EDUCAUSE
EDUCAUSE Live! – Diversity, Equity, and Inclusion:
Moving from Talk to Action
Monday, November 18, 2019
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>>> Welcome to EDUCAUSE Live, everyone. This is Veronica Diaz, Director of Professional Learning at EDUCAUSE, and I’ll be your moderator for today’s EDUCAUSE Live webinar. We’d like to thank Quest for their sponsorship of the 2019 EDUCAUSE Live webinars. Quest is the go-to solution that helps universities and schools better move, manage, and secure their Microsoft infrastructure. You are probably familiar with the interface for our webinar, but here are a few reminders. We hope you’ll join us in making this session interactive. Use the chat window on the left side of the screen to submit questions and to share resources and comments. If you’re tweeting, please use the tag #EDULIVE. That’s E-D-U-L-I-V-E. If you have any audio issues, click on the link in the lower left-hand corner of the screen. And at any time you can direct a private message to “Technical Help” by clicking in the top-right corner of the chat window. A drop-down menu will appear where you can select “Start Chat With” and “Hosts.” The session recording and slides will be archived later today on the EDUCAUSE Live website.

Our webinar today is "Diversity, Equity, and Inclusion: Moving from Talk to Action." Many higher ed institutions include language around diversity in their mission statements and other policy documents. However, any action taken is often a reaction to headline-making events or threats of lawsuits. Mere talk about the importance of diversity, equity, and inclusion hasn't moved the needle on issues of representation and pay equity. Learn how your campus or department can assess its current DEI efforts and take steps to make real progress on DEI issues.

We are delighted to be joined by Jackie Bischel, Director of Research at CUPA-HR and John Whelan, Vice President for Human Resources at Indiana University. Jacqueline Bichsel has been CUPA-HR’s Director of Research since 2015. Jackie received her Ph.D. in cognitive psychology at the University of Alabama and has been doing research in higher education for 20 plus years as both a faculty member and nonprofit researcher. Jackie leads an outstanding research team who continue to take CUPA-HR research in new and exciting directions. John Whelan has been IU’s chief human resources officer since June 2014. His top priorities have been to build a stronger and more collaborative HR function, to improve HR’s customer service and process efficiency, and to increase the engagement of IU’s 23,000 employees across seven campuses. Prior to IU, John was the vice president for Human Resources at Baylor University. He has also held HR leadership positions at the University of Notre Dame, Bristol-Myers Squibb, The Gillette Company, and Brown Brothers Harriman & Co. John earned a BA and JD from the University of Notre Dame. He recently served as the chair of the national board of directors for CUPA-HR. Thanks to both Jackie and John for joining us here today. And with that, let’s begin.

>> All right, hello, everyone. I know I have at least a few friends attending who knew me when I was a research analyst. So shout out to you all. There has been much emphasize in DEI. Higher
ed our own and di Brantly was on the education divert task force. That task force help vet the
maturity we are discussing today. There had been lots of talk and discussion about how to
improve DEI efforts throughout higher ed. Guidance on action is lacking. When data is used to
focus on DEI efforts it focuses on student success. The data and guidance for higher ed
workforce is lacking. So developing the DEI index we used dirty equity and inclusion to guide
us. Diverse meaning representing individuals or begin, sex, gender, age and citizenships.
Treating similarly similar people represented in the various categories above. Inclusive providing
a sustained welcoming and protected environment for all people regardless in their representation
in productive classes. In case you need to convince anyone it remains as problem in higher ed
I'm going to provide you with a few data points. This is just a few. So this graph was developed
from our administrator is. The top dotted line represents the U.S. minority population during this
time period. The middle line depicits minority college graduates over the same period. If you look
at the bottom line that depicts administrators who are minorities which is defined as anyone who
is not white. As you can see, this percentage has not increased by much despite all the talk
getting minorities into position of leadership. The gap between minority graduates and minority
higher ed add machine stray tors have increased not decreased. This graph is current data from
our faculty survey and depicts faculty. This pay ratio that you see here that center indicated by
that dollar line that represents what white men are paid. This is what women are compared on the
dollar for white men. You can see the classification there at the bottom. If you look at that
doctoral column. Women faculty are paid at $0.89 compared to white men. If you go to
associate's institution they are paid more equitably than white men. It may indicate on the part of
associate's institution to recruit and maintain ethic minorities. Keep in mind the differences in
faculty salaries in doctoral to associate's institutions. This is one trend that I want to point out
that we consistently see across all of our data. The women and minority are represented in
positions in lower pay. This graph shows data from broad groupings at higher workforce.
Women are less represented in administrative and faculty positions. And it is low in these in
higher positions in higher ed. Before you ask, we do control for baby position. In other words,
the median pay ratios aren't deem notions that the represent themselves in lower pay. We survey
a lot within nearly all those positions in all those categories women receive lower pay in the
same positions regardless of representation. These are but a few of the data points showing the
pay of women are not equitable. We have a lot more data that are located on our site
CUPA-HR.org. I would encourage you to check those out. So before I explain what a maturity
index is. I want to give props to the vice president of community and research at EDUCAUSE.
She developed the development on analytics. It has changed very little since then. So a maturity
index measures broad progress -- measures progress on a broad construct. It also provides scores
on a number of factors or areas that underlie that broad construct. Lower scores dell Lin nat
which factors could use work or progress. And the maturity index suggests actions that should
achieve progress in those areas in which you receive a lower score. So for this maturity index we
started with a broad question. We asked this question of mostly people who are in HR positions
at -- that attended our conversations across the country. We asked this of individuals who are in
leadership positions in HR. The question was what needs to be in place for an institution to be
considered successful in its DEI efforts? Think about this question as it applies to your
institution. Think about it as it would apply to an ideal institution. What would be in place there?
You can write some answers in the chat box. That would give us an example of some of the
answers that we were getting from all the individuals to whom we pose this question. Just go ahead and put those answers in the chat box. What would need to be in place for an institution need to be considered successful in its DEI efforts? I will wait for some of those to come in. Good data. That's a good one. Strong metrics. Data and assessment. I can tell I'm dealing with EDUCAUSE here. Proven measures of success. Make progress. Need to know where we stand to begin with. Smart goals. Job satisfaction and retention of staff at multiple levels. Inclusive meeting practices. Accountability. Ongoing treatment. They are going fast now. I can hardly keep up. Representation across field. Measurable progress. Good reporting. Balance and faculty and staff and full time and part time ratios. Data and assessment. Definable goals. Diversity at the cabinet level. Look at the diversity of these responses. That's great. Funding admission et cetera. A workforce the community they are serving. Wow! This is awesome. Equitable treatment of all protected classes. Diversity/inclusive excellence officer. Blind higher practice. Track DEI efforts regularly for lessons learned. These are phenomenal answers and reflecting and mirroring some of the responses that we got when we were asking this question. Great job. Keep feeling those in as proceed. You can look at the answers on the side as I talk to each of these. We group these responses into five factors. I keep forgetting to click on the error. Communication and education was the first one. So how many of you responded with something along the lines of communication and education. Assessment was another. Culture was another one. Investment and infrastructure. Compensation, recruitment, and retention was the fifth factor. I'm going to describe all of these factors and what we measured under each of these factors. You will see of what we are measuring under these factors in the comments that you were just providing me with. So we will start off with communication and education. Here are some of the things we measure under this communication and education factor if you were to go in and take the maturity index. We look at how your institution defines DEI. Does your institution have a definition of diversity, equity, and inclusion? Does it have a definition of what they are looking out there and what they are trying to accomplish? Next the incorporation of the DEI into the institution mission. If they aren't incorporated into your institution mission, why is it not at this point? The use of inclusive language in policies and procedures. Demonstration of the value of DEI by top leaders. The value of DEI communicated at all levels of the institution. And the education of new and existing faculty and staff. Be thinking about that. How would you institution rank in terms of measurement on each of these questions that we ask under communication and education here. That would be a summary of all the question that is we ask under communication and education in the maturity index. I'll tell you where to find that later on. The next factor was assessment. And we look at five things under assessment. The representation of protected groups in faculty and staff. Equitable play for protected groups in faculty and staff. This would be both faculty and staff. We ask those separately. The collection of data. The type of data and how it's used. Think about that for a second. How many of you know what your representation and pay equity are like at your own institution? I'm always shocked at the response for that. I'm shocked how often people who are interested in this don't have the data in their own institution to know what their representation is or what their pay equity levels are. Assessments and reviews of your institution's own DEI efforts and goals. Have you had a committee or any group of individuals who's had a review of your own goals or sought to define those? We would ask this question there. And finally, accountability to the DEI goals at all levels. Does DEI at your institution with a single department or is your leadership also
accountable. Is that accountability measurable? Next would be the factor of culture and measured underneath culture we have efforts to welcome diversity on campus. Institutional response to unexpected events and feedback. And if you’re -- if you haven’t had a current event at your campus that has raised DEI to the topic of something that might be scandalous How would your leadership respond? How do you any your institution would respond? The engagement of the campus groups in DEI efforts? Do you have students involved? Faculty involved? Leadership involved in DEI efforts? Are they engaged? Diverse representation in committees and leadership. Representations across the workforce. What we found in some of our data is that -- we see a concentration on students. We see a concentration at looking at representation at faculty. How about representation in your professionals and staff. Those professionals represent the pipeline to leadership positions and how much of your institutions are paying attention to that. In addition, does your institution have a campus wide culture of equity and inclusion? And you have engagement of community beyond your campus. Next, we have investment and infrastructure. Here are some of the questions we pose in that. Factor. You have dedicated staff or diversity equity or inclusion. Is that amount of staff that you have appropriate for your institution size and its efforts? Is there a communication of priorities and outcomes across the institution? How about the quality of your diversity equity and inclusion resources? What about the investment in your student pipeline for the future workforce? If you have noticed that you have low representation in certain areas of your workforce, what are you doing about that pipeline? And our last factor for the maturity is compensation, recruitment, and retention. Do you have pay equity plans for your faculty and for your staff? Retention and promotion efforts for diverse hires. Higher protocol calls and search committee prep. faculty staff recruitment. Those are the five factors. At this point I would say that what you need to do is check out the diversity and inclusion maturity index. You can see exactly what this is like. After you answer the questions. After you assess the institutions on each of these factors. It is going to give you a score card basically. Provides you with an average score on the five factors. It is going to give you a score for each factor. For example, on this particular institution, they scored high in communication and education and scored pretty low on investment and infrastructure. On the next page it will give you a one pager that sort of summarizes your scores and provides next steps. Next steps you should take to make progress in each of those areas. So this is a great tool to present to your leadership. So after you take the maturity index you would take it to leadership or discuss these as a group. We really recommend that you have more than one person take the maturity index so that you can provide the results that you got in your discussions. Were people responding in the same way? Were they responding differently? What did they respond differently on? These things can lead to discussions about what efforts you would need to engage in to make progress on each of these factors. So I've talked a little bit about the maturity index and what underlies the maturity index. I'm going to turn it to John Whelan. He is going to talk about how he used the maturity index at Indiana.

>> Great. Thank you, Jacqueline. It is great to be with all of you. I want to share the experience that we had. I was thrilled when this maturity index was developed. Jackie shared it with the members of the CUPA-HR board. I brought it to a leadership team I had with our top human resources. Asked everyone in that group to take the assessment. Let's just use it as a conversation starters. These were questions that my staff shared with me. First of all, who is going to see this?
You know, is this going to be a published -- is all this information going to be aggregated. What I shared with them, the information is kept anonymous. It really is a tool. Each individual person will get their own score sheet. That sheet that Jackie just showed you to let you know where you stand in your assessment. This is each individual's person own perspective about this. We all did this and brought our printout of the reports to the meeting and had a really good robust conversation. We didn't dive into the excruciating details we were 2.1 here and 4.1 here. We talked about it from the standpoint what are the trends that jumped out? What are the themes? What are the questions that came out? It was really a fascinating conversation for us. And so I would encourage you to use this. Try by yourself before you share it with the team to see what it is like. We were amazed how many times there were as questions and we didn't know the answer. The policy say this, this, or this. Don't spend a lot of time researching those answers. The fact we don't know them is an answer for ourselves. The take away that we had we had strong culture, strong investment. We have a very senior diverse officer that works directly with the president. We have areas of opportunities for communication, ongoing assessment and a few other things that jump to mind. I'm going to share a little bit about some of the work we have been doing as a result of this with human resources. First thing I'll start by mentioning is that I believe the industry of higher education is something like thatly different than my corporations in regard to diversity, equity, and inclusion. It ties directly to the employees. At most Universities we find that that is not the human resources because universities also have students and faculty and usually a diversity is outside of human resources because it expands all population with higher education. One of the things that we have been aware of at IU is because of that, we have not been doing as much as we feel we should be doing because there are other groups that are focused on it full time. We know we need to do more and need to partner. We launched an initiative that two primary objectives. The first was to do an inventory throughout the university who is working throughout the university on diversity, equity, and inclusion? We have many people -- and we wanted to understand who is doing what so that we in human resources can position ourselves in the best way possible. The second part of this review is to do exactly that to understand how human resources can be as supportive as possible with all of the folks at the university working on DEI. A area we have spent a lot of time as well. We have 23,000 employees. We have almost as many job descriptions that we have. This has created a challenge for us to do across the board compensation equity studies. We can do an equity study for an individual person. We can look at their job and we can do to CUPA-HR and get data and understand is this person doing this job? How does their pay compare to the broader higher education? The problem that we have, people, titles vary dramatically too. It had been very difficult for us to say across the board. Take any position. Do accounts. How do they fair against the market? They all have account descriptions and job titles. One of the things we are working at IU which is a multiyear project. Some of you may have thought this. Is a full overall of our compensation framework if you will. We call it the job framework design. Become a little more standardized in job description and job titling. When it comes to diversity, equity, and inclusion we believe we will be able to do equity analysis who is doing what in the university. We are still a year out from that being finished. We are optimistic that will give us a more holistic approach from where we stand across the board and by different demographics, by race, ethnicity, age etc. We have put a lot of effort into leadership development knowing that this is critically important in efforts for diversity, equity and inclusion. A lot of organizations spending a lot of time on
focusing representing. Making sure that the workforce has a diverse population of background, age, gender etc. Many efforts stop there. And we keep reminding ourselves it is not the diversity for diversity sake. It is diversity for the benefit of making our organization more successful, more effective. The reason for diversity we bring a richness of different ideas of backgrounds and experiences. If all we are doing is check a box and say we have a balance of men and women and across different categories. We are not necessarily taking advantage of our diversity. We think that leaders represent a great way to bring people and being inclusive. Create engagement. When people feel engaged to their organizations they benefit from the riches of your diversity. If you don't, even if you have different representation the same people answering the questions, the same people sitting on important task forces. And so we have been doing a lot in this area. We have doing engagement services which give us a good education where we stand. We created something I thought I would share with you. Just rolled it out recently. It is an easy way for managers and supervisors and leaders to be more effective in their roles. What are the simplest actions that have the greatest impacts to improve an organization. We boil it down to four simple actions. We refer to it as the four simple actions to lead effectively at IU. They are from the first one is ask me what I think. Tell me what you expect from me. Say something positive about my work. The fourth one is share information that will help me. And while those don't say diversity, equity, or inclusion. What we are instructing and changing our managers is making sure they are using these four actions all the time with everybody. And that by doing that, it brings everybody into the conversation. It has every single leader spend time focusing on every one of their employees. Just by natural exercise of this, it overrides built in biases. I want to now what you think. This will help us tremendously in our efforts to be more effective in general but very specific when it comes to diversity, equity, and inclusion. I would encourage you to utilize this maturity index. I'm happy to share my experiences who may have any questions. Feel free to email or call me. I think you would find it as a good tool. It will start the conversation. With that I will turn it back over to Jackie.

>> Thanks, John. That was great. I'm going to now turn it over to some questions and show you where you can locate the mature index. This says click on surveys and DEI maturity index. Actually it is click on research. Click on research and DEI maturity index after you have landed on our Web site. A couple of things that John said struck me. I really appreciate how he has used the DEI maturity index at Indiana. I was thinking about this at -- John is from a larger institution. He used the DEI maturity index for all his campuses. One of the questions ask how can this scale for smaller institutions? It is built for all types of institutions. You can take the maturity index for your institution regardless of how it is classified or what size it is. Some of those you can make yourself as you are going through those questions. We don't ask you if you have a certain number of staff allocated. We ask if you have an adequate number of staff. Just as an example. The other question that I noticed that was in there somewhere. How does this apply to I.T. positions? We happen to just have had a publication. This was published recently. If you go to CUPA-HR site and you click on research and click on research publication. What we concluded in that report I.T. staff in higher education are still largely white and male for the most part. That's how they are described currently. However, there is a huge opportunity in I.T. positions they have a large number of administrators in IT who are getting older toward retirement age. So once these individuals retire, there is a big opportunity to recruit minorities and women to those
positions. I think it is 3% of leadership positions in I.T. and now minority female. You have an huge opportunity to increase that number. I would encourage take the maturity index. See what you need to do to make progress on it. Give us feedback on this. There are places where you can provide feedback if you feel like you want to help us improve the index. You notice something was missing, you want us to include it. You think we are not hearing you then just let us know. We are going to be looking to tweak and improve this resource. In fact, one of the things we are doing now here at CUPA-HR to expand and on the resources. We would like to provide you with a number more detail resources that is going to help you make progress in that factor. Keep visiting us after you take the maturity index. We'll have some of those resources available for you and keep approving this resource for you. So John and I will now take any questions that you have on this. And one of the questions I see is how often does the index score need to be tracked? You can take it as often as you would like. I think it would be up to you and your leadership and your institution to take a look how often do you need to take the index and when should you take it at your institution if you been making any progress on each of the factors.

>> One thing I'll mentioned too. When you do take the index. One of the things I mentioned earlier it is anonymous. One of the things you are prompted with, sometimes it gives people pause because there is concern the way I'm answering this is going to be published. Maybe you can talk about that Jackie. That is so CUPA-HR can do that for aggregating data to see trend across institutions but not public in any way. Five people have taken it, they can say, they know which ones they are they can lump them together here is some variety. Jackie can comment more on that.

>> Sure. I think I can answer two answers at once. Can we get a copy before taking the index? We don't provide a copy. You can go into index as, I think they call it an observer. You can observe the index. You don't have to provide the data for your institution specifically. I encourage you to provide the data for your institution because if you don't, we don't have the opportunity to improve the indirect. So we really institutional data in order to do further factor analysis on pit and make sure we got a valid and reliable index. At some point after you gone in and practiced on the index a few times. Make sure you are taking for your institution and providing that data. It doesn't matter if you provide that data yourself or provide that data as a group, some people I know have taken as a group. They have provided group responses to that. That is just fine. We will take care of all of the analysis on the back end. As John said you don't have to worry how many times you have taken at your institution. You don't have to worry we will be associated your institution's name with the results. We have been collecting data now on the higher ed workforce. We have stroke standards of confidentiality that we apply to all of our surveys. Don't worry that we will share those results with anybody else.

>> I'm going to jump in really quick. What type of engagement surveys we have been using at IU. We have been used the Q12. We have been pleased with it. I know there have been a lot on the market. And there is another question, is group/institution available or just individual results? As I understand it, it is only individual results. This is an individualized exercise. Unless an entire group works together as one single assessment. Otherwise it is an individual thing and you can bring your results directly. You may run reports for schools. I'm not sure it is an option.
Right now a single person result sheet.

>> That's correct. We are still collecting data on this. We have to wait before we can start and analysis or provide any tools that will allow you to take administer this assessment. This is not a climate survey. It is not a satisfaction index. This is a whole different animal. This is something that assesses your efforts toward making progress on diversity, equity, inclusion at your institution. I see a question how does CUPA-HR define. I ran some of those definitions at the beginning of this that we use for the index. You can see those when you go to the introduction of our index on our Web site.

>> There is a question here for me about IU and what are we doing to highlight the value of diversity and it is not just checking the box. As I mentioned we are a very large institution and very decentralized. It probably varies. We still have a long way to go. I don't want to suggest we have reached our goal. We are continuing to work on this. What has helped our senior leadership at the beginning has been very vocal about the importance of diversity, inclusion, and equity. When institution have pop up. We have had a couple that -- they made very, very forceful statement about the values of the institution. We do not support this language posted on a wall some place or players that were floating around and they immediately shut it down. I think we have leadership buy in. For us it is bringing it to practice. Can make sure that we are taking advantage of the diversity of the institution. We have a long way to go. I don't want anyone to walk away to think we need to be.

>> That's great John. I see a great question. What can EDUCAUSE to help you move from talk to action? I'm wondering if anybody has any responses for him that you can put in the chat box there.

>> While we are waiting on that Jackie and John. I'm curious I know you talked about the index and some examples. I'm wondering if you can point us to any organizations that have come up with a nice process or way of implementing or using the tool the way they apply it? Anything in that area?

>> That's a great question. What I noticed multiple examples like John has expressed today. People who are trying the index. They are looking at it for their institutions. We had a -- just the entire library staff at one institution took the maturity index to assess DEI maturity for the library staff there which I thought was great. We have a ton of examples of people who are trying it out and what we are looking for are more. We want to hear from you after you taken the maturity index. What are your examples. How they have used it to move the needle? How they made progress on any area because of their use of the index? We would like to feature those examples without revealing results. We would like to feature those examples.

>> Somebody asked about other EDUCAUSE events and offerings. Some of our leadership management offerings to give people -- a tangible resource they can apply locally. For those that are going to EDUCAUSE programs and I'll post a link there. You can see it as a theme integrated throughout the programs. I think that will be useful in the future.
>> I see another question in the chat box about the second part of a question. This is for either you or me. If you encounter any questions or doubts with the positive outcomes of making these DEI practice chances, I'm curious those that doubt the diverse has value? How have you worked to nautical staff beyond just going through the check boxes to truly committing and learning through experience. John do you have a comment on that?

>> I think in a lot of ways focusing on represent, dignity, and trust. When I think about inclusion. It really gets to that. We have been focusing on encourage if a supervisor or individual employees treat the people around them with respect and dignity and include people everybody into discussions and conversations and create that as a practice then in a lot of ways that really helps tremendously in the areas of diversity, equity, and inclusion. Even people who are well intentioned how they are drawn to people like them. You will have hopefully small portion of the organization that is deliberately racist or ageist. We find people who are well intentions. Treat everybody with respect and dignity and becomes a habit for everybody. Those are a couple of thoughts I had.

>> Great. Another thought that I had is, you know, sometimes leadership just doesn't come around when you simply have diversity, equity, and inclusion as the right thing to do. There are lots of lawsuits happening as a result of institutions not paying their individuals who do the same jobs equally. There are lawsuits because institutions aren't respecting and implementing actions to improve diversity on their campus. And I really think sometimes leadership has to be convinced this is not just the right thing to do. It is a risk aversion issue.

>> There is also a question -- go ahead. I think you were heading in the direction.

>> The question is, you know, what is the impact if you have a workforce. What is the effect of taking this index? This is less about, you know, a satisfaction survey. It's more of awareness survey. No matter who is taking it it can be very eye opening. Does your institution have a policy that states this, this, and this? As I mentioned at the beginning of my comments. A number of people taking it actually I don't even know. It was a good eye opener. I need to do more just to make sure I understand what our policies say in the first place. I think the valuable for everybody. I don't think results will be skewed in any way by it being taken by a homo genius workforce.

>> This is a pretty concrete survey. You are going to be looking at what your policies are. You will be looking at what your events are on campus that have been happening to encourage diversity, equity, and inclusion. You will be looking at those that are concrete. This isn't a survey how you feel about the culture. Whether you feel that your workforce is representative. It is very data-oriented index. And I noticed a couple of things that have been posted here really direct you to each of our Web sites. Both CUPA-HR and EDUCAUSE have a wealth of resources. Not just the maturity index but lots of resources to help you educate groups in your campus and how to improve those. Please check those out. Please go to both of those Web sites and check out what the resources are for DEI.
>> I'm just giving it a second here to see what questions might come in. We are just about at the end of our time.

>> I see one question that I skipped over about examples about BENI dedicated rolls and organization. I'm not sure I dunce the question exactly. It will vary from different size organizations. I see it is coming from Ohio state. A large organization like Indiana University. Similar to you many of the schools, the departments, campuses have dedicated resources. One of the things for diversity, equity and inclusion. They go by different names. We have affirmative action. All other variety of names. Part of our challenge is trying to create consistencies. Our chief diversity officer who is vice president and reports to the president has been outstanding and leading those efforts.

>> All right, well, thank you.

>> On behalf of EDUCAUSE and our speakers, this is Veronica Diaz, and I thank all of you for joining us today for an engaging session and conversation. Before you sign off today, please click on the session evaluation link, which you will find in the chat window. Your comments are very important to us. Please take a minute to do that. The session’s recording and presentation slides will be posted to the EDUCAUSE Live website. Please feel free to share it with your colleagues. That is a resource for you. And finally, please join us for the next EDUCAUSE Live webinar on December 5, at 1:00 p.m. ET to hear from a panel of CIO Women in I.T. There will also be a 90-minute webinar on addressing what is DEI and how to be a better ally on December 12. You can find information on our chat. Thank you for joining us today. We wish you a great week. Thanks, everybody.

End of Webinar