



# System Civil Rights Update Meeting #1

Conducted by System Ethics and Compliance Office (SECO) via Webex

April 18, 2024 (2:30 to 4:00 PM)

Facilitated by Rick Olshak and Dora Lisa Zavala

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Joint A&M System Civil Rights Meeting April 18, 2024

## Purpose

Our purpose today is to break down in detail how our centralized model of civil rights compliance will work. We begin by explaining the stakeholder group process, then examine the strategic planning, implementation, and assessment processes in detail.

As we do so, please keep in mind that this process will begin this summer as we implement our new system civil rights regulations, and that you will have one full year to develop a strategic plan; Your first strategic plan for civil rights compliance will not be due until June 30, 2025.

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## Meeting Agenda

### How do Stakeholder Groups Function?

Core Stakeholder Group

Sub-group #1: Case Management/Safety

Sub-group #2: Support Services

Sub-group #3: Education, Outreach, and Training

Related Compliance Areas

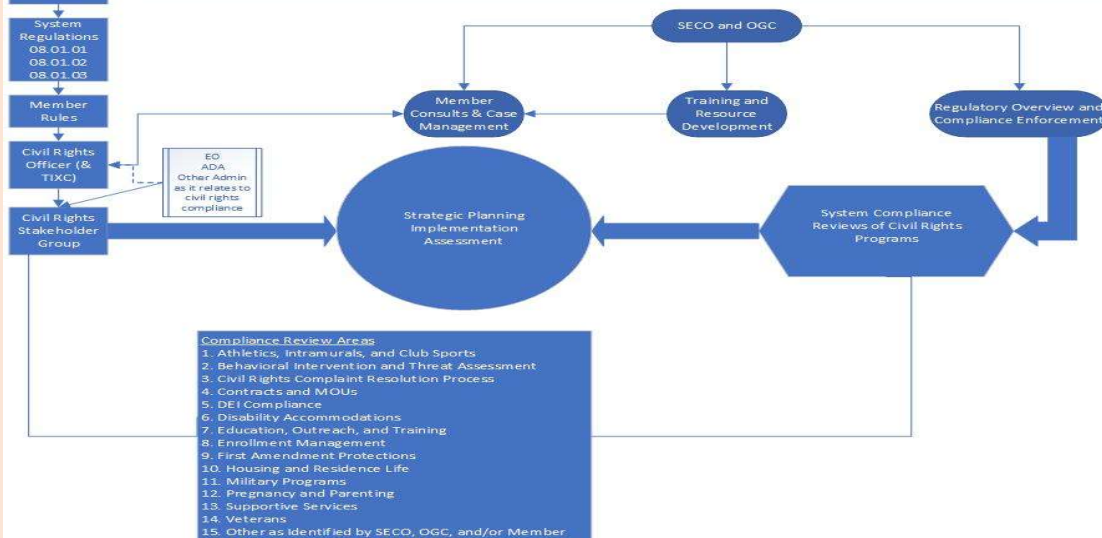
Reviewing the Civil Rights Complaint Resolution Process

Strategic Planning, Implementation, and Assessment

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### Civil Rights Compliance Process Map for The Texas A&M University System



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# How do Stakeholder Groups Function?



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## Putting Stakeholder Groups into Their Context

### Perceived "Downsides" to Stakeholder Groups

- "I'm busy. It takes too much time."
- "I already have relationships with the people I need to have relationships with."
  - "Specific stakeholders will only seek to advance their specific interests."
  - "What we do is often confidential, and we don't want people to see it."
    - "We're going to expend all this time and energy to develop a plan and write a report that is just going to sit on a shelf."

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**Putting Stakeholder Groups into Their Context**Dispelling Myths About Stakeholder Groups

- "I'm busy. It takes too much time."

- The Truth:

- There are still the same number of hours to spend in a day.
- Stakeholder groups are a "front-loading" of time to establish relationships, educate stakeholders and ourselves, identify gaps in philosophy and practice, and fix those gaps before mistakes are made and external intervention becomes necessary.
- Once stakeholder groups are fully operational and a shared sense of investment is established, the goal is to spend substantially less time in reaction mode.

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**Putting Stakeholder Groups into Their Context**Dispelling Myths About Stakeholder Groups

- "I already have relationships with the people I need to have relationships with."

- The Truth:

- You may have a relationship, but that doesn't negate the potential for misunderstandings and conflicts.
- Conflict is affected by our perceptions, assumptions, and values.
- By clarifying perceptions, we develop more accurate assumptions, as well as a sense of mutual investment and familiarity, which can result in greater trust.
- Two heads are better than one for problem-solving. Three is better than two. And so on, if groups can be manageable and maximize communication opportunities (meetings, sub-committees, video calls, and email communication).

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**Putting Stakeholder Groups into Their Context**Dispelling Myths About Stakeholder Groups

- "Specific stakeholders will only seek to advance their specific interests."

- The Truth:

- We all seek to advance our interests. It's helpful to seek to understand why people have specific interests in addition to seeking to be understood.
- We may be surprised what happens when we get a collection of individuals in a room who all share some responsibility for a matter to hear different perspectives and strategies about how to best solve challenges that we face.
- The person who thinks they are the smartest person in the room is never the smartest in the room.

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**Putting Stakeholder Groups into Their Context**Dispelling Myths About Stakeholder Groups

- "What we do is often confidential, and we don't want people to see it."

- The Truth:

- While it is true that the substance of what we deal with in civil rights can be of a confidential or private nature, the process itself should be transparent to anyone looking in.
- Programs and processes that are guided by ethical people and ethical practices have nothing to hide and should wish for greater understanding for anyone seeking it.
- Controlling information simply to control information is counter-productive and diminishes trust in people, processes, and organizations.

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**Putting Stakeholder Groups into Their Context**Dispelling Myths About Stakeholder Groups

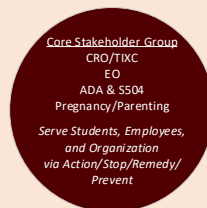
- “We’re going to expend all this time and energy to develop a plan and write a report that is just going to sit on a shelf.”

○ The Truth:

- If it's just sitting on the shelf collecting dust, you are doing something wrong.
- Strategic plans should be living documents that are regularly updated, not static documents.
- Creating the strategic plan leads specifically to measurable goals and action items.
- Implementing the strategic plan empowers the stakeholder group to assess its efforts before a compliance review process.

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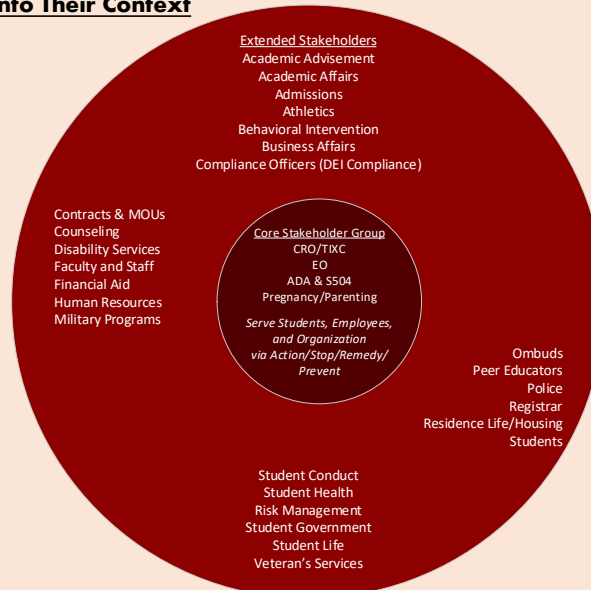
**Putting Stakeholder Groups into Their Context**

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## Joint A&amp;M System Civil Rights Meeting

April 18, 2024

**Putting Stakeholder Groups into Their Context**

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## Joint A&amp;M System Civil Rights Meeting

April 18, 2024

**Putting Stakeholder Groups into Their Context**Influencers of Stakeholder Mission, Vision, Goals, and Strategies

Federal Courts  
 Congress, President  
 Federal Departments/Agencies  
 (ED, EEOC, EPA, DOJ, HUD, DOL, NSF,  
 NASA, etc.)

Higher Education in the United States  
 Accrediting Bodies  
 Professional Associations  
 Peer Institutions  
 Aspirational Peer Institutions  
 Research and Practice

City Leaders/Gov't Officials  
 Local Gov't Agencies  
 Local Business Leaders  
 Corporations & Grant Funders  
 K-12 Education  
 Community Organizations  
 Neighborhood Associations

**Extended Stakeholders**  
 Academic Advisement  
 Academic Affairs  
 Admissions  
 Athletics  
 Behavioral Intervention  
 Business Affairs  
 Compliance Officers (DEI Compliance)

**Core Stakeholder Group**  
 CRO/TIXC  
 EO  
 ADA & 5504  
 Pregnancy/Parenting  
*Serve Students, Employees, and Organization via Action/Stop/Remedy/Prevent*

Contracts & MOUs  
 Counseling  
 Disability Services  
 Faculty and Staff  
 Financial Aid  
 Human Resources  
 Military Programs

Student Conduct  
 Student Health  
 Risk Management  
 Student Government  
 Student Life  
 Veteran's Services

State Courts  
 State Legislators, Governor  
 State Departments/Agencies  
 (AG, THECB, TWC)

The Texas A&M University System  
 Board of Regents & System Policy  
 Chancellor & System Regulations  
 TAMU System Offices (OGC, SECO, Audit)  
 Member Executive Leadership (CEO)  
 Leadership Cabinet

Advocacy Groups  
 Alumni and Alumni Organizations  
 Donors  
 Media

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**Putting Stakeholder Groups into Their Context**Takeaways

- Stakeholder Groups in civil rights compliance are a form of systemic leadership.

Systemic leadership is the ability and preparedness to take accountability for the work of the organization and the ultimate impact it has on everyone - and thing - involved.

Systems leaders set the tone for an organization to work more systemically and encourage staff to embed systems approaches in their work.

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**Putting Stakeholder Groups into Their Context**Takeaways

- Just as every member university and agency will follow this process:
  - so too will SECO. We will:
    - Create an internal stakeholder group,
    - Establish a strategic plan, and
    - Be subject to review by System Internal Audit.

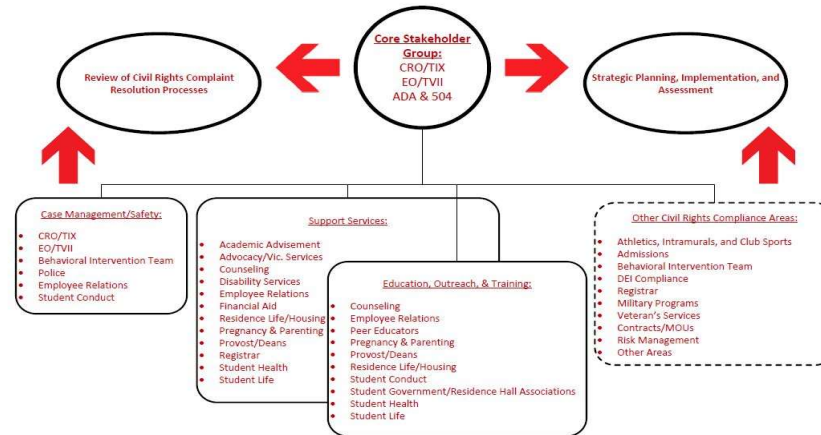
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## Stakeholder Groups

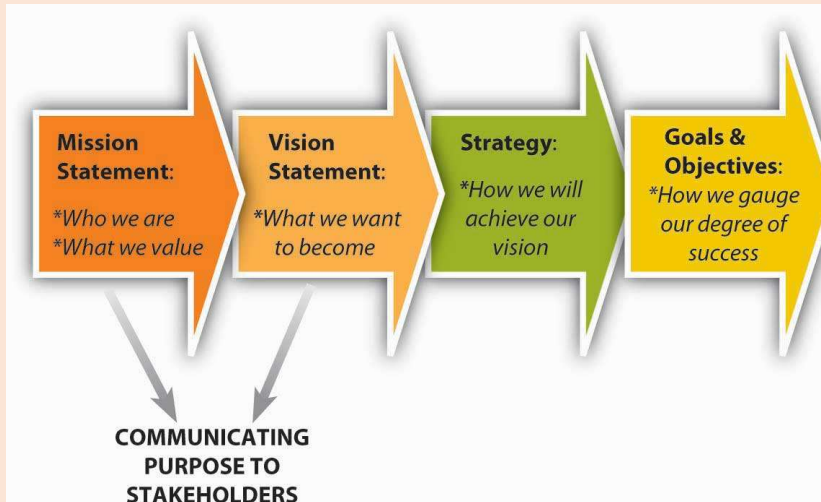
### How do Civil Rights Stakeholders Groups Function?



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## Stakeholder Groups: Core Stakeholder Group



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## **Stakeholder Groups: Core Stakeholder Group**

### **MISSION STATEMENT (A&M SYSTEM)**

The mission of the system is to provide education, conduct research, commercialize technology, offer training and deliver services for the people of Texas and beyond through its universities and state agencies.

(System Policy 03.01: System Mission, Vision, and Strategic Planning Process)

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## **Stakeholder Groups: Core Stakeholder Group**

### **MISSION STATEMENT (SYSTEM ETHICS AND COMPLIANCE)**

The System Ethics and Compliance Office is dedicated to promoting the highest standards of ethics and compliance in operational areas throughout The Texas A&M University System by:

- Enhancing partnerships among A&M System members through shared services, resources, and information to facilitate an ethical and compliant culture in all operations;
- Creating opportunities for professional development, education, and training in areas of ethics and compliance for faculty, staff, and students;
- Developing written policies and procedures to provide guidance and ensure compliance with federal and state laws and regulations, system regulations, and other requirements;
- Providing appropriate oversight and monitoring to assist the A&M System member community and respond to non-compliance.

[SECO Website](#)

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## Stakeholder Groups: Core Stakeholder Group

### MISSION STATEMENT (CIVIL RIGHTS COMPLIANCE)

Civil Rights compliance personnel in the System Ethics and Compliance Office (SECO) are committed to creating safe and nondiscriminatory environments across The Texas A&M University System through ensuring civil rights compliance by member universities, agencies, and system offices. SECO provides written regulations and guidance, professional consultation, training and resources to assist civil rights compliance personnel across the system, and conducts member compliance reviews.

[SECO Website](#)

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## Stakeholder Groups: Core Stakeholder Group

### **MEMBER** MISSION STATEMENT (CIVIL RIGHTS COMPLIANCE)

The Civil Rights Stakeholder Group for (**Member Name**) is committed to creating a safe and nondiscriminatory environment across (**Member Name**) community through ensuring civil rights compliance by all departments and employees. The Stakeholder group ensures compliance with System Policy 08.01 and its related regulations by providing written rules and procedures, direct guidance to departments and employees, training and resources to assist civil rights compliance personnel.

(To Be Posted on Stakeholder Group Website)

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## **Stakeholder Groups: Core Stakeholder Group**

### **MEMBER VISION STATEMENT (CIVIL RIGHTS COMPLIANCE)**

Member Vision Statement should include:

- What we want to become as a member (university/agency/office)
- What we want to become as a civil rights stakeholder group

(To Be Posted on Stakeholder Group Website)

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## **Stakeholder Groups: Core Stakeholder Group**

### **MEMBER STRATEGY (CIVIL RIGHTS COMPLIANCE)**

How will we achieve our vision and realize our mission?

This information will be reflected in the civil rights stakeholder group's strategic plan, as will goals and objectives (how will measure outcomes, goals, and success)

(To Be Posted on Stakeholder Group Website)

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## **Stakeholder Groups: Core Stakeholder Group**



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## **Stakeholder Groups: Core Stakeholder Group**

### Composition\*

- Civil Rights Officer (Title IX Coordinator)
- Equal Opportunity Officer (Title VII Officer)
- ADA Accommodations Coordinator
- Section 504 Administrator (student accommodations)
- Pregnancy/Parenting
- Others as deemed necessary/appropriate

\* To include designees/deputy coordinators as needed

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## **Stakeholder Groups: Core Stakeholder Group**

### Tasks

- Establish Vision, Strategies, Goals, and web presence
- Ensure compliance across civil rights in four+ functional areas
- Develop relationships to extended stakeholders across organization
- Convene sub-committees and create annual stakeholder report
- Regularly review civil rights complaint resolution processes
- Oversee Strategic Planning, Implementation, and Assessment Processes for civil rights compliance
- Facilitate System compliance review process

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## **Stakeholder Groups: Core Stakeholder Group**

### First Year Calendar (approximate)

#### Months 1-3:

- Develop relationships/build the team
- Establish vision, strategies, goals, and web presence
- Create process map for each of four+ major areas
  - Conduct "gap analysis" as each compliance area is mapped (compliance/service)
- Establish sub-committees and assign leadership
- Oversee implementation of new regulations
  - Develop Member Rules and operational procedures for three system regulations
  - With SECO, troubleshoot implementation concerns

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## **Stakeholder Groups: Core Stakeholder Group**

### First Year Calendar (approximate)

#### Months 4-6:

- Establish relationships with other areas of civil rights compliance; invite them to educate core group on process maps and conduct gap analysis
- Identify areas of training needed in the core areas and identify source of training (SECO, local agency, internal development, and/or external training source)
- Ensure personnel are compliant with training requirements

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## **Stakeholder Groups: Core Stakeholder Group**

### First Year Calendar (approximate)

#### Months 7-12:

- Implement training programs designed to complement SECO training programs
- Begin addressing areas of need identified through the gap analysis process by articulating desired outcomes and identifying benchmark organizations that engage in practices that coincide with the member's desired outcomes
- Those identified for compliance reviews in 2025-2026 begin preparation for the compliance review process

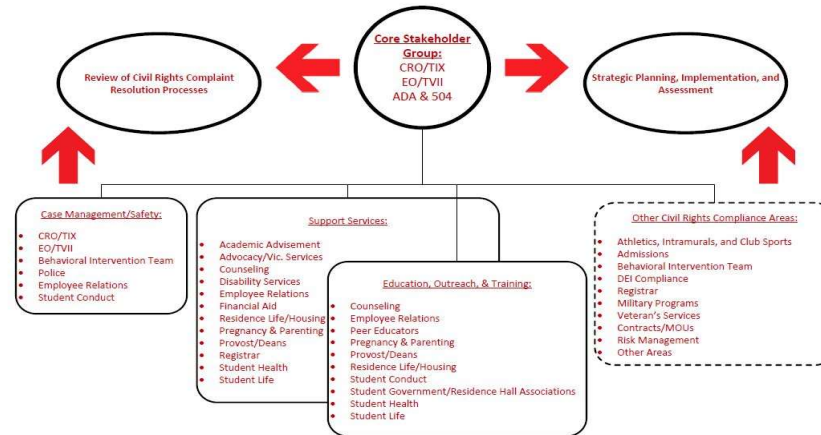
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## Stakeholder Groups

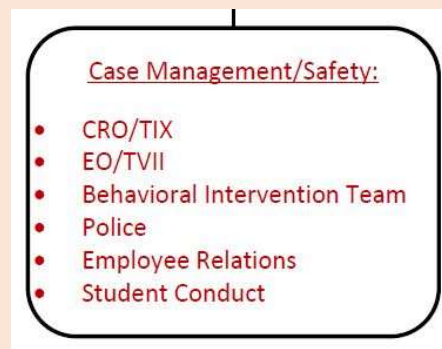
### How do Civil Rights Stakeholders Groups Function?



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## Stakeholder Groups: Sub-Group 1: Case Management/Safety



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## **Stakeholder Groups: Sub-Group 1: Case Management/Safety**

### Composition\*

- Civil Rights Officer (CRO & Title IX Coordinator)
- Equal Opportunity Officer (Title VII Officer)
- Behavioral Intervention Team
- Police (and Clery Compliance if separate)
- Employee Relations
- Student Conduct
- Others as deemed necessary/appropriate

\* To include designees/deputy coordinators as needed

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## **Stakeholder Groups: Sub-Group 1: Case Management/Safety**

### Tasks

- Meet regularly to review caseload and timelines
- Identify gaps in practice and generate solutions
- Ensure compliance with Clery requirements
- Ensure that civil rights records are being shared appropriately with CRO
- Interact with other sub-groups to identify areas where support, education, outreach, and training can be enhanced
- Aid in analysis of climate survey results for case management and safety implications
- Inform the strategic planning, implementation, and assessment processes

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## **Stakeholder Groups: Sub-Group 2: Support Services**

### Support Services:

- Academic Advisement
- Advocacy/Vic. Services
- Counseling
- Disability Services
- Employee Relations
- Financial Aid
- Residence Life/Housing
- Pregnancy & Parenting
- Provost/Deans
- Registrar
- Student Health
- Student Life

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## **Stakeholder Groups: Sub-Group 2: Support Services**

### Composition\*

- |                           |                           |
|---------------------------|---------------------------|
| ○ Academic Advisement     | ○ Residence Life/Housing  |
| ○ Advocacy/Victim Support | ○ Pregnancy/Parenting     |
| ○ Counseling              | ○ Provost/Deans/Directors |
| ○ Disability Services     | ○ Registrar               |
| ○ Employee Relations/ADA  | ○ Student Health          |
| ○ Financial Aid           | ○ Student Life            |

\* To include designees/deputy coordinators as needed

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## **Stakeholder Groups: Sub-Group 2: Support Services**

### Tasks

- Meet regularly to review support services for employees and students as it relates to civil rights protections and accommodations
- Identify gaps in practice and generate solutions
- Interact with other sub-groups to identify areas where safety, education, outreach, and training can be enhanced
- Aid in analysis of climate survey results for support services implications
- Inform the strategic planning, implementation, and assessment processes

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## **Stakeholder Groups: Sub-Group 3: Education, Outreach, & Training**

### Education, Outreach, & Training:

- Counseling
- Employee Relations
- Peer Educators
- Pregnancy & Parenting
- Provost/Deans
- Residence Life/Housing
- Student Conduct
- Student Government/Residence Hall Associations
- Student Health
- Student Life

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## **Stakeholder Groups: Sub-Group 3: Education, Outreach, & Training**

### Composition\*

- Counseling
- Employee Relations
- Peer Educators
- Pregnancy/Parenting
- Provost/Deans/Directors
- Residence Hall Associations
- Residence Life/Housing
- Student Conduct
- Student Government
- Student Health
- Student Life

\* To include designees/deputy coordinators as needed

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## **Stakeholder Groups: Sub-Group 3: Education, Outreach, & Training**

### Tasks

- Meet regularly to review education, outreach, and training efforts for employees and students as it relates to civil rights protections and accommodations
- Identify gaps in practice and generate solutions
- Interact with other sub-groups to identify areas where safety and support services can be enhanced
- Aid in analysis of climate survey results for education, outreach, and training implications
- Inform the strategic planning, implementation, and assessment processes

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## **Related Compliance Areas**

### Other Civil Rights Compliance Areas:

- Athletics, Intramurals, and Club Sports
- Admissions
- Behavioral Intervention Team
- DEI Compliance
- Registrar
- Military Programs
- Veteran's Services
- Contracts/MOUs
- Risk Management
- Other Areas

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## **Related Compliance Areas**

This is not a formal sub-group of the Civil Rights Stakeholder Group, but instead a collection of areas that interact with civil rights protections and/or accommodations and must therefore be compliant with federal and state laws and regulations, as well as with System Policy 08.01 and its related regulations.

Each area identified must interact with the Civil Rights Stakeholder Group to meet the tasks identified.

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## **Related Compliance Areas**

### **Tasks**

- Meet with Core Stakeholder Group to identify areas with civil rights implications and to create a process map for each area
- Identify gaps in practice and generate solutions
- Interact with other sub-groups to identify areas where efforts can be enhanced
- Aid in analysis of climate survey results for education, outreach, and training implications
- Inform the strategic planning, implementation, and assessment processes
- Engage in the SECO civil rights compliance review process as directed

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## **Related Compliance Areas**

### **Primary Focus Areas**

#### Athletics/Intramurals/Club Sports:

1. Comply with requirement to provide equitable opportunities for participation
2. Departmental and team rules and procedures must comply with civil rights laws and regulations
3. Assuring compliance with civil rights reporting and complaint resolution processes

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**Related Compliance Areas**Primary Focus Areas

## Admissions:

1. Comply with requirements related to application questions regarding prior conduct and routing the information appropriately for review
2. Ensuring that notifications to applicants are compliant with civil rights requirements

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**Related Compliance Areas**Primary Focus Areas

## Behavioral Intervention Team:

1. Ensuring that any emergency suspensions/removals of students be conducted in accordance with system civil rights regulations
2. Ensuring that emergency withdrawals and returns from emergency withdrawals and shorter-term leaves for observation, hospitalization, and/or treatment are conducted in accordance with system civil rights regulations

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## **Related Compliance Areas**

### Primary Focus Areas

#### DEI Compliance:

1. DEI Compliance is under the jurisdiction of each member's Compliance Officer; for purposes of civil rights compliance, each member must be able to demonstrate compliance with Texas DEI law during any SECO civil rights compliance review

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## **Related Compliance Areas**

### Primary Focus Areas

#### Registrar:

1. Ensuring that transcript notations, transcript holds, and registration blocks are conducted in accordance with system civil rights expectations
2. Ensuring that any withdrawals or removals of students related to civil rights protections and/or the civil rights complaint resolution process are conducted in accordance with system civil rights expectations

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**Related Compliance Areas**Primary Focus Areas

## Military Programs:

1. Ensuring that the environment for all students participating in campus-based military programs are free of discrimination and/or harassment based on protected class
2. Ensuring compliance with the civil rights reporting and complaint resolution process

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**Related Compliance Areas**Primary Focus Areas

## Veteran's Services:

1. Ensuring that support services for veterans provide support and accommodations consistent with civil rights protections
2. Ensuring compliance with the civil rights reporting and complaint resolution process

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## **Related Compliance Areas**

### Primary Focus Areas

#### Contracts/MOUs:

1. Ensuring that all member contracts and/or Memorandums of Understanding (and any related agreements with third parties) contain language that educates third parties of their responsibilities to the system member as it relates to civil rights protections, education, and/or training
2. Ensuring that the documents noted in #1 do not contain language that is contradictory to federal or state civil rights laws or regulations

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## **Related Compliance Areas**

### Primary Focus Areas

#### Risk Management:

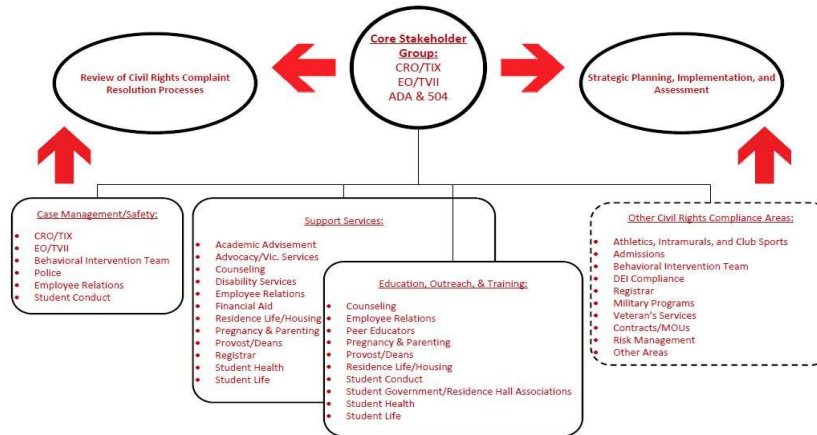
1. Ensuring that all events, programs, and/or activities that take place on a property owned and/or controlled by a member not already noted as a related compliance area are conducted in compliance with federal and state civil rights laws and regulations, and comply with system civil rights regulations
2. Ensuring that the events, programs, and/or activities noted in #1 comply with civil rights reporting and complaint resolution processes

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## Stakeholder Groups

### How do Civil Rights Stakeholders Groups Function?



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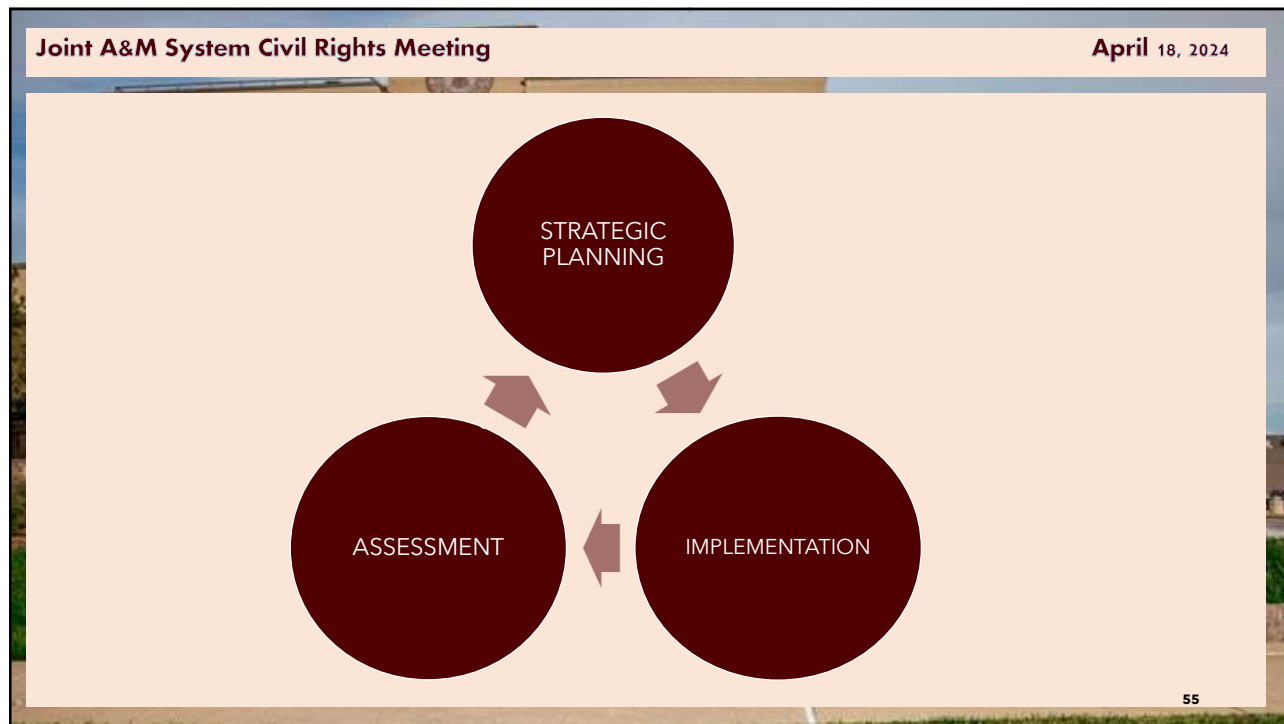
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## Review of Complaint Resolution Processes

- 1. Intake** (Reporting, Initial Outreach, Initial Meeting - complainant, Supportive Measures, Emergency Actions, Informal Resolution, No Action/Closure, Assignment to Formal Investigation, Initial Meeting - respondent)
- 2. Investigations** (Notice, Pre-Meeting, Supportive Measures, Emergency Actions, Informal Resolution, Interviews, Interview Summaries, Initial Draft Report, Final Draft Report, Final Investigation Report, Informal Resolution, Charging Process, Assignment to Adjudication)
- 3. Adjudication** (Notice, Designated Administrator Review, Pre-Hearing Conference, Formal Hearing, Deliberations and Decision-Making, Sanctioning, Appeals Process, Informal Resolution, Enforcement of Sanctions)
- 4. Post-Process** (Reporting Requirements, Communications, Record Keeping, Evaluation of Formal/Informal Processes, Required Follow-up)

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Joint A&M System Civil Rights Meeting April 18, 2024

### **Strategic Planning**

- 1. Mission > Vision > Measurable Goals > Strategies > Action Items**
- 2. Core SG and Extended Stakeholders** (informed by each of the SG sub-groups and by evaluation data)
- 3. Draft submitted to SECO** (for review and feedback)
- 4. Final Strategic Plan** (submitted to SECO as a part of the SG annual report at the end of June along with the data used to develop the plan; annual document that will continue to be updated each year and will include a summary of the SG's efforts to date, along with sub-groups)

**First Civil Rights Stakeholder Group Annual Report and Strategic Plan  
will be due on Monday, June 30, 2025, at 5:00 pm**

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## **Assessment**

- 1. Collection of data** (statistical data, evaluation data, any additional and/or external data with direct linkages to what is being measured)
- 2. Is there a need for supplemental data** (e.g., direct observations, interviews, surveys, focus groups)?
- 3. Summarize and Interpret the Data** (conducted by Core SG and any appropriate extended stakeholders)
- 4. Compare the Data to the Measurable Goal**
  - A. Did we meet the goal? Did we exceed the goal? Did we fall short of the goal?
  - B. Were there positive unintended consequences? Negative unintended consequences?
  - C. In areas where we fell short, what is the gap? Can we account for the gap? Would we benefit from adjustments to our approach/goal, adjustments to how we seek to achieve the goal, and/or benchmarking model practices to see how others addressed similar issues)

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## **Benchmarking**

### **1) Planning Stage**

- a) Know what you are seeking to benchmark (e.g., an overall approach, specific program, specific service, specific application of tools)
- b) Develop specific questions you are seeking to address
- c) Identify Benchmarking Targets (e.g., professional listserv feedback, published articles, conference presentations, personal experience/knowledge, website searches)
  - Do not limit yourself based on factors such as public/private, peer institutions, system members, size of institution, region, etc. unless the factor is specific to the measurable outcome you are seeking to affect

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## **Benchmarking**

### **2) Data Collection Stage**

- a) Collect information that you can publicly
- b) Make contact with the benchmarking target seeking assistance and information, as well as best means for collecting data (document reviews, interviews, site visits, etc.)
- c) Collect data and conduct initial assessment – is the data complete? Are there other pieces of information that we need to collect?

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## **Benchmarking**

### **3) Data Analysis Stage**

- a) Examine the data you have collected – does it have philosophical and/or practical value as we look at the program, service, or practice that we are seeking to improve?
- b) What information have we gained that we predict might have a positive affect on our program, service, or practice? A neutral affect? A negative affect? Upon what assumptions are we basing these judgments, and are those safe assumptions?
- c) Can we combine pieces of what we collected from one benchmark target to what we are currently doing, or even attach pieces of what we collected from one benchmark target and combine with something collected from another benchmark target? Think creatively.

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## Benchmarking

### 4) Decision and Implementation Stage

- a) Determine what changes need to be made based on the identified program, service, or practice
- b) Identify a path for implementation (approvals, time, costs, personnel, infrastructure, education, promotion, etc.)
- c) Secure the resources needed for implementation and move forward with implementation and/or add implementation to the strategic plan

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## Bias

### Cognizance of Bias

Throughout the strategic planning process, implementation process, and assessment process, be cognizant of bias that may influence your perceptions, assumptions, and decision-making. Common forms of bias include:

- 1. Confirmation bias** is the selective search for supportive evidence, defined by the tendency to only find data that supports the desired decision or outcome
- 2. Attentional bias** is the practice of paying attention to some things while simultaneously ignoring other things.
- 3. Anchoring bias** is utilizing first impressions to overwhelm other factors when making .

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## **Bias**

### **Cognizance of Bias**

- 4. Recency bias** is the tendency to think that trends and patterns we observe in the recent past will continue in the foreseeable future.
- 5. Conformity bias** is when your views are influenced or changed by the views of others. This is related to peer pressure and can cause you to go along with the majority (similar to groupthink).
- 6. Affinity bias** is the unconscious preference of people who share qualities with you or are similar to you.
- 7. Contrast effect** is when you assess two or more things by comparing them to each other, rather than assessing them based on their merit.

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## **Regarding Compliance Reviews...**

The calendar for member compliance reviews will be shared at our meeting covering the process of conducting these reviews, which is currently scheduled for Friday, July 12.

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**Question and Answer Period**

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**Correction from Last Civil Rights Meeting...**

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## Upcoming Training

### Investigators (and CRO/TIX)

**Tuesday, June 25** (1:30-4:30 pm, Webex) – Investigator Training on New Civil Rights Regulations; Online training designed to provide all system investigators with an update on the new civil rights regulations and any implications this may have for the investigations process; this session will include a review of the universal civil rights investigation report template and a review of the online resources provided for investigators

Registration Link: <https://tamus.webex.com/weblink/register/rca25b17e131909fd3cd2743c14278eff>

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## This slide deck...

- Will be available immediately after this meeting at [https://www.tamus.edu/seco/civil\\_rights\\_compliance/member-resources/civil-rights-compliance-news/](https://www.tamus.edu/seco/civil_rights_compliance/member-resources/civil-rights-compliance-news/) ...under the Stakeholder Groups menu
- **Thank you** for your attendance and participation today!

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