what that means. Now I mentioned a moment ago something about words. If the words -- if the conduct that is unwelcome consists of words or other types of expressive conduct, schools must balance Title IX against the First Amendment. This was one of the key reasons for these new regulations. There was a lot of concern about the way the regulations had been enforced or even if they hadn't been enforced this way in by the department. We're being enforced at institutions of higher education that they were, that institutions were punishing mere words that really constitute the types of things that we think of being protected by the First Amendment. And, you know, this obviously can happen in classroom settings, in all sorts of typical higher education settings. Now the first amendment, of course, the Constitution supersedes any statute and supersedes any regulations. I mean the First Amendment says that Congress shall make no law abridging the freedom of

speech, among other things. And Title IX is a law that Congress has made presumably, and courts always presume that statutes are not meant to contravene the Constitution. So we're going to assume that Title IX is not meant to contravene the Constitution, and that's why institutions of higher education must balance Title IX enforcement against the First Amendment. Could we go to the next slide, please? Every school has to designate a Title IX coordinator. Institutions have the discretion to have mandatory reporting for all employees, or to designate some employees to be confidential resources. Do notice that -- do understand that notice of a violation to a Title IX coordinator constitutes actual knowledge triggering your institution's obligation to respond. Next slide, please. Geographic coverage. Well it's within the United States. And if you looked at the statute, that's what the statute said. It's -- that means it does not apply to study abroad programs. It has to be a program or organization officially recognized by the school. It applies to off campus programs but not to off campus housing. Next slide please. The school -- your school has to give good notice to its community of how to make a Title IX type of complaint and where to find the Title IX coordinator. And you see the information on the slide there. Name and title, office address, email address, telephone number. You have to provide the Title IX coordinator information to applicants for admission and employment. You have to provide it to unions or professional organizations that have collective bargaining agreements. Next slide, please. Schools have to respond to the sexual harassment in a manner that is not deliberately indifferent. Now that sounds like it's an easy standard not to contravene. But again, understand that notice to your Title IX coordinator alone, and maybe notice to some other employees alone may trigger the duty to respond. And if -- and so what I encourage you to do and your -- my colleagues here who are following me will, I suspect talk about this, is you have to have excellent, up to date policies to make sure that all employees understand what, not just what their rights are, they have to do that according to the regs, but also what their duties are. Schools must promptly provide supportive measures to a complainant. They cannot be punitive, they can't be disciplinary, they are supposed to be designed to restore or preserve what's protected under the statute equal access to the education program. Next slide, please. There's a grievance process. Disciplinary sanctions may not be imposed without following the appropriate processes. The remedies are supposed to protect equal access to education. Title IX personnel must be free of conflicts and bias and from the advice that we've been giving to our clients, our institutions of higher education clients, this is a really important one. It's not as easy as just saying, OK they're free of conflict and bias. This is serious business here. You have to provide robust training for all Title IX personnel. Single investigator model, which seemed to be popular, a lot of institutions for higher education has been prohibited. You start with a presumption of innocence. Next

slide, please. The burden of gap -- in the investigative stage -- the burden of gathering evidence is on the school, not on the parties. Both parties must have an opportunity to present fact and expert witnesses. They have an opportunity to select an advisor. The school must appoint an advisor for any party that does not have one. The regulations protect the privacy of a party's medical and psychological records. And, finally, schools must provide parties an investigative report and give them ten days to respond. Next slide, please. Hearings must be live with an opportunity for cross examination. But cross examination is not to be conducted by the parties themselves. And, interestingly, the decision maker cannot rely upon the statement of a witness who is unwilling to submit to cross examination. And that's an important change. Either party can request and the school must provide separate rooms for the parties with technology such as we're using here right now, that allows them to see and hear each other. The school has to provide an AV recording and a transcript of the hearing to each party and rape shield protection is provided to the complainant. Next slide, please. The rules, your regulations must state whether the standard of proof is preponderance of the evidence, or clear and convincing evidence. Either of those is acceptable, but you have to state which one it is. And the same standard must be used whether the respondent is a student, or an employee. And I believe one of my fellow presenters may be talking a little bit about that. The decision has to be issued in writing. It includes findings of fact. Conclusions regarding each allegation. A rationale regarding the conclusions. Disciplinary sanctions that are imposed. And remedies provided. Next slide, please. Either party may appeal based upon those three things that are list there. Procedural irregularity, new evidence, conflict of interest or bias on the part of the decision maker. Next slide, please. Schools may offer informal resolution such as mediation or restorative justice. Only if both parties agree to it in writing. It's often a great thing to do. And in the right circumstances this can be a wonderful thing to do. So next slide, please. It should go without saying, but let me just say it out loud. Retaliation is prohibited. You can't retaliate against somebody for reporting sexual harassment, no matter what it is, no matter how gravely the allegation might affect the institution. Cannot retaliate against the party. And I believe the last slide is coming up here. Where do we go from here? And I titled it Election Day 2020, which I believe is tomorrow. Well one party has promised to get rid of these regulations, if elected. Who knows? Here's just something to ponder. I don't know whether that will happen or not. I suspect if the Vice President Biden is elected President, I suspect that his Department of Education will work to change these regulations. With that said, whether you like Donald Trump's leadership or not, one thing that the Department of Education did that was pretty intelligent that differs from what the Obama Administration did, the Obama Administration issued, as you heard me say, a Dear Colleague letter. That is not a

regulation. It's of interest. It's a deep interest. Because it tells you what the folks who are enforcing the law at the Administrative level think the law says and what they probably will do. But it's not a regulation that has the effect and enforce of law. Regulations that went through the entire Administrative Procedures Act process, such as these, do have the force of law. So to undo these will be a lot more difficult than undoing a Dear Colleague letter. Not impossible. Not at all impossible. But it takes time. It takes a process. So we shall see. I would plan on these regulations being enforced for some time, no matter what happens tomorrow. But what happens tomorrow may make a difference. So that's all I have for now. Thank you.

Thank you very much Regent Lester. Very informative presentation, as always. We look forward to your participation in our questions at the end. Let me just go right to your second presenter, Mackenzie Wilfong. Mackenzie.

Thank you so much, Chancellor, and thank you, Regent Lester. So we're going to talk a little bit about a new Title IX regulations overview. If you want to go next, Brandee, we'll jump on in. So the Final Rule was incredibly long, a little bit over 2,000 pages. And what was interesting is that we knew this was coming for several years. We've been monitoring this for about two years, after we saw the notice of proposed rulemaking. And although the Department of Education and in full transparency my former employer, I worked with the Office for Civil Rights in the Kansas City Regional Office. You know, they had numerous years to prepare these regulations and then provided institutions of higher education, about 100 days to fully implement. So between publishing in the Federal Register to the effective date of August 14th during a pandemic, was -- it was challenging to say the least. Because there's a lot of understanding that many of our Title IX coordinators, student conduct officers, and we'll explain a little bit more, even our human resources professionals, need to become aware of that were embedded in the regulations. Particularly in the commentary. Because you got to read the commentary to understand a little bit about where the Department of Education is coming from. And also so you can understand what other institutions wrote to the Department of Education, asking for clarification. There was no grace period provided by the Department of Education on enforcement. That enforcement started in earnest on August the 14th. And just last week I talked to a colleague at the Kansas City Regional Office, and we had a wonderful discussion. And he has been there for many decades. And he said, you know, we are fully enforcing the new regulations with the -- when we receive new complaints. And he kind of pondered out loud with me about, you know, we'll see what the rest of the year brings in terms of the Election, but also next year in terms of if we, you know, of

how that all works out. One point early on in May, and in June, I think there was some thoughts that we might see some nationwide injunctions. Similar to many years ago, what we saw with the Fair Labor Standards Act, where we saw some nationwide inductions that put a hold on those significant regulatory changes. That is no longer a feasible route to slow the implementation of regulations, we're waiting on that at this point. And so we are fully in force and in effect under these new regulations. So you know as regents, there were -- your Title IX coordinators and student conduct officers likely working collaboratively together, boy I hope so. It's been a lot of time this summer, perhaps the majority of the summer between May and August, you know, rewriting Title IX policies and also making sure that student codes of conduct comported with those new rewritten Title IX policies. And so it would be an absolute expectation of a board to know that there are new Title IX policies out there, that those are easily accessible on your website, and that your student codes of conduct, and maybe even your staff and faculty handbook, if you have those, would also reference that new Title IX policy as well. Brandee, I'll hand it over to you.

So what we did to prepare is this is an area where we're very fortunate to have a lot of collaborators around the state who work really well together. So we spent a lot of time this summer putting together a four part webinar series that Mackenzie and I hosted. We had some help from Aleigha Mariott, the Director of Student Conduct in Stillwater. We put all the materials online, they are free to anybody who wants to access them. The videos are posted, they are closed caption. But we were fortunate to have participation from we think every institution in the State of Oklahoma. Average attendance at each one of those was over 80 per session. So one of the big things that came out of that is we talked a lot about who was going to serve in these various important roles in the Title IX process. And one of the key ones is who's going to be decision makers. That's important for institutions. And is it going to be different for students versus faculty versus staff, lots of things like that. So what we decided to do is put out a statewide request for [inaudible]. All the institutions participating are committed to spending $2,000 apiece. With that money, the Association of Title IX coordinators, so ATIXA, has agreed to host virtual training for all the respondents, or all those that we choose to serve as decision makers. And we'll create a pool that can be used by any institution who participated across the state. As of Thursday, we had 21 institutions that have committed to doing that. We expect to issue the RFP probably this week. And many of those will be willing to do this decision making process virtually. So even those campuses that are fairly remote and not as central to Oklahoma City or Tulsa can benefit from using this. So if your institution is one that's interested and we haven't heard from, please tell them to get with me as soon as possible. And as

Mackenzie said, you can check your institution websites to see what the new policies look like for all of the schools.

There are a number of major process changes that I think as boards and as regents we would want to have a high level understanding about. And so the first major process change and this is something that was previously discussed, is we saw a revised and a uniformed definition of sexual harassment. And the nice thing about that is because it's in the regulations, this now crosses all institutions throughout the country. Previously, when you would pick up a Title IX policy or a student code of conduct, you might see a term sexual misconduct, and each institution defined that very differently. You pick up ten different policies, you saw ten different definitions. And now with the regulations, you see a standardized definition of sexual harassment. And I think that that's very beneficial to clear up confusion across the country about how we use that terminology. One of the significant process changes that happens very early in the process that is new in these new regulations is when we have to dismiss a complaint versus when we may dismiss a complaint. And so now that is wholly clarified. And this was something that was, I mean, significantly lacking in most Title IX policies, probably for fear and concern, that an early dismissal would raise the ire of the Department of Education. And so now with these new regulations, we understand that the Department of Education requires an institution to dismiss from their Title IX process if the conduct wouldn't constitute sexual harassment even if proved. If it didn't occur in an institution's programs or activities. Or if it didn't occur against a person of the United States. So that's the study abroad issue. And so those are must dismissed, like, or have to dismiss, right. And if you don't dismiss them from the Title IX process, then the failure to dismiss could be considered a Title IX violation. On the other hand, there's also formal complaints that may be dismissed. This is where institutions get to choose. Is this something you're putting in your process or not? And so for example, if the complainant requests to withdraw their complaint, that may be dismissed. Previously, and before these final regulations, many institutions had an administrative override, where you would look at many other factors to determine even if a complainant wants to withdraw their complaint, are you really going to dismiss it or do you need to continue to look at that. And so this now allows your policy to have and may dismiss. Or if the respondent is no longer enrolled or employed, and we'll get to that employed part in a minute, because these regulations apply not only to students but also to employees as well. And when specific circumstances prevent gathering evidence sufficient to reach a determination often we refer to this as the complainant who just never follows back up. Right. So you continue to reach out as the Title IX coordinator to gain more information and you don't hear anything. Thus, there not only may not be specific

circumstances that predict gathering, you may not hear squat back. And so this really allows institutions to dismiss it. It also adds in an additional process that has really been foreclosed from institutions before these regulations. During the Obama Administration, informal processes such as mediation, were strongly not preferred, to go through a Title -- a Title IX process. And that mediation was considered inappropriate for Title IX issues. And that was draft -- and we were made aware of that by a 2011 Dear Colleague letter and also follow up information from the Department of Education. Now with these new regulations if you have a formal complaint, you can offer an informal process like mediation, but there is an exception. Unless it is a faculty on student issue, where a faculty may be harassing a student, and then the informal process is not allowed. And that makes good sense because we would see a significant disparity in power potentially between a faculty harassing a student and therefore that mediation would not be considered appropriate. Another significant change is interim suspensions. What we previously called interim suspensions the regulation changes the nomenclature, we now call that emergency removals. And perhaps interim suspensions previously were something that were done through like a vice president of Student Affairs Office, often relatively quickly, maybe with -- without a robust and formalized process, and it may not have involved very many people. Now if we're going to look at emergency removals, they require a significant risk assessment with an appeal process. And I would anticipate that if you all have behavioral intervention teams on your campus, they will likely become involved in that emergency removal process, because they're a team that is already comprised of professionals throughout your college or university, who are well informed about measurable risk analysis. OK, so some additional major process changes. All investigations and with a written report. This probably should have been how it was being done before, but now it's formalized. This is a must, you have to do it. There is a very structured process to review materials before the evidence. This isn't, you know, the courtroom TV drama where somebody surprises you with something at the hearing. Everybody knows what's going to be presented at that hearing ahead of time. The process is so formalized that if there are significant changes made during it, so in other words one of the parties reviews the report, there's a significant change, the whole timeline starts over for review. So it has the potential to extend these proceedings to a link that we have not previously seen before. And then all decisions have to have a live hearing, which can be virtual, that's important. It doesn't necessarily have to be in person. So don't translate live to in person. And it has to allow cross examination by an advisor. The parties are actually not allowed under the structure to ask questions of each other, it has to be done by an advisor. And this is where it gets tricky for institutions. You must provide an advisor to any party who requests one, without fee or charge, you cannot charge the party for that.

The party is allowed to bring their own advisor of their choice, can be an attorney if they choose that's up to them. But if they don't, you have to. If they don't have an advisor, let's say they decline the one you provide, they cannot ask questions during that hearing. So think of the advisor, the easiest way I can describe is kind of like a parrot. They ask questions for the party of the other party. Another misconception here is the word advisor kind of denotes that maybe that person is going to guide someone through the entire process. That is not necessarily what that means. You do have discretion here to limit the role of the advisor, especially an advisor that the institution provides. So it's an area that schools should look very closely at to decide how do we want to do this. Another key change is the parties of the witnesses have to attend the hearing and submit to cross examination or their statements cannot be considered at all. This is a shift, because in the past, I can speak for how we have structured hearings, the investigative report often summarizes statements of witnesses, right. Because the investigator's gone out and talked to that person. And the parties know what those summaries say. So if the party disputes it, they get a chance to bring that up both before and during the hearing. Now that report can still be introduced, but the decision maker can't consider that witness statement unless that witness appears at the hearing and is subjected to cross examination. So that's another big change. And then finally, any training material used by anyone in the whole process, whether that's an investigator, an advisor, an adjudicator, whatever that role is, you have to make public on your institutional website. This has led to some consternation from some of the companies that do this for money, right. This is proprietary to the institutions like ATIXA. So they're reaching agreements with institutions on institutional licenses and how you go about posting that material publicly. But it has to be public facing for anyone who chooses to access it. So one of the surprising changes between the notice of proposed rulemaking and kind of where we thought originally the Department of Education was going with these regulations, and then what we actually saw in the final regulations, was a shift to include not only students within these regulations, but also employees as well. And so this new process applies both to employees as well as students, if the behavior meets the definitions in the regulations. This is particularly challenging because for many institutions this required human resources to become involved in the Title IX process, whereas they probably were not before. That may have just singularly been a Title IX coordinator, who then collaborated more with student conduct, because it was a student process before. And so we saw during the summer months that we had to make modifications to employee handbooks, to make sure that they referenced the Title IX policy. No longer is it just an HR director, or a VP of HR, who is reviewing these issues and making determinations on harassment. And perhaps investigating and making the determination and making the final

conclusion, like you would see in other types of human resource processes in other types of industries. We're not allowed to do that anymore, right, for issues of sexual harassment in higher education. We need to go through the full Title IX process, right. Which includes a full investigation that's written with the hearing, which we probably haven't had in our HR policies before, with a full hearing process plus an appeal. And so that required changes to our employee handbook. And also require changes to our faculty handbook. And so there is an interesting issue for our research institutions that we will see hopefully clarified by the Department of Education. And it's yet to be clarified right now. But for those institutions that receive federal funds through the National Science Foundation, right, so you have sponsored research through the NSF. And also this is, although it's not in the contract agreements with the NIH, there are memos that allude to this for the National Institutes of Health sponsored research as well. You have a PI or Co-PI on an NSF funded grant, and they are put through the Title IX process, you're required to let NSF know through a portal on their website. However, the Title IX regulations didn't take this into account and rather required some pretty significant confidentiality measures through the entirety of the process. Those are somewhat incompatible. And so there are numerous organizations that have asked Department of Education for clarification for that because we want to make sure we're meeting not only the expectations of the Department of Education, but also meeting our contractual expectations for the NSF. And so, and that isn't the only place where we've needed to ask for more clarification from the Department of Education. And so we anticipate that is one of the challenges when you see a potential [inaudible] change in Administration, is that these types of gaining more clarity may take a little longer, so that we can have a better understanding of that. And Brandee, if you could highlight and talk a little bit more about the challenges with faculty and perhaps the faculty handbook?

Sure. So if your institution's anything like some of ours, faculty are infinitely reasonable, right? So shared governance, obviously, is a model that we value and respect, but it makes changes challenging sometimes. So we engaged very early with our faculty counsel here on the Stillwater campus, because one of the key disparity, or not disparities, but areas where we didn't reconcile is the standard of evidence. Our system institutions chose to stick with preponderance of the evidence for now and evaluate in a year to see what we want to do there. But that conflicted with the Faculty Handbook, which requires clear and convincing evidence in order to terminate. So what we were able to do is create a carve out in the handbook that basically says, if it's a Title IX case that the faculty termination hearing, or whatever that disciplinary process is, will defer to the findings of the Title IX hearing. That's actually really helpful and a change we needed to review

anyway, because we were running into a potential issue of what do you do when you have a Title IX case that goes to a hearing before a faculty body who have no training in this. We don't want to put victims in a position to have to testify before that body. So this was -- allowed us to reconcile those changes and put that on. It has been posted on the OSU Academic Affairs website. So if you're looking for some sample language that you might consider, it was posted late last week after approval by our Board of Regents. So with that some summary observations. This was, as you know, very long, involved and complex process. And it's even more now. To the extent you have not already thanked your Title IX and Student Conduct employees, please do. They spent this summer dealing with a host of unique challenges related to the pandemic. And this certainly didn't help. It added a lot more to plates that were already very, very full. And they stepped up to the challenge and did a really good job getting what they put in place in time for the August 14th trigger date.

And in addition, in closing, you know, we recognize that these are tight budgetary times for everyone. And I think that in, for Title IX resource support, Title IX coordinators, according to the Association of Title IX Administrators, which is their professional organization, about 60% of Title IX coordinators have been in the job for three years or less. Almost none make it for ten years. And so we are constantly seeing a turnover in these positions, which is by institutional support particularly for professional development, with these now significantly changed and exhaustive regulations has probably never been more important. Because we need to continue to have really adept and knowledgeable Title IX coordinators. And so couldn't be more proud of the Title IX coordinators that we worked with all across the state this summer to get our policies up to where they need to be, and the amount of collaboration that we provided, I think was very beneficial and helpful. And so hopefully we can continue to be resources and support for each other as we walk through the next few months together.

All right, that's all we have.

We appreciate the three perspectives, and I think we're at a point then we can go to questions for our panel. Kylie, do you have any questions in the queue?

Right now, I do not see any questions in the queue. Let's give our attendees an opportunity to ask the questions. You can either use the raise your hand function, which is the little hand icon, or you can type into the Q&A box.

Well let me ask a question while we're seeing if we have any others. I might ask this and maybe starting with Regent Lester, because of his perspective, not only as an attorney but also as a regent on two of our boards of regents. In this space, which we understand is becoming increasingly important, which is the main reason we provided it as one of the programs to focus in our Regents Education Program. But as a regent, maybe particularly as a new regent, of all of this information that the three of you provided, what do you see as you're absorbing as you're a new regent, what is the main takeaway? What is the major area of focus that they need to be concerned about given their fiduciary duties and their responsibilities as a regent for one of our colleges and universities?

Well first, let me say this. I meant to say it at the at the outset of my remarks and did not. To all of the, especially the brand new regents who have been, I guess, appointed in the last really or confirmed in the last six months or so. Congratulations. Welcome to the regent family. It's a -- there is nothing that, I believe, there's nothing that the State of Oklahoma does that is more important than higher education. It's about our posterity. It's about our presence, as the Governor said earlier. And it's about our future. And this is really, truly vital important stuff. It's fun job. It is a time consuming job. I did learn pretty quickly, as I'm sure you guys have, that this is not a cushy, fun appointment. Oh it is fun. But it's hard work. And you need to do the hard work. Secondly, this Regent Education Program is so important. Here's the thing about Title IX. Title IX we made a national commitment to Title -- to equality and educational opportunities and programs almost 50 years ago when we adopted Title IX. And again, if you go back to what the statute says, the very first substantive page of my presentation, which I hope can be emailed to all of you. You know, it's a really simple statement. And all of us, I know everybody on this call, I know agrees with it. We also made a commitment, 200 some odd years ago, to freedom of speech. I like the way these regulations attempt to balance the importance of equal access to educational opportunities and programs and the First Amendment. The First Amendment is one of our core values and certainly for higher education is a core value. Freedom of speech, freedom of thought, is a core value for all institutions of higher education. It must be. But so to must stopping discrimination based on all sorts of things, in this particular case based on sex. So, you know, what's the most important takeaway from it? I think it's this. This is an attempt to balance two important thoughts in higher education. Is it perfect? I think Brandee and Mackenzie have shown you pretty well, that especially with the quick timeframe to implement this, it was very difficult. And I can tell you, some of my own clients have posted by August 14th, their new policy and have already revised their new policy. That's hard. It's hard work and yes, I agree with the last remarks, I believe it was Brandee

who said it. That please thank your staff for the hard work that they are doing in this field. But, you know, our job is a regent has always been to, and when they say once a regent always a regent, I hear that. It's sort of true. I do feel that way. I know I still think that way, even though I've been out of that job for a little bit over a year now. Our job is to suit -- is to supervise the entire enterprise, not on a day to day basis, but on a -- on that 50,000 foot basis. And so what I urge all of you to do and to take away from this program, is to look at, you know, you've seen a lot of minutia that you're probably not going to have to get overly involved with on a day to day basis. I hope you're not. You shouldn't be. But do understand what these commitments are and reinforce these two commitments that are here, the commitment to freedom of thought, freedom of speech, freedom of expression on the one hand, and equal educational opportunities and programs. And so you can get a little more specific than that, the antidiscrimination aspects of Title IX.

Mackenzie, your thoughts?

So I think one of the questions that I might ask as a regent or want to know more about is, well who's your Title IX coordinator at a very basic level. Who is that person? And how can we ensure that administration and management is supporting the Title IX coordinator in the resources and services they need, recognizing that we have seen a wholesale change in how we are handling procedurally Title IX issues? And so in asking that question, I think that that, one, makes Title IX coordinators, as a former Title IX coordinator, it would have made me feel heard and seen, right. That you recognize that this was a significant issue and you care. And number two, I think it kind of would potentially talk to management and administration of this is an area where we're not going to get into the weeds. Right. But we want to make sure that you are providing the necessary supports, recognizing that it is a significant change, and increase in volume, and really procedural work within that Title IX process. So who are you and what do you need?

OK. Brandee, any thoughts on that question?

Just one quick thing. This is an easy process to overlook until it becomes a PR issue for your institution. And when it does it's too late. So prepare for that and address it on the front end.

OK. And that's good advice for regents, because it may not be something that's on their screen on day one. But that, again, that's the reason for this session to begin

that preparation as they work through all these issues with their presidents. Kylie, have we had any questions in the queue?

We have not had any questions in the queue come up. I will mention that this morning, and for registered attendees, the email I sent out did include copies of the PowerPoint from Regent Lester and from Mackenzie Wilfong and Brandee Hancock. So they do have access to that material.

We've got an outstanding panel. And truly if you look at this area and this subject matter, I don't think we could have assembled a better threesome to go over this, and in a pretty short timeframe, than our three panelists this morning. So regents and presidents and others on the call this morning, let's close this session out by virtually expressing our thanks to all three of our panelists, Regent Emeritus Andy Lester, Mackenzie Wilfong and Bradee Hancock, for a great presentation on Title IX. Let's thank them at this point.

[Applause]

And with that, we'll sign off. You all are certainly welcome to stay on for the balance of the program, but we know you have other things to do. So please know that we appreciate your work in this area and your support of higher education. Thanks again.

Chancellor before we move on to our next session, we are waiting on two of our panelists to join. So there'll be a slight break until they join, before we can begin the next session.

We want to take a couple minute break here or just --

I think that that would be good if we wanted to take a short break while we allow time for the other two panelists to join.

Why don't we. We've been going for an hour and a half. So why don't we take a, if everyone's good with this, we'll take a five minute break.

OK.

Chancellor Johnson, we have with us, Brad Griffith, Dr. Gary Dotterer, Dr. Gregg Garn, and its looks like Dr. Dana Lindon-Burgett, just signed on. So let me put her on, as the panel.

OK, I think we'll go ahead and kick off our next panel so we can stay on time for our time sequence this morning. Our next session is entitled Going Virtual: Considerations for Teaching Students in Technology Best Practices, which is very timely given the increased delivery of online education that's occurring during the COVID-19 Pandemic. I want to introduce our panelists. We have serving as moderator for this panel Brad Griffith, State Regents' Director of Online Learning. In this role, Brad coordinates the activities of the Online Consortium of Oklahoma as well as the Council for Online Learning Excellence, which delivers all about education best practices to faculty across our state system of Higher Education. Before joining the State Regents, Brad served in a variety of roles at the University of Central Oklahoma, including Manager of E-learning Retention, and STS Strategic Program Manager, Learner Experience Manager, and as an adjunct professor. He earned his Bachelor's Degree in International Studies from the University of Oklahoma and a Masters from Florida State University. Please welcome Brad Griffith this morning. Our first panelist will be Dr. Gary Dotterer, who currently serves as the Director for the Center for Teaching and Learning at Rogers State University as well as the Chair of the State Regents Council for Online Learning Excellence. At Rogers State University, Dr. Dotterer oversees the development, the implementation and delivery of online education. The Center for Teaching and Learning serves as a primary resource for the exploration of new modes of teaching strategies for assessing student learning and the integration of technology into our classroom. He earned his Bachelor of Science Degree in Mechanical Design Engineering Technology from Oklahoma State University. Also holds a number of certifications in the area, received as Master of Science in Teaching, Learning and Leadership, as well as his PhD in Occupational Education from Oklahoma State University. Please give a very special welcome to Dr. Gary Dotterer. Next is Dr. Gregg Garn, who currently serves as Senior Associate Provost, Executive Director of the K20 Center for Education and Community Renewal and Professor of Educational Leadership and Policy, all at the University of Oklahoma. Prior to becoming the Senior Associate Provost, Dr. Garn served as Dean of the Janine Rainbow College of Education at the University of Oklahoma from 2012 to 2020, receiving his Bachelor's Degree from Northern Iowa, then he went on to earn both his Masters and PhD in Educational Leadership from Arizona State University. He currently holds the Linda Clark Anderson Presidential Professorship at OU. And we appreciate him being here today. Please welcome Dr. Gregg Garn. Finally, our last panelist is Dr. Dana Lindon-Burgett, currently serves as Dean for E-Learning and Academic Outreach at Rose State College. Prior to this position, she served as Associate Dean for E-Learning. She received her Bachelor's Degree in Organizational Administration from Oklahoma State University, her

Masters in Human Relationship and Organizational Development from the University of Oklahoma, and her PhD in Educational Psychology from Oklahoma State University. A very active participant in our Online Consortium. We, at this time, want to welcome Dr. Dana Lindon-Burgett. And as I mentioned, Brad Griffith will moderate this panel. So Brad, I'll turn it over to you at this time.

Thank you for those gracious introductions, Chancellor, and good morning to all the regions and presidents on the call today. It's an honor to have the opportunity to bring together three leaders of distance education across our state. Without any coincidence of them being from each of the tiers from within our state system of higher education. I've asked the three of them to prepare some brief remarks regarding some initiatives that they work on closely. And then we have some questions that we can also cycle through in addition to taking questions from the audience at the end of the presentations here. So the first person I would like to invite to present today is Dr. Gary Dotterer. And again, Chancellor introduced him very well from Rogers State University. And he is going to discuss with us the efforts of the Council for Online Learning Excellence for COLE. Dr. Dotterer, please take it away.

Dr. Dotterer, I believe you're on mute.

That helps, doesn't it.

It does, yeah.

Thank you for the gracious introduction. And thank you, Brad. And I want to thank Chancellor Johnson and the regents for the opportunity to be here today, it's an honor to speak with you and hopefully you'll have some good questions for us. As the COLE Chair, I wanted to speak to COLE, which is the Council for Online Learning Excellence, which is committed to empowering excellence in online and hybrid learning experiences. And we do that through the knowledge that we gained with networking and the advancements that we all share when we collaborate on initiatives that only enhance the student faculty and most importantly help our institutions be successful in the State of Oklahoma. We do have four guiding principles. We look at capacity through collaboration. And that's a framework for enhancing capacity for online and hybrid learning excellence through growing collaboration networks. And that hopefully includes all of education and industry soon. Mission empowerment. One of our other guiding principle provides resources for supporting the diverse mid -- missions of state institutions. As we all look, these institutions across the state all have different needs. They all have

different ways to go about finding resources. But COLE is about providing some resources, templates and things like that, that our educators can use at their respective institutions. The teaching and learning focus is where COLE enhances excellence in teaching and learning experiences by facilitating the creation of high value resources and services for our students, faculty and institutions. And then the leadership, the thought leadership is the guidance to the Oklahoma State Regents for Higher Ed and institutions on issues pertaining to excellence in online and hybrid learning advancement. I know right now our last count we were at about 76 members, but I do believe recently that number has climbed. Is that correct, Brad?

Yes, Dr. Dotterer. We were last time that I checked at 95 members of the Council.

Excellent, excellent. These members are from all of our institutions. They have a broad range of disciplines they bring to the committee. And we have segmented out COLE into subcommittees and then individuals who are interested in these respective projects or areas can sign up to be a member. One of those subcommittees is the Open Educational Resource Subcommittee who's done a lot of work with the COLE committee and done a lot of great push forward in open educational resources for the State of Oklahoma. I'm sure you'll hear a little bit more in the presentation about some of the new initiatives that OER has started. So we're very proud of the work they've done. We have a professional development committee that is working on putting together workshops, training opportunities for faculty, staff and administration across the state. COLE, in conjunction with the Online Consortium of Oklahoma, has put together a Moodle site. Moodle is a learning management system that allows us to share resources, information. We can place agenda items, meetings, other resources, and most importantly provide a portal for all faculty and staff to learn through some of our workshops and trainings that will be posted here this academic year. We have a policies committee that is putting together policies that need to be reviewed, looking through the lens of online education and hybrid models. Most of our policies in the past have been written specifically for face to face learning. And it's time to look at these through the lens of online learning and how these policies might affect and help assist our students and faculty. One of the most exciting subcommittees that just has been formed this year is the Advanced Engagement Technology Subcommittee. We are now delving into areas of engagement in education, utilizing virtual reality, augmented reality, extended reality, areas that we can now bring to the institutions at a level where everyone can afford that. So we are very excited about this committee. And I believe most of our members wanted to sign up for that subcommittee, which was, that tells us we're going in the right direction. Accessibility is a huge, huge committee that we are putting together. It is with Rob

Carr and Abel Tech through the Oklahoma State University. And they have been working in conjunction with a lot of the institutions with grants on putting together accessibility practices, best practices that will help individuals who need assistance in those areas. And then we have our final group, which is the Oklahoma Innovation Awards Committee. We will be putting that committee together and they will determine our awards coming up for our spring Innovation Summit. And we all welcome you to join us at that time. I want to kind of now give you some areas of focus and things that have been accomplished thus far this year, and areas that we're going to look at in the future in this academic year. We used an inner workshop training with one of our members from Oklahoma State University, Simon Ringsmooth. And if you know Simon, he did a great job on working with us, teaching us about Slack. Slack is our communication system that we will be using with COLE, OCO and a lot of our subcommittees where asynchronous and synchronous transmission can take place, but it's also an area where all of us can go for one communication portal and be involved with different discussions. COLE subcommittee OER just hosted an OER summit this past week. The committee has worked diligently providing leadership, discussions, meetings and have worked on grant opportunities for the state. The OER group is instrumental in contracting with the state regions and OCO, the OER works through pressbooks. And you'll hear more about that in the future. Our professional development subcommittee is finalized, as I noted with OCO, a Moodle site that will help us contain resources and promote best practices and theories that will help our institutions both faculty, students, and in the areas of training and professional development. I've mentioned the policies committee and we're looking at syllabuses and templates to provide to each institution to use, which will incorporate some quality matters best practices and standards. Of course Dr. Lindon-Burgett will cover that in a few moments. We're going to look at academic integrity and how that is viewed -- In an online situation. These statements for each of the institutions that they could look at templates to begin creating their own accessibility statements if they don't have any at this time. We'll also address student orientation with the LMS. And of course, one of the projects that we created last year, which was the Learner Readiness Tool that actually acclimate students into online education. Which teaches them about workspace, being a self-directed learner. Some of the aspects of how online education is different than face to face. So we will address some of those policies. And of course, we'll finish with instructor evaluation. So that will be a full slate for the policy subcommittee to look at. And then I want to start talking about some of the projects already in progress with the new Advanced Engagement Technology Group. OSU IT is working in Epic Games in a grant project. South Eastern is creating learning objects with Adobe Captivate. Areas they're looking at enhancing with this type of

virtual reality or extended reality are in safety science labs, outdoor spaces, choir practice and simulated audience for professional speaking. We are expecting great things from this committee. And I can tell you membership to this committee, as I noted, was very large and well received. Last year, a couple of notes that I wanted to bring to your attention again. We completed a learner readiness tool that's online for institutions. Can send students to go through different disciplines, preparing students to take online courses. If you've taken an online course, and a face to face course, you understand there are differences here. And that is the premise behind COLE and OCO, is to help our students and faculty have a better and greater quality experience while they're taking courses in an Oklahoma institution. And so that's all I have right now. So thank you for this time.

Thank you, Dr. Dotterer. And I would also like to express a note of gratitude for everything that you do and service of COLE and the initiatives that you've described here. I feel this energy just as you do with having the involvement from so many institutions and individuals around the state. And I think that that's something that sets Oklahoma apart as a part of the Oklahoma Standard is that we work together to move forward together. Our next presenter on here or panelist I should say is Dr. Gregg Garn. Good morning, Dr. Garn. From the University of Oklahoma again. And he is going to discuss with us a project that I first found about last year when I came on in 2019 that I believe initially was started as OU Global and has now changed into OU Online. So Dr. Garn, please fill us in.

All right, thanks, Brad. And I just want to be real cognizant of time. So if you can give me the signal, I've got a ton to cover, just make sure I'm not going over my time. I'd really like to focus on questions from the larger group. So I'll hit on a couple of key points. And then if you can just keep me honest with time. Chancellor, I appreciate the opportunity to present to this group and just a special thank you to Debbie Blanke for the invitation on this. I'm going to share my screen real quick, and go through just a couple of slides. The place that I really want to begin is, you know, I'm going to spend a good bit of time talking about the specific kinds of things that we're doing. But I think one of the things that we often jump over is the why. Why are we doing this? And there's a couple of things that I think are really important right off the bat, that is we really focused in in the last 12 months on a strategic plan. Online learning really came to the front in so many of the discussions. And I'm just going to give you a couple of clear examples about why we're moving into this space. One very clearly, it allows us to connect with students who can't physically be on our campus. We know increasingly there are lots of people that want degrees from our institutions but for a number of life reasons they can't physically be there. And we increasingly have the ability to

deliver that in a high quality way when they aren't physically there. Another reason and the Chancellor's done a nice job of articulating the education needs in the state. It is very clear for our economy to be accessible -- successful in the state and region we need advanced degrees. And so to be able to help provide towards that end is a big outcome of this. A third area that I think we can contribute we have some very clear goals at the University of Oklahoma about building a very diverse community. And if you look at a lot of the data around students who are taking advantage of online learning, they look different in many ways than some of the students that physically come onto our campus. And so we truly believe that we can meet some of our goals in diversifying our student body through our online outreach. The final area I would say is financial. It gives us the ability, we're all -- we all care about enrollments that has consequences in any number of ways. And to be able to provide high quality online is important to that strategic plan. So as I think about the sort of why, let me move into some of the more nuts and bolts of what we're trying to do at the University of Oklahoma. If you look at the way in which historically we had done online at the University of Oklahoma, it was very decentralized. Each faculty in a department or a program unit would come together to decide what they wanted to do and develop their systems, their processes. That works on a small scale, but it doesn't work on a large scale. And so, you know, there's a chat feature on this. I'll start off with sort of an interactive quiz. We have an online master's degree in geospatial technologies. If you can use the chat function, and anybody can tell me the college that that's located in, I'll give you some bonus points on the final exam here today. The reason that that's important is if you didn't know the college, you wouldn't know where to look for that degree. We didn't have a single front door that allowed people to come in and see what we had as an institution. And so we launched a three month branding campaign with a single front door, OU.edu/online, where you can look at all of the degrees and certificates that we have to offer. And I think our institutions oftentimes struggle with that. Is we have these silos where sometimes we have extraordinary things going on, but it's really hard to communicate that to somebody that's trying to find it in this big organization, regardless of the institution that we're in. So the good news is, people responded to that in a very powerful way. I mentioned that that three month campaign that we did, within 48 hours we had over 35,000 individual visits to the website. Really transitioned nicely in terms of people that are connecting with the programs. If you look at that total three month period, it resulted in 800 leads of individuals that were giving us their information to say, I want a program that's going to help me to move forward in my career or life, whatever those aspirations are. Again, I'm going to move pretty quickly here. But what I wanted to show this group is we've tried to be very disciplined in terms of what we're trying to achieve over the next couple of years in OU online. So we've

set out some very ambitious financial, organizational and performance goals, in terms of what we have to achieve to be successful in this. And, you know, just to focus on some of the organizational stuff. Oftentimes, our organizations, our systems and processes are not built for online students. And we've tried to figure out ways to make that work. Sometimes it's easier than others. But if you think about anything from application of financial aid to the time that it takes to admit a student to, you know, any number of areas just in the processing of what it is to work with a student, it's very different in the online world than it is in our in person. And so lots of conversations with different areas to figure out how we might -- how we might make that work incredibly well, for an online student, as we do for an in person student. This is a slide that I oftentimes use with faculty to give a real idea of what is it that OU online is trying to do in service to developing new programs across the health science, the Tulsa and the Norman campus. And I'll have you start off with 12 o'clock. Market research. The first thing that we do before we even consider any program is we have a third party partner that looks at, is this a degree that's going to lead to good outcomes for our students. We have no interest in opening up degrees that maybe generate some credit hours, but don't do good things for the students that come into those programs. So that has consequences, because we may have faculty that are very interested in opening up a particular program, but if we don't see an opportunity for good job outcomes or service to that student in terms of their potential job possibilities, that's not a program that we're going to open up. And so that's the basic key. We have to have faculty interest and strong potential for that degree to be successful moving forward. Again, this is going to look familiar to a lot of the folks that are focused on this. But I want to sort of zero in on one area that we are trying to differentiate ourselves from sort of others in online. If you look at a lot of the retention and graduation statistics for online students, they don't always look so good. And I think one of the ways that OU online can really differentiate ourselves is to pay specific attention in the ways that we do for our in person students, for online students. I think a lot of times we are so focused on the sort of structure of the program that we don't oftentimes think about the needs of the students. And so, you know, Gary did a great job of sort of laying out, well how can you be a successful online student if you've never had that experience before? Well that takes an orientation. Before you come into the first class period you've got to have some familiarity with some of the technologies and the processes and the expectations. And so we do that for all of our students before they enter into their first class so that there is a comfort level with those technologies to make sure that they can be a successful learner going forward. All the way through to job placement, you saw, one of the goals that we had is within six months of graduation 95% of our students are employed in the area in which their degree

articulates with. Again, it's a very ambitious goal. But when we pay attention to those things that's where we're trying to make it happen. And again, you can see the sort of logic model that we have here at the University of Oklahoma. The last thing, and then I'll sort of jump off here, I know this is real quick. But the last thing that I would throw out is, you know, we're not without some barriers. Again, this is not unique to our institution. But I think we all deal with ingrained processes, where people are very comfortable doing things one way, asking them to change is oftentimes hard. I'll give a just a quick example of that. If you think about the way in which we process applications for prospective students. At an undergraduate level oftentimes we have months to do that. Right. If you think about a student graduating from high school, and then transitioning in, there's oftentimes months to be able to process that. For online that becomes days. And thinking about how do you transition some of the processes that are built for months and weeks to hours and days, is oftentimes a significant challenge. Program expenses, again I'm sure others that are dealing with this, you know, it's not just that we can open up these programs and not be cognizant of some of the costs. Some of us have third party partners that put tremendous pressure in terms of the revenue. Others have cost in terms of what we're paying faculty. And is that unique from one college to another, or is that standardized? There's any number of those experiences there. I talked a little bit about marketing earlier. But again, with a decentralized marketing one of the things that we often do is literally drive up our marketing costs. If one college, let's say we've got three or four colleges that all are using online education in digital venues. So Google, LinkedIn, any of the places that we advertise, we're literally driving the cost up by those keywords, sort of competing against each other. So thinking carefully about how can we control those costs, whether it's program expenses or digital marketing is really an area in which we're focused. I will, I'll sort of jump off there. You know, maybe the last comment that I'll make is the first icon on the left here. We have tried to be very data driven in our thinking about online. And so being able to go in and have conversations with programs about their retention or graduation rate, or the average time that it takes to review an application, we find that faculty are very much data driven. Whatever the discipline, they care about data. And so having a conversation that allows them to make sense of, you know, what are the -- what does the performance look like for some of those programs. Our faculty have responded very well to those kinds of conversations. I'll stop my comments there. Again, really look forward to the question and answer period. But I'll be quiet from there. Thank you.

Dr. Garn, thank you so much for sharing that information. It's amazing honestly to see the amount of growth from the time that I recall is talking about this last year. And you've communicated I think quite well the alignment of resources and

services that really has to come into play at an institution that chooses to develop and offer online degree programs. So thank you very much, again, for that informative session there, very great. Dr. Lindon-Burgett, you're up next with us. And I think it's a perfect segue within this notion of alignment of resources and you're going to, I believe, share some information with us regarding Oklahoma Quality Matters, and the Online Consortium of Oklahoma. So please feel free to take us away.

OK. Well, thank you very much for having me. Thank you, Chancellor, and I appreciate the invitation from Dr. Blanke, and Brad. It's great to be here. Most of you know a little bit about Quality Matters, but just a quick overview. That is a resource that our state has used for over ten years. And it is a research based organization. They provide a rubric with research based best practices and online course design. So we have used that program to help faculty become familiar with course design. I mean it sounds kind of basic, but there are a lot of faculty that begin online teaching that were really just trying to get the content out there. And they don't necessarily think about design as a whole. And this -- and using Quality Matters gives them that opportunity to recognize what a thoughtful online design would look like and the elements that are required for it. It also gives the organizations that use Quality Matters a common language to help ensure quality. Because I noticed on like one of Greg's icons, you know, one of the elements in his cycle was to, that quality assurance for the programs. So this helps both faculty that have taught online for a while make some continuous improvements, and just stay current with their best practices. And it's been a great way to help faculty that are new to online, begin that thoughtful process of design. Some of the elements that are covered in the rubric, just an FYI on this. There's a section on, you know, helping the students get started online, what are the student is going to need. There's a whole general standard on learning objectives and how important they are for the foundation of the design. There's a section on assessment. A section on different resources and materials that are used. There's a section on student engagement in the design, you know, making sure that that's included in the design. There's a section on different tools that you use. There's a whole section on what support do you need to provide to your online students. And then there's a section on usability and accessibility for your online students. So all of those things are covered in the rubric in much more detail. We have been working closely with Brad and the Online Consortium, OCO. And we've been -- I'm really excited about what we've done because we have started registration through OCO. And so now all of the quality members -- Quality Matters affiliates can now register for those workshops through OCO's site. And what that has done is just, it's helped us set up a process for even more workshops in the future. But it's also generated a little bit

new enthusiasm. The pandemic helped a little bit there too, to increase some enthusiasm for online design. But we have, we offer three workshops right now. We offer faculty that are members of our affiliate institutions the ability to take a workshop on designing your online course, which works well for anybody that has never taught online. It also works well for anybody just taking a new course online. And they want to begin with some of the basic foundations. They go through, in that workshop it's a two week workshop, and they help kind of get the foundation of a design for one module. We also have a course called Improving Your Online Course. So those that do already teach online, they can get in on that workshop and help kind of share what they do and find ways to improve that. And we also offer a course called, we call it the APPQMR, but it's Applying the Quality Matters Rubric. So those that don't teach online or those that may want to go further into the course review process can take that one. And the design your own course and improve your online course both use that -- those fact -- the faculty courses, where they applying the rubric uses that example course to kind of help teach some of the standards and the different design practices that need to be in the course. But there's a lot of resources. The Oklahoma -- Online consortium of Oklahoma has helped us with that and they've got an excellent website now. They're really supporting faculty with the faculty needs. The quality matter side of it really focuses on helping that design get built in a way that helps the student succeed. So it takes the perspective of the student, or the voice of the student, to the design through the best practices. And then through Oklahoma, the Online Consortium of Oklahoma has just done a great job helping us coordinate that and they're working on tons of different efforts to help provide faculty what they need in order to meet the students' needs. Just a lot of things going on there.

Thank you Dr. Lindon-Burgett for those remarks. I might also add just a bit more about the Online Consortium. As Dr. Dotterer mentioned earlier, the Online Consortium was founded truly as an effort to bring together state institutions to align resources and services in a sense regarding online education. One of the efforts that we've actually had that was initiated through the Council for Online Learning Excellence was the acquisition of an OER development platform. So last year, the COLE, Open Educational Resources subcommittee actually made a formal proposal to the Online Consortium of Oklahoma to fund an annual subscription that supports development of open educational resource textbooks. We did just acquire this system about a month ago and are underway right now developing and issuing accounts and researching which projects we're trying to tackle right now. But I truly do see that as an ultimate sign of the movement of equity within distance education in the state, by looking at the cost of the textbooks across various programs and high impact courses, and seeing how we can actually

change students experiences. And ultimately give them a greater chance of retention in their courses by obtaining the course materials upon the first day. So I just wanted to make sure that that was specifically highlighted out of the Online Consortiums initiatives. We do have a couple of questions. And luckily, we do have time for those questions here I believe, about 20 minutes remaining in this session here. Of course, we welcome any questions through the chat or Q&A from the attendees on the line. But I would first like to start out by asking to maybe get a little bit of further elaboration from you all on the support that is required for faculty to successfully develop and/or teach online courses at your institution. So Dr. Lindon-Burgett, might you like to start on that one?

Yes. We would -- we actually prepare our faculty, a variety of ways. And again, this is an area of continuous improvement at our institution too. But ideally we want faculty to, before they teach online, and I know that this seems logical, but we want them to have experience on our LMS. We want them to be comfortable with that because they're going to have to troubleshoot. They're going to have to know what features there are for them in their design. But that's big. And then we want them, if they're designing -- if they're just teaching the course, we want them to take a class on facilitation, because there are some best practices on facilitation. The community of inquiry is big there. We want there to be presence in our online classes. So you know, there's -- there are some myths with online classes that have come up through the years. And we -- and it's a chance for us to use those initial courses before they teach online to help break up some of those myths, such as it's easier to teach online and some stuff like that, because there's does need to be faculty engagement. The way you set up your due dates and stuff are different online than they are on ground. So those are some of the things that we do before they teach online. And if they're going to design a course we want them to go through some of those QM workshops.

Thank you, Dr. Lindon-Burgett. Dr. Garn or Dr. Dotterer, would either of you like to comment on that question as well, regarding support for faculty, designing or teaching online courses?

Go ahead, Gary.

Gary, you're on mute.

I'm glad you're there for me, sir. Thank you. One of the things that you looked at in the discipline of faculty coming in to teach an online course versus a face to face. Looking at our wonderful faculty across the state, these people are experts in their

field of study. So when we look at being able to facilitate or to teach an online course, we also have to provide professional development for faculty. A lot of these educators, again, are from their own discipline. But have they actually been in an environment where they talk about theories of how different individuals learn? If you look at our course -- our courses right now or our classrooms, there's upwards to four different generations, possibly in one classroom. How do you pass on knowledge to each of those type of individuals who were brought up in a different environment, and they were all taught differently at a high school or junior high setting. So I think it's important to note that our faculty need a small amount of training in the areas of teaching individuals that come from different and diverse backgrounds. And that's very hard in an online situation. But I think if we're able to provide those opportunities for our faculty will be, it'll be helpful. The other thing is, as Dr. Burgett mentioned, training faculty on the learning management system is crucial, especially with them being out on the deserted island as well, especially during COVID times, there's not that immediate help from a helpdesk, or from some of the departments at are institutions that help faculty build or troubleshoot areas. So it's important to keep those individuals trained in the areas of the learning management system. And I would always encourage a faculty member who has never taken an online class to take an online class before you actually teach one. I'm off my soapbox.

That's actually a good point. I'll just kind of build off of what Gary said. The online classes, or the development classes that we offer through QM at least give faculty the opportunity to be a student for a couple of weeks. And it is very enlightening for faculty.

I'll just add a couple quick points to that. Incredibly, well said. The point that I would make is oftentimes we need to think about the IT systems as well. So there's the -- there's sort of the instructional side of it. And then what lies behind that are technical systems that sometimes have hiccups. And so paying attention to our IT staff and making sure that, you know, if we have online students that frequently are doing their work between say 6:00 p.m. and 1:00 a.m., if something happens in the middle of the night, that there's somebody there or a process in place to be able to help them out. The other thing that I would echo is just the idea that oftentimes the folks that we hire into our higher ed positions, we hire them for a variety of reasons. And it isn't always their online teaching is the first thing that we look at. And so I think we have the obligation to help out with that. We can't just expect that somebody is good at it because we need it as an organization. And so our state of the art, you know, three or four years ago, was to give somebody a stipend and say, hey go figure this out, go create an online course. Well we've now evolved to

the place where, again, at this institution we have an Office of Digital Learning, where we have an instructional designer and a videographer that work with a faculty member. We assume that they have the content knowledge, we don't assume that they have the knowledge about the best standards of learning for online. And when we connect those two together, one of the unintended positive consequences that we see is quality in their in person, right. We have a lot of people that we've hired at this institution that are fabulous scholars but they haven't put as much effort into the teaching side of it. And so a really nice unintended consequence that we've seen is when they're developing online classes, it's a conversation catalyst to say, well how do you think about teaching. And it gives them a number of different instructional strategies besides just the, you know, the 45 minute lecture and kind of grind it out. And so there's been some nice conversations with some faculty members that really hadn't contemplated not just -- the way that I sort of talk about, and this is my college event role. We definitely care about teaching. But if I've got to prioritize teaching or learning, I care a lot more about learning. And our faculty oftentimes are so focused on the teaching, they don't think about that other side of the equation. And that's where we get them to open up that conversation when we're working with building these online courses.

Thank you, Dr. Garn and Dr. Dotterer and Dr. Lindon-Burgett for that insight. You actually segued very interestingly to another one of the questions I had prepared. And Dr. Garn you touched on this just slightly, so I might actually start with Dr. Dotterer this time. How do your distance education units, because that is the type of unit that each of the three of you oversee at your institutions, work together with the Information Technology Division, which is traditionally responsible for the procurement of technologies to support online education? How do you all work together to support online education for the students?

I did it this time. Meetings, meetings, meetings, meetings is the answer. Working in conjunction with IT departments, we have an academic computing service and an administrative computing services department. Both of those are different in the aspect of one deals with the regular technology we see in the classrooms and all of the equipment. Our other one, the administrative computing services, is the one that deals primarily with our learning management system and our student accounting software. At our particular institution, both of those systems are merged together, where it's been quite difficult to get all of these modules together where they're working in sync. But we're finding that this is working well for us. We're finally getting the bugs out of the system. But it has helped that those are integrated together, which keeps us in a communication loop. Because we meet

every week as far as our academic computing services, with the LMS module managers and some of the other departments. So we keep a tight knit communication pattern going on between the departments.

Thank you, Dr. Dotterer. Dana, do you have any comments on that?

Well ours are a little -- ours are separate. We have an academic technologist that works in the E-learning division, and we are the ones that handle the LMS. And a lot of that E-learning technology such as helping them get with zoom accounts, and then. And some recording technology. We have recording rooms here too, much like what Greg was saying is that you have that piece within the E-learning division to help them with the LMS and the -- and recording and stuff like that, too. But we do work closely with our IT department, especially for any technology that would impact students, where the students would be using it. And they can help us sometimes with that items. But our IT department really handles a lot of the campus wide items where we handle more of the online items and stuff like that. But we still have to work together. We -- our academic technologist is one that sits on the IT committees as well.

Yeah, I'd echo those comments exactly. And again, I'm going to share my screen real quick and just show you one other area where we have partnered with IT. And it's around the visualization of data. So I talked about if we know where some of the challenges are it allows us to go in and have conversations. And this is data, I'll just run through this real quick, and again, this is sort of our cone of silence here. Where this is not all always the most flattering data but if I don't know what the problem is, I can't go in and solve it. So I'll just ask for a little grace in terms of sort of talking you through this. This is our ability to work with IT to be able to figure out where data lies, who owns it, and how we can visualize it so that a program coordinator or a faculty member can use it to improve processes. What you're looking at here is a project that we've had with our IT group to basically visualize. And this is our, again, I'm asking for a little grace here. This is our Fall 2020 application review for our online Masters' degree. And if you remember the comments that I had earlier, if the expectation for an online student is they're going to get an answer about whether I'm admitted or denied to a program within, let's say two weeks, is it reasonable. Probably one week is closer to their expectation. If I'm looking at, you know, 11 days to be able to simply start and finish the application, that's probably not where we need to be in terms of our timing. And so just, again, sort of answer this question. Our ability to work with IT to visualize data has been really important for us to do be able to move this forward at this institution. That's just one example of where we've worked with our IT professionals to try and improve what we're doing.

Thank you, Dr. Garn. And I think that it just goes back again to what you shared with us earlier, that bringing online programs to the forefront of an institution requires alignment of multiple divisions and new ways. And I think that it can oftentimes be a struggle at the start, you know, to get all of these pieces aligned. But the reward out there is tangible at the end. And I think it improves experiences for students across the institution. So great work that you all are doing with the IT division there, especially uncovering the goldmine of data that all of our institutions sit on. That's a great starting place there. The next question that I would like to go to. just in our short time here, and again I do encourage any of the participants are attendees on the call to type in the chat or Q&A. But how does your institution involve student voices in the operation and strategic planning of online education? Dr. Garn, might we begin with you this time?

Yeah, that's been, it's been critical. If you remember the slide that I showed, where we looked at the sort of logic model for student services, that comes precisely from conversations with our online students. Oftentimes, they feel left out a little bit in that if you're on campus you know where the counseling center is, where you know where the writing center is. I think it's our obligation to be able to connect our online students to some of those same services. And if we don't connect them and do that right up front in the orientation, they've spoken very clearly and very powerfully that they oftentimes don't feel as connected to our institution. And so that's one of the ways that we have really tried to listen to our students is around some of those students services, and making sure that, again, from the orientation at the beginning to job placement services at the end, that just because you're at a distance doesn't mean that you lose out on the same services that our in person students get. Now we might have to think differently about it, but we can deliver it if we're able to think it through. And those online students have been able to raise those issues, and we've been able to address them.

Thank you, Dr. Garn. Dr. Lindon-Burgett, would you like to make some remarks on that one?

Yes. The student voice is critical. And part of that is one of the beauties of using Quality Matters, because all of those standards take the student perspective. So that does help. And when you're training on that, it also helps because, you know, faculty understand, oh I never thought that students would need this. Going to Greg's point, I never thought about putting where they would go to the writing lab, or how they would get assistance, tutoring or anything like that in my online course. We encourage our faculty to create a help section. In fact, you know, that is

what Standard Seven is all about in Quality Matters. And that's making sure that your design provides links and information on different types of support. We also try to build that within our LMS from the E-learning division. So we've got a help button on our LMS that not only helps them with Canvas, but it also links to a student resource guide and stuff like that. So we want to make sure that our students get that information. We do pay for 24/7 support through Canvas. So those students working at 1:00 a.m., we're not big enough to provide support here on campus for that. But students working late at night can contact our LMS support. And that was important as we were considering moving forward on that. We also do an online course evaluation. And so we're able to get feedback, course evaluation feedback for our online courses as well. And that's a big help.

Thank you, Dr. Lindon-Burgett. Dr. Dotterer, we have just a couple minutes remaining, if you'd like to remark on that, student voices in online education and you are muted, sir.

Once again, sorry. Very similar to Dr. Lindon-Burgett, we make sure that we have a satisfaction survey at the end of each semester for all of our online courses and our Assistant Vice President of Academic Affairs take care of all of those satisfaction survey. So we glean a lot of our information from there. Also, Dr. Millikan, has done focus groups. Each year, a group of students, and I think that she's expanded that maybe to two or three different groups. So our students have a large voice in what we do, and we make sure that they have the option to let us know what best suits their needs. So I believe that's a good model to follow.

Brad, if we don't have any questions from our panelists, I might ask a lightning round question for each of our three panelists, as we close. You've provided a lot of great information for our region. So my question would be from a regent's perspective, particularly regents that may be in their first year or two of services as a regent, in terms of all this information, what would you view as your major takeaways? With the background that we know since COVID-19, there's been much more reliance on online courses. Responsibilities that regents have to ensure rigor, to understand that this may be a major component in this changing business model in higher education. What one or two takeaways should they leave this session with as they go back to their campuses? Start with Dr. Garn and we can just offer, three of you just take a quick shot at that.

Yeah, Chancellor, I appreciate that opportunity. The one thing that I would say is, I'd love to consider continue the conversation about program approval. So there's been a policy that's allowed us to move a little bit more quickly under COVID that

I think is really important that we continue to have that discussion, if that policy were to end. You know, it just it can't take a year to be able to go through approval processes to open up a new program, we've got to be much more agile. This is critical to any of the institutions that are on this call. You know, online has to be a part of the portfolio. And that's not to minimize quality at all. But I think we can do a high quality process in a much more quick timeline. We've been able to figure that out at an institutional level and I'd love to continue that conversation at a state level. That'd be my just add to the mix. And then to be able to share the market research. I mean, again, as we're talking about high quality programs, we've got to make sure and demonstrate to you that we have the ability to lead to good economic outcomes. And so being able to really strengthen that component, I think would be powerful to justify a new program.

OK, thank you, Dr. Garn, Dr. Lindon-Burgett.

Yes. You know, I think it was a little bit ironic when the pandemic hit with the K 12, some of the news media coming out that parents wanted their money back, you know, for some of this stuff. And even in Higher Ed. And sometimes there is -- we can forget that there is a significant expense to produce high quality online programs and courses. And from the technology side to the training side, both the faculty and then the support for the students. So that's probably one of the biggest areas that I would stress to the regents, is it really, it's a multifaceted factor. It's not easier, it's not cheaper, it's just a different kind of expense. And the continuation of supporting programs like the regents have been very supportive of Quality Matters. and now with the Oklahoma Online Consortium, that is important as well. So that support is really helping many of our campuses, especially those that are a little bit smaller in scope and in different regions of the state.

OK, Dr. Dotterer.

Yes, I would like to really encourage the regents to believe in us, believe in COLE, believe in OCO, because we have the people there that can help our institutions in Oklahoma. And when I was first approached by Dr. Dodd several years ago about being a member of COLE, it was to help all of the institutions play on a level playing field where everyone who has the opportunity to share resources, to share ideas will help those institutions who may not have those budgets to, that the other schools have. So please bear with us. We know we're on the right track. We know we're going to do some great things in Oklahoma. So just believe in us and keep supporting us. Thank you.

Very good. Thank you. Brad, you want to close us out, I think we're right at our timeline here.

Yes. And thank you for that. Got a great lightning round there, Chancellor. today, again, what you all do for everybody that works at our institutions around the state, but also those that are enrolled at our institutions, I think is very clear by what we discussed here today. So again, appreciate any other questions that come this way. But I believe that concludes our presentation. Thank you, Chancellor, and thank you, Kylie.

Let's thank our panelists for a great presentation this morning. Really good job. And we appreciate each of you. Thank you so much. And with that, I think Kylie, we'll take a, do we want to take a five minute break before we start?

We could do that while I am putting on the panelists for the next session.

All right, five minute break and that this will be our much anticipated final session of our last session. So we'll tune back in in five minutes and take a quick break. Thank you.

Good morning, everyone.

Good morning, Lindsay, how are you?

I'm well, Dr. --

Good morning Lindsay.

How are you? How are you, Dr. --

Good morning. How are you?

Doing well, thank you.

Good.

Hey, Jason, good morning to you.

Just as an FYI, this is live for everyone to hear the conversation while we're on this five minute break.

I'll try not to make any snide remarks, then.

Thank you, Dr. Kirksey.

Did you have a good weekend Belinda?

It was, it went really quickly. I did a lot of cleanup due to the ice storm. So it was all work, no play.

Well welcome to Oklahoma.

Definitely.

A little different.

Hey, everybody.

Oh.

Tom Meredith.

Good to see you.

Hi Tom.

Tom [inaudible] good to see you.

Well good morning to our panel. How's everyone?

Great.

Going good, Chancellor, how are you?

Doing well. We're -- you're -- you've got the distinction of being the last panel for the last segment, so, the pressure's on. We had a good segment today, started off our first session with the governor at 9:00 a.m. and had a good discussion with him. So this has gone well today as our other previous three sessions have.

Is it just regents that are attending or are there other --

So have -- you'll have a smattering, Jason, of presidents as well. So I'd say it's, and we've maintained our numbers really very steadily, but I'd say it's probably a two/thirds region's one/third presidents.

Good, thank you.

I don't know if it would be good or not to be part of a smattering.

Yeah.

Yeah, I think it's, I think presidents are very interested in the program content as they should be. I always was when I was a president.

Yeah.

I'll make brief introductions and then we'll just get right into the session. So I think we'll be ready as soon as we've got about 25 seconds, then we'll be ready to go back in.

And Dr. Meredith, that initial document you sent has been sent out to the attendees.

Great.

OK.

Great.

Dr. [inaudible], I hope we get a second one sent we'd send it.

We can work on that at a later date and we'll get it sent out to them.

OK, thanks.

OK, I think if we're ready, we'll go ahead and start our final segment this morning. Our final segment for the Regents Education Program is entitled Advancing Diversity, Equity and Inclusion in Higher Education. I will introduce our moderator at this time, and will then provide introductions of our panelists, and then Lindsay, I'll turn it over to you for moderating the panel. Lindsay Echols,

Executive Director of our Campus Compact and Director of Student Affairs and Diversity for the State Regents will serve in the role of moderator for this panel. Before joining the State Regents in March of 2020, she served as Director of Community Engagement for the Regional Food Bank of Oklahoma and additionally Senior Assistant Director Fraternity and Sorority Life at Indiana University Bloomington. She earned her Bachelor of Business in Corporate Communication from the University of Central Oklahoma. And again will serve as our moderator. Our first panelist is Dr. Tom Meredith. I have introduced Dr. Meredith previously. He has been on each of our three previous panels. Just quickly, System Ed for Systems in Georgia, Alabama and Mississippi. He's been a university president. Senior Fellow at the Association of Governing Boards, and a preeminent thought leader in the national higher education space. Let's welcome Dr. Tom Meredith again this morning. I'm going to introduce Dr. Belinda Higgs Hyppolite. She is Vice President for the Office of Diversity and Inclusion at the University of Oklahoma. Prior to joining OU, she served as Assistant Vice President for Student Development and Enrollment Services at the University of Central Florida. She earned Bachelor's Degrees at Southwest Missouri State and a Master's Degree is in Counseling and Human Resources from Western Illinois University, a Doctoral Degree in Education from Concordia University. Very pleased that she's with us today. Again, please welcome Dr. Hyppolite. Next, Dr. Jason Kirksey is the Vice President for Institutional Diversity and Chief Diversity Officer at Oklahoma State University. Prior to his assuming this role, he served as Director of OSU Center for African Studies, President of the Oklahoma Political Science Association. He held the Hannah Atkins Endowed Chair for Political Science and Government at the OSU Department of Political Science. He was the first African American at OSU to hold an endowed chair, receiving his Bachelor's in Political Science and Economics, as well as a Masters from Oklahoma State University and his PhD in Political Science from the University of New Orleans. Please welcome Dr. Jason Kirksey. I will now turn it over to Lindsay Echols to moderate this panel, Lindsay.

Thank you so much, Chancellor. Good morning again everyone. And thank you all for agreeing to be on such an important panel. Let's just dive right in. So what I'm going to do, I have the couple of questions. And I'm going to give them specifically to specific people. However, we want to make sure that this wealth of knowledge is truly covered, and if you have something to say, please be free to do that. OK. So we are going to get started with advancing diversity, equity and inclusion of higher education. Of course, this is something that each institution specifically in the State of Oklahoma realizes that it's very, very important. So we want to continue having this conversation on a greater level. So my first question is for Dr.

Meredith. Discussions around diversity, equity and inclusion of colleges and university have increasingly gained national attention, and have become a top priority for higher education leaders and administrators at various colleges and universities. Could you please provide us with a brief overview of the national landscape regarding the issues of increasing diversity, equity and inclusion within higher education?

Sure. Thank you, Lindsay. I appreciate it. Glenn, thank you for inviting me to be on this. I deeply appreciate your leadership, not only in Oklahoma, but nationally as well. So thank you. Well it's on everyone's mind for sure nationally. Every president or chancellor has this topic a part of their -- as a part of their everyday activities. For some it's because they have initiated the discussion and they really want to see progress made. They are forcing the issue, if you will. A lot of presidents are doing that now. But for others, the topic is so pervasive they couldn't avoid it even if they wanted to. As one president of a major research university told me a couple of weeks or so ago, it seems that on every topic we are discussing, race enters the question. And the picture of that on our campus, whether the -- it's appropriate enough to that particular discussion it's a part of every discussion. It would be hard to imagine today across the country, a public institution without someone with the word diversity in their title or their responsibilities. Some diversity officers are more effective than others, as we know. We need them all to be effective. I was called in four or five years ago into a major institution in this country where they were struggling with their diversity officer and how to get that person gain the trust, help that person gain the trust of others and so forth. And it was a kind of an emotional visit to deal with that. But we got through it and I think made some good progress for the institution. Having diversity officers is critical. I'll mention that again in just a moment. But there's been a lot of pushback across the country as some of you probably know, or all of you know. In North Carolina, they forced -- faced a number of legislative challenges, if you will and board challenges in that state. They required a big study on diversity at all diversity officers, particularly how much money was being spent. They studied the 17 campuses within that system of North Carolina. Found they were spending $6.6 million a year on those campuses on diversity operations, $14.7 of that was salaries, they had 237 more employers. But in the big scheme of things, those dollars weren't as big as everyone thought they were going to be. What did come out of that was there needed to be more guidance from a system on the kinds of activities they ought to be undertaking. UC Berkeley has been under a lot of fire, so is Ohio State. Most of those are from right wing groups and trying to force a lot of things there and talking about the amount of money being spent. Berkeley spent $2.3 million a year on salaries. But the total budget for UC Berkeley was like $2.3

billion. So it's a very small percentage. The University of Tennessee got legislative involvement and they ended up canceling the funding from the legislature for diversity offices for one year at the University of Tennessee. I think that's back now. The University of Michigan was under a lot of fire, 82 staffers payroll of $10.6 million. And they moved quickly on that. In 2004, there was no one at the University of Michigan with the title of diversity officer or anything along that line, and by 2018 there were 76, and now they are 82 staffers there. So they moved kind of quickly. But at Michigan, just to give them credit and show some progress, in 2004, the Pell Grant students comprised 16% of their population or their enrollment. It went up to 18% in 2018. And I assume it's still growing. There's also been a claim that those dollars are forcing tuition increases. And that's not found to be the case anywhere that I studied, as I looked at that. There is a group now, I don't know how long it's been there, and some of you probably know that, but the National Association of Diversity Officers in Higher Education seems to be something that's pretty active, with regional campuses and so forth. There's an old saying that if you want to get something very important accomplished, someone has to wake up every morning thinking about that. And for me, that's where diversity officers come in. They make sure that it stays on the agenda, they're thinking about it every day and ways to make progress. And that's why the diversity officers, in my mind, are so important. And why it's important to have the right person in that position. I've seen both kinds. On the one side, the individual felt the power and wanted to force everyone to do things without building any group of consensus. And they angry kind of in the way they did it, and that was one institution I went to, and it was very unfortunate. Another institution, this person was a consensus builder, never let up. But was a consensus builder and brought people along. Got the administrative support and moved forward. Nothing can be accomplished regarding diversity, inclusion, systemic racism, and so forth without the active involvement of the president and the chief academic officer, the provost. If they haven't bought in, if they aren't demonstrating they're bought in, you're not going to go anywhere, because it takes effort to do these things. And without them, they've got to be verbally supportive, visually seen doing things, as well as the activities they undertake and the initiatives that they fund. In today's world, some activism, some action needs to take place when there is a demand or a request. One of the things that I get the most feedback on and how institutions are handling this, is from students when they say there's no response. They come up with particular things they're concerned about and then it goes months without a response. I don't think that's acceptable any longer and we've got to get that message out. Nor is some token activity, something to kind of throw a bone if you will, just to try to appease those who have come forward. That's no longer acceptable and it shouldn't be acceptable. The difficult balance, and I'll close with

this, the difficult balance is addressing what are the actual problems that really exist. What we've discovered, and I'll talk more about that later is that, a lot of the demands and so forth are unfair. That's not really the situation but it's all part of the plan, or the progress that's being pushed toward an institution. And then the institution addressing the real problems and not going too far, not going overboard where you upset, now you've got both sides upset. So dialogue, honesty, respect, civility, all of that's got to take place. And that's what's starting to take place across the country more than it has been in the past. And I think that's because people are speaking up and people now are being forced to listen, if you will. I'll stop with that, Belinda.

Would anyone else like to comment?

I said Belinda, I meant Lindsay, I'm sorry.

No, its OK, it's OK, it's no problem at all. No problem at all. One of the things that I heard you mention was basically the importance of making sure that that president, that sense of community is being built, that so the students, the faculty and the staff are working on one accord to make things happen. It's very, very important. I'm so happy that you alluded to that. When it comes to diversity, equity and inclusion in us working towards building a more equitable space for students to learn and grow in, it's oftentimes hard to do that if everyone's definitions of diversity, equity and inclusion are different. What do you think that the difference is between systematic discrimination and legal discrimination is, in context of discussions on diversity, equity and inclusion? And I will address this to Dr. Kirksey and Dr. Hyppolite.

Good afternoon, or good morning, it's almost 12:00 p.m. Thank you all for inviting me to be a part of this panel. Again, Dr. Belinda Higgs Hyppolite at the University of Oklahoma. What I will say is, I think, I want to echo first what Dr. Tom Meredith has said. It is so important that the president is out front, leading this initiative and really communicating what the values of the institution are and making sure -- I get leery when we use the word on buy in, because I think that if it is a part of the strategic initiatives of the university then it's a matter of how do we onboard people to the vision and the mission of the university. And so when it comes to diversity, equity and inclusion, I think that there needs to be a working definition that universities subscribe to. And I think that diversity is how we naturally show up. We naturally show up as diverse individuals. But I feel that equity is really how the institution communicates its value to the people who are part of the institution, faculty, staff, and students and alum. And then how you

communicate outwardly to those community stakeholders or constituents that we need to have an active and involved and engaged ongoing relationship with. And then I think inclusion is actually an action, it's what we are doing to make sure that our faculty, staff and students can be successful while they're at the institution. Whether that's in the classroom, out of the classroom, around research, agendas and things of that nature. I think that it's about the campus climate and how do I feel welcomed and a part of this institution. And I think once if we get the diversity, equity and inclusion piece right, then at least to that sense of belonging, which is where we want to land, we want people to feel like our institutions can be those home away from homes where they can be a part of an engaged and active community where they feel supported, while they're on the campus. We don't want them to come to campus and feel like they're operating in hostile environments, whether that be in the classroom or out of the classroom. And so, you know, for us, you know, our diversity, equity and inclusion initiatives have been woven into our strategic plan. And so that's how we actually breathe life into it. It's not an add on, it's something that every person is expected to embrace, you know, while they are a part of our institution and beyond. Because it's about really preparing our students to be those global citizens and we want them to impact locally, regionally, and nationally. And so I think that, you know, education, you know, that is what we're here to do. It's, you know, it's about creating those educational pipelines. And so we don't want them to come and, you know, the student that comes into our institution we don't want them to be the same student that graduates. So we probably haven't done our jobs. If they've interacted with us in any way then they should be better equipped to manage, you know, what the world will throw at them. And so, for me, you know, that's kind of my big picture. And then just to add on to, you know, the difference in the systemic discrimination versus the legal discrimination, I know that, you know, there are national and local laws around what legal discrimination is. Those protected classes, the civil rights laws and things of that nature that are on the books. And so we, every institution has an operational lies, you know, EEOC office that really talks about on all of our applications, when we invite people into our work environments, you know, what those protected classes are. But I think it's important that a university be willing to unpack their baggage and to be able to really address, you know, the unspoken discrimination that we know exists on our campus. And all you have to do is look at recruitment, retention, progression, rates among students, faculty, and staff. And that really gets at the heart of what are some of those issues that people are not quite comfortable talking about? And so systems, when you talk about systemic discrimination, you look at systems of who's getting promoted, who's getting tenured. You know, who comes to the institution and who stays? What are those first year, the second year, retention rates? What is the time that you enter in as,

you know, for the lifecycle of a faculty as a junior faculty to the time that you're eligible for promotion, and tenure? How are we mentoring you? And, you know, what are those barriers to success? And so when I think about systemic discrimination is what is preventing you from achieving your goal while you're at our institution, whether you'd be a part of faculty, staff, or students? And so I think that we have to look at our hiring practices, how we are recruiting, where are we recruiting, who's at the table? But more importantly, who's not at the table that needs to be at the table? And so and then I also think it's right at the heart of retention. How long is it taking people to navigate our systems, you know, to achieve however they define success for themselves? And I'll pause there because I know that Dr. Kirksey has more to add to that.

Thank you. Dr. Kirksey.

Sorry, I'm muted. Good morning, everyone, Mr. Chancellor and members of the regents and presidents. Certainly an honor to have the opportunity to be here with you this morning. And I'll just say, you know, briefly to follow up on what Dr. Hyppolite said and the framework that Dr. Meredith has provided for us. First of all, Dr. Meredith, NBDE, his body has become the preeminent voice of chief diversity officers around the country since 2008. I've had the pleasure of serve on the NDBE, Board of Directors. There's about 21 of us from institutions around the country. And that certainly is an organization and resource that's important for our institutions, large and small, to be engaged with that NBDE and take advantage of the resources that are there. So we're not reinventing the wheel. You know, one of the challenges that happens with certainly CDO, and chief diversity officers is just there's high burnout rate. And so, you know, when I tell institutions and corporations is, it can't be one person's job to wake up and think about it. It's got to be all our jobs. And as presidents and as regents, it's certainly an important part of your job. And the evidence demonstrates for us today that the new emergence and entrance into our higher ed institutions, particularly across the State of Oklahoma, are different than they were a decade ago and certainly a quarter of a century ago. And so we have to ensure that we are working to create environments that are open and welcoming, respect and value and accommodate the changing dynamics of what our institutions look, feel, smell, act and taste like. And so that's very important. From the standpoint of just answering the question, I agree with what Dr. Hyppolite said, it's important to have very clear standards and expectations of what constitutes diversity, equity and inclusion. But, you know, what I say is, we've got to work on shifting out of that framework and just focusing on building community. Because as we build the communities and strengthen the fabric of the communities, we break down the silos. You know, one of the things that we

encounter, Dr. Meredith mentioned, a lot of the challenges, everyone's not a fan of diversity, equity and inclusion. But everyone is a fan of the communities getting better. And so our semantics matter and how we approach and present them. And so, you know, for example, my title is chief diversity officer, I tell anyone, President [inaudible] has been our chief diversity officer the 11 years that I've been here. Because if he's not out front, if he's not, you know, going to bed at night and waking up in the morning thinking about how do I make Oklahoma State University better and better, the community better, then you know, we're doing a lot of work that isn't necessarily in vain, but won't be highly effective. And so I think it's important that we be cognizant there. The conversations around legal discrimination and systemic discrimination, again it's fairly clear, it says political scientists were one of the areas I studied. Civil rights and voting rights work for a long time early in my career. And so they're so clear delineations, as Dr. Hyppolite mentioned. And so make sure you've got good partnerships with your Equal Opportunity offices and HR offices. There's clear delineation between Title XI, Title 7 and Title IX violations, gender and equity violations, gender discrimination, sexual orientation, gender identity, just having some familiarity with those. You know, what I encourage us to be careful about are the conversations about systemic discrimination and specifically systemic racism. Because what I like to talk about is there are systemic disparities that exist today that are clearly the result of historical and some contemporary aspects of racism and discrimination in our system. But holistically characterized in our systems makes the assumption that the systems that were in place 25 years ago, 50 years ago, that were clearly designed to discriminate, degradate, subrogate, particular cohorts of our population, those systems aren't the ones that are in place today. And so it's important to recognize the change in the dynamics and the parameters within which we work so that we, again, continue to build community and gain that sense of the consensus and rises to a level of expectations that we all have for the institutions that were part of.

Again, we hear that key phrase of that's come from the first two questions of the importance of building community. Dr. Meredith, were you going to say something?

No, no, actually, it was very, very informative and helpful. Thank you.

So with that, with what we've shared thus far, we know that boards have a very, very unique position to enact on the practical changes, stakeholders and communities are demanding now. With of course being mindful of bringing institutions successfulness, and the safety of the students, faculty, staff and community partners with the principles of diversity, equity and inclusion. Those

principles can truly inform the discussion inside the boardroom throughout campus communities. What questions, Dr. Meredith, do you feel that -- what questions should regents consider with either creating or modifying policies? For instance, some of the ones that Dr. Kirksey was just mentioning when it comes to those policies? What are some of those specific questions that could be asked when dealing with equity and inclusion at their respective institutions?

There's a couple of points on that. One, well this will show up. HBDE has a publication called Campus, Climate and Inclusion and Civility. And it's, it's pretty good. It was done in 2016. So it doesn't bring to the forefront as much as it would today the word racism. It's just talking about -- it's talking about it but in a softer sort of way. So, but in the back of that book are 15 questions and discussion points that board members should be involved in. I won't read those 15 to you. But those are, I would encourage maybe Kylie can send that page of those questions out to you all in a way that'll be helpful. But you have to be informed. If you're going to be a board member and you're going to be involved in all this, you have to be informed. And it really goes to something we'll talk about in a few minutes. And I'll go ahead and say some of that now. But board members have a fiduciary responsibility to be informed about this and to make sure that inclusion, civility, systemic racism, all of that's on the table. And they have to make sure that they're adhering to the mission of the institution. Board members don't need to run the institution, but they have to make sure that things are being done correctly. And the things that should be underway are being dealt with. And so board members have a duty to be informed, to fulfill their fiduciary responsibility. They have a duty to know what -- to understand this -- what the other side is saying. And both sides have that responsibility, A phrase that I use, a lot of times I do a lot of stuff on effective leadership. And one of the real keys for effective leadership is being able to see through the eyes of the person with whom you're dealing. If you can do that, you're going to make a lot of progress. Our problem is that the two sides are not in dialogue enough in order to get there. That's why building the community where you have a chance to have that dialogue and have it in the right way, where no one gets offended, but you just have a civil conversation, a respectful conversation about where I'm coming from, where you're coming from. And so you understand that. Those who have never walked in the other's shoes, if you will, either side, have difficulty in just automatically knowing that. But they have to. If I can just expand on this. Just one more point. When I was 33 years old, I was doing higher education work. One of the things I needed to do was to go to Alcorn State University. Now I don't know how many of you have ever been to Alcorn. Probably not. Because it's seven miles off of the Natchez Straights, toward the Mississippi River. It is in the middle of nowhere. And you crest a little hill and

there it sits. And it's a great place, great institution. But I had -- I needed to go to Alcorn to do some work for a day, just spend the day. And so I got there early, spent the day, I was out on campus a lot. I was in the dining hall, I was in the president's office, I was everywhere. And I noticed that as I walked around that campus, the only white person on campus that a lot of times eyes were diverted away, I didn't get eye contact. Everyone was polite, but there was no initiation from just as I was around everywhere. And the word of epiphany is, you know, I guess how I would describe it. But driving back, I thought to myself what are black students feeling on our campuses? They are the minority. What are they feeling? You know, do people greet them openly? Do people give them eye contact and say, how are you today? What's happening? Are professors treating them equally, the same? So this really is a community feeling. And so we need -- I was a campus president shortly thereafter, and we started initiating all those kinds of little things that makes people feel included. Well board members need to be asking from black students, black professors, what's our climate. And then need to be talking to the presidents about what's our climate. And so that they can understand what's going on. And once you understand something, you're involved in something, then it appears to me it's a little easier to deal with policies that may change some things and some things that the institution is not doing now, because you've now discovered and understand better about what's not going on. So that's a long rambling deal. But that's where board members have to be. They can't just go to board member, go to board meetings, hear reports, they're important, those are important, because I'm going to talk about that after a while. But they have to be involved and understand.

That is so important that board members and presidents reach out to underserved populations to find out what it is, from your perspective, as you said, look through your eyes, what is it that we could be doing and what is it maybe that I'm not aware of. So I think that story was a great input to this. And this is going to be directed to Dr. Hyppolite and Dr. Kirksey. As we continue to confront the issues of racism and social justice on colleges and university campus, the heightened demands for diversity, equity and inclusion have made it imperative for institutions of higher education to reflect and act in a proactive manner on their institutional commitment to these issues. What strategies do you employ at your respective institution to support diversity, equity and inclusion, not just for students, but for faculty, staff, and alum as alumni as well? And how do you address instances in which students, faculty and staff, they'll come and say that they've experienced discrimination or feel threatened because their individual identity or membership is not a protected group? Dr. Kirksey do you want to go first?

I was going to let Dr. Kirksey go first because I spoke first last time.

Oh yeah. I'm old school, you know, ladies first. But no that's a, you know, that, that's an important question, Lindsay, and I would, you know, just piggyback that answer on some of what Dr. Meredith said. And, you know, one of the things that I encourage people and those of you that have heard me before, have heard me say it. But and I've always prided myself, I've been in this role 11 years now as chief diversity officer and faculty member here at Ohio State for 25. And the average tenure of CDOs is about three and a half years now. And, you know, some of that is because by nature, we tend to be firefighters. And what I encourage people is learn to be fire prevention specialists, right. Which means you have to build relationships and cultivate environment that prevent the fires from happening. Because frankly, you know, if you've never held a fire hose, it's very heavy. And that's without the pressure coming out. And so it's important to realize and understand that. And then understand that you have to assess the fire before you go running into the burning building. Because every fire is not the same and everywhere there's smoke, there's not always fire. Sometimes people simply burn the toast, right? And so rather than rolling out every piece of apparatus in the battalion, right, you go in and open up windows and turn the fan on, and the smoke detector and reset it and can keep going. And so it's important, especially today and in today's environment, that our response is immediately, you know, there's smoke, there's fire that's run in and put it out. And, you know, we've got to be very cognizant of that. But when you've cultivated relationships it's easy to have the dialogues. And so what I would say from an administrative standpoint is make sure you're encouraging your institutions to be open and willing and engaging about having the dialogues and more importantly, having proactive dialogues. Right. Having those conversations that Dr. Meredith was talking about, when you arrive to campus, when you're on the board, just to assess how things are going. We tend to have the conversations after something has happened. Emotions are high, everyone's tense, we're hinging on every word. And it's hard to make any type of progress or be effective in those types of environments. And so I encourage you to learn to be proactive as we have these conversations and dialogues. And then just use the resources around our campuses. You know, I guarantee on every campus in the State of Oklahoma, across the almost 30 schools, there are faculty on those campuses who have knowledge, who've done research that can help strengthen the fabrics of our environments, if we reach out and create the opportunities. And oftentimes, it's free, right. We want to spend $20,000 and bring in all the well noted author to talk for 30 minutes and answer questions for 15. And then she or he flies out. Whereas taking advantage of the resources that are there on our campuses, to cultivate and strengthen our environments and strategies, but I

certainly encourage us to take advantage up. And then finally just use the resources. You know, around the state. Dr. Hyppolite works at the University of Oklahoma, and I work at Oklahoma State. But I guarantee if you pick up the phone and ask us a question, we're happy to share, you know, our experiences, our knowledge, give you suggestions on strategies and options to advance our campus communities. And so we have to learn to take advantage of the resources that we have in place. And I don't want to put any more work on Dr. Hyppolite or myself, you know, its hard work. But it's also important for the state and cultivating an environment across the state. Because the reality is, is we have this conversation, it's important for us to be cognizant of the context of which we do diversity, equity and inclusion. Dr. Meredith mentioned Alcorn. My brother was the defensive coordinator at Alcorn for seven years. So I spent a lot of time in Lorman. And two older brothers went to Jackson State. And so I know the slack very well in those environments tend to be somewhat different. But you've asked a question that I think is important for us understand. But what I would add to that is it's also important to ask our majority students. You know, what kind of engagement do you have with members of the community that are different than you that have different values, that have different lived life experiences and backgrounds? And so it truly does become a campus conversation. And not a, this is your perception, this is my perception, right. What's going on on the campus community, and that offers us an opportunity to be able to move forward.

I absolutely agree. I think that, you know, I always think about diversity, equity and inclusion from a few different lenses. It's about prevention. You know, how do we prevent ourselves from ending up in a situation that we were not prepared for. And so I think that, you know, part of prevention is that ongoing education and so creating those opportunities for faculty, staff and students to engage in ongoing education. And it should not be once the community is in the middle of a crisis. That's the wrong time to prepare for a crisis. And so we have to do the prevention work, which means that we have to create those spaces where the community can come together, where faculty can grapple with issues that are happening in the classroom, whether it be face to face modality or these online platforms that we've now been forced into because of this global pandemic that we're in. We have to create those opportunities for students to come together. Folks have to see that diversity, equity and inclusion is not a black or white issue. And I think oftentimes that is how it's couched around race and ethnicity. But when you begin to unpack all of the different aspects of culture, it has to do with your religious beliefs, political ideologies, language of origin, country of origin, are you in rural Oklahoma, urban Oklahoma. There are a lot of different factors that interface around diversity, equity, and inclusion. So everyone has to be able to see

themselves as a part of the work. It's not an us versus them. It's we are together. We're in this together. So we have to learn to bring the community together. So I think that that happens again around that transparency. People need to know that there are not any hidden agendas. And so the way that we do that at OU is through our strategic plan. We talk about it, we talk about, you know, how do we make the University of Oklahoma accessible. We talk about how do we make it affordable, which is a part of diversity, equity and inclusion that people don't talk about. How do we create that sense of belonging? How do we create that emotional support? And so it's a part of our strategic initiatives, it's not an afterthought, it's something that we all -- I'm from the country, so we all have to bring a little wood to the fire to keep the fire burning, right. And so I think that, you know, you have to be able to see yourself in the work as a lot of ways in which you do that is through the training and the education, the ongoing dialogues, bringing the community together, allowing the civil discourse. It's OK that you can have different perspectives and that they can all be respected at this time. And so again, I think it cannot be an afterthought. You cannot drink from the water hose. It's not going to work you. You know, Dr. Kirksey said that the water hose is heavy, but have you ever tried to drink from a fire hose? It's just not possible to do so. And so I think about the prevention, the ongoing engagement. And then when an incident happens, it's about the recovery. How do you help a community recover? And how do you help a community move to a place of healing? Because we know that is this is going to happen with all of the prevention and engagement that we do there going to be people who will naturally disagree. It's like, if you're in a relationship there are times when that relationship is going to be tested. And we're going to have to agree to disagree. But the goal is to, you know, retain the relationship even though we have different points of view. And so a lot of that comes from building trust and that level of transparency. Because we've already laid the foundation, I can then come to you to say, hey this didn't land with me well, it didn't sit with me. Let's sit together and unpack this together. And then I think that, you know, the second part of your question, because I want to make sure I address it, if someone feels like they have been discriminated against, I think that it is important to have transparent systems where people know where to go, how to report an incident, you know, how to reach, you know, your equity officers. If it's a student issue, you know, what is the student code of conduct? What does the faculty and staff handbook say about how we will address these issues? And so making sure that the campus community is aware of when an instance happens how do we address it. And it's so important that people not feel like we're hiding things or that we are not addressing instances as they happen. And so, you know, you make that information available to your community. Like if something happens in the residence hall, you know, students will say, oh they painted over, it was a cover up. Where if you

make sure that there is a way in which, yes, we are going to paint over something that's not appropriate that's on our walls. But we also want to make sure that those mechanisms are in place where people can report instances of discrimination or bias, so that we can bring the right folks together to address that campus climate concern. And so I think that making sure people are aware of what those campus resources are and community resources, so that they feel like there is a place where they can go and report those instances. And that there is a team of people in place who will actively address it as well. So I do think that that's really, really important.

Yeah. Thank you for that. When I was at Indiana University, I was fortunate enough to serve on one of those teams where students could come and have that self -- safe place to talk about those issues and report those issues. So that is something that's truly important that students know, even not just students but faculty and staff as well, know where they can go and identify those spaces and they can feel comfortable to report that. So this question is for all of you. What do you feel the biggest challenges that regents and institutional administrators face by truly creating a culture of inclusivity on campus? And with those challenges, how can they be addressed? This is for anyone who chooses to answer it.

I'll start. A few challenges I think. One is the makeup of the boards. The boards that are governing boards for these institutions, you know, do they reflect the population of the institution? Is there recognition that voice is there to be heard? I think one of the challenges sometimes is alumni. The pressure of having alumni say, we're going too far, you know, we've gone overboard here, and you got to pull back. When it comes from big donors that becomes even more pressure. And then pressure from legislators, and who are not pleased with the way things are going. It's the old saying, alumni remember the institution's as it never was and they don't want to change, you know, they just wanted to stay that way. Another challenge is going too far too fast. One of the articles that if I can figure out how we'll get it to you, but we will. How race, the article is, how racist are universities really. And it talks about, this guy's a Harvard professor, he talks about the fact that so many times as they've studied it, the demands and so forth are false. That situation doesn't really exist at that institution. But it's piled in anyway. And so then some credibility is lost. So there's the challenge of doing it right. Those are just three, out of a whole bunch I've got here. But I think those are some of the challenges.

I agree with you, Dr. Meredith. I literally said, I think it's so important to onboard people to the direction, the strategic direction that the university is going. I think it's important not to leave people behind, to invite everyone into the work and to be

willing to have those critical conversations, and be willing to engage in those small groups and meeting with boards and alum and, you know, the Board of Regents and executive leaders. I think it's so important that you not leave people behind. And just because someone says that you are a racist, or that your institution is systematically racist, does not mean that that is a true narrative. And people are actually entitled to their opinion. But what our job is, is to make sure that we are informed and that we are educated and that we then continue to advocate and educate for the communities that we are a part of. You know, Dr. Kirksey said it best. Most institutions have done very strategic work to make sure they can create inclusive spaces for faculty, staff, and students. And so it is so hard to silence those negative voices and negative perspectives. I think we have to be able to talk about with a high level of clarity, what we are doing, how we are serving, how we are impacting, and you use the data to tell the story. If the data reveals that there are gaps in services, then you work systemically and intentionally to close those gaps and to make sure that you are working to impact the community in a sustainable way. And so I think that, you know, you have to, it's a research institution, we have to use the current research, we have to be informed, and we cannot be reactionary. And just because somebody says that we are this, does not necessarily make it a true narrative. And so I think it's so important that we act in a responsible way and that we not allow our emotions to drive the agenda. It has to be data-driven, it has to be sustainable, and we have to be able to measure impact. And we need to make sure that if we say it's a priority, that we provide those resources so that it can in fact be that priority. We fund those things that are important to us. And so if we say diversity, equity and inclusion is our top priority, but then we're scrimping, you know, trying to make sure we have the resources to move that agenda forward, then we have some misalignment. And so we have to make sure there is alignment between our practices and what our strategies are so that we can, you know, continue to move our institutions forward. And I think we have to be intentional and strategic about it. And we also have to be transparent and patient.

Yeah, so I know we're running short on time. So I won't spend a lot of time on it to say, you know, I agree with that. And, you know, from the perspective of being a board member or president, it's important to take their own comprehensive assessment of where your institution is at and what you're doing. And again, just because it's trendy, and I say that in a lot of ways, you know, and I tell people all the time, perception can become my reality, but perception doesn't mean it is reality. And the evidence, you know, helps us discern where the truth is at. And that's important for us as institutions. But again, any of you that have heard me talk before, know me, know that I don't do challenges, right. These are opportunities for us to grow and get better. And it's important for institutions when you do that

assessment, to be able to know what your story is, and tell your story. You know, at Oklahoma State, we are very proud. We're a national leader and role model, the single most highly decorated institution in the nation in terms of nationally prestigious diversity inclusion awards, over the past several years. It doesn't mean we're perfect, it means we got a lot of work to do. But it's important for our internal and external constituents to know that and be aware of that. And so as we enter into these dialogues and conversations, we start from a point of awareness and understanding and identifying pathways on how to move forward, not just because you say, we didn't do X or we're not doing this. And, again, as board members and presidents, you've got to take it take advantage of the evidence that you have access to and help your institutions move forward based on that information and that evidence.

Thank you. I know we are running out of time, but I do truly want to ask this last question, because I think it's very important from what we are currently seeing at, in today's state. When it comes to supporting free speech and how students activism and so forth are truly being shown on colleges and universities campuses. With that, how did the principles in diversity, equity and inclusion impact institutions response to issues on campus, such as student activism, student marches and free speech? And what do you feel are the best practices that colleges and universities can adopt to address these -- both of these things and remain in compliance with current state and federal laws related to discrimination and free speech? And this is for everyone.

So I would state real quickly and real briefly, and be respectful of my colleagues get time. But, you know, there's some clear and establish laws and legal precedents, right. And so, as administrators, as board members, as presidents, there's some decisions and things that we have to do and abide by that aren't always popular. But whether we like it or not, individuals have a right to do and engage in things that the majority of our population may not agree with. And so as institutions you establish what your values are, and you stand on those, and you'd be willing to, again, have conversations and dialogues. Because in my mind, again we're in an era where the students, you know, go to a protest, why are you protesting? Well because no one would talk to me. Well could you ask someone to have a dialogue with you? And so there's a difference between being -- asking for support and not getting it, versus never asking for it. Because there's a presumption that I won't get it. Those two things aren't the same. And as administrators, it's important for us to be able to be willing to have those conversations, but make clear what our values and expectations are institutions and right. And so that's what we end up. And so, again, for me this isn't a complicated question. And there's no

reason to complicate it. The law says, right, you have free speech to do and say things within parameters that don't violate or interrupt the sanctity or the purpose of higher ed institutions.

I agree 100%. I, you know, student activism and free speech is kind of at the heart of what campus communities should be promoting and encouraging, so that we can lean into that greater learning and greater understanding from each other. You know, free speech and freedom of assembly it is protected by state and federal laws. And so, you know, we, what we have to do is then make sure that when students decide or even faculty or staff, I'm not even going to leave it just at the realm of students, because we've had a lot of activism across, you know, faculty, staff, and students are actively engaged in this process. I think that, you know, demands are the language of protest. And so making sure that presidents and board of regents, they hate that word demands. But it is the language of protest. And so making sure that that ongoing education is a part of the communication and literally just making sure that the university has a clear mission, clear vision, and that we live up to what we say we're going to do and that we communicate what our values are, and that we're creating spaces where people can come together. I think that, you know, we have to, you know, we have to encourage civility. And we have to encourage people to be able to come together. We have to all live together. And so even if we disagree, how do we do that in a civil and respectful manner. And so, you know, even if you don't like the speech, it is still protected speech. And so people like, well you let the speaker come and say this or say that. They have the right to do so. And so we just have to continue to educate our populations that just because a speaker is on our campus doesn't mean that the university is throwing their support. A student organization can bring any speaker that they want to the campus, we just have to make sure that we are proactive and preventing things that might happen. If we know that it's a controversial speaker and there might be counter protests, how do we then prepare our campus community for what that might mean? And then how do we work with all of our key stakeholders to make sure that we can have a peaceful gathering. Even if you don't agree with what the speech is that's happening on your campus. That's the heart of higher education.

Lindsay, I'll do two or three one liners, is a wrap up for me. One, free speech is critical. I mean it's kind of what we are about on campuses. You can't stifle that unless it's going to cause some harm. And then you've got to look at that carefully. I would encourage board members and administrators to listen honestly so that you really are hearing what someone is saying, and you want to hear what they're going to say. Show respect and expect respect. Demonstrate civility and don't tolerate

incivility. That's the wrong message for young people to leave our campuses with that. And then last, I mean there's a lot of list here. But the last thing I would say is, the golden rule always works. I mean if we just can get back to the golden rule somehow, treat others like you'd like to be treated. I once asked a student and Jason this is sort of along what you did. Why would you say something like that? I mean, why would you do that? Well they didn't have an answer. I mean they could not explain why they did what they did, and said what they said. You know, so just the golden rule.

Well I truly, truly appreciate this, again, wealth of knowledge that you all have shared with all of us today. I think it's also important to know that this conversation was a conversation for an hour. But this is a conversation session that should continue well after we end this session. So I thank you, again, I thank you for taking the time out of you all's busy schedule to come and pour into us. And I look forward to seeing institutions what State of Oklahoma are going to do from this point with the amazing information that you shared. So with that, Chancellor Johnson, I shall turn it over to you.

Well, thank you very much, Lindsay, and I would ask all of our participants, let's thank our final panel here today for a very timely and informative and insightful final session. This was a great topic to end our regents' education program on. And I think our panel did an outstanding job. Let's virtually thank them at this point. Let me just a couple of final thoughts. By completing these REP webinars sessions regents and trustees have had the opportunity to earn 12 of the 15 statutorily required hours needed to complete our regents education program, including the two hours required in ethics. We appreciate the time that each of you gave us to participate in today's session by zoom, and hope that the information that's been provided through this virtual regents' education program will be valuable to you in your role as regents and trustees. This does conclude our final session. I might mention to regents that are on the zoom meeting today and presidents, we do have our state regents special budget meeting on Thursday, November 5th, at 10:30 a.m. in the morning, where we will roll out the budget request for our 25 colleges and universities in our state system. Our legislative 2021 legislative agenda and our 2021 public agenda, that will be 10:30 a.m. on Thursday, November 5th. If you want to participate by zoom, Kylie can provide you the contact information. But this will -- all of this discussion will, in addition to the information that the presidents and their business officers and their regents have provided us, will be the cornerstone for our budget request going forward into next session. I want to thank everybody again for participating. This has been a great session. We've had to do it by zoom this year. And frankly, I think we've captured a lot of the timely

issues in higher education. So thank our panelists, and thank our regents for their service to our college and universities and to our students. We stand adjourned. Thanks again.