

## Episode 16: Tracking Trends, Athletics, and Title IX Compliance for School Districts with Betsy Smith

Courtney Bullard:

Welcome to the Law and Higher Ed Podcast. I'm your host, Courtney Bullard, an attorney that has been practicing almost two decades in the space of higher education, specializing in Title IX compliance. If you want to learn more about myself or my background, you can listen all the way back to episode one, where I share my journey in my law practice, as well as some fun facts. And you can also check out my bio on my website, [www.ICSlawyer.com](http://www.ICSlawyer.com).

It is 2020, which is hard to believe. And there is so much on the horizon that ICS is bringing to you to help in your professional development. So I wanted to cover that with you quickly, before we dive into today's episode. First, Title IX University launched on January 9th. It is compliance at your fingertips; digital courses to help you in your Title IX proficiency that you can take anytime, anywhere. And its inaugural course is Title IX 101, which covers the evolution of Title IX from its enactment through today. A super important class to ensure that you have all the foundation that you need, whether you are an aspiring Title IX professional, a new professional, or a seasoned Title IX professional. It's also helpful for attorneys who are practicing in this field or want to begin practicing in this area.

You can check out Title IX U through the link that I've provided in the show notes, which is [TitleIXU.com](http://TitleIXU.com). We also have a signature conference, hot topics in Title IX in March here in beautiful Chattanooga, Tennessee, put on by our ICS team. It will start off with a complimentary lunch and learn for Tennessee Title IX coordinators on that Thursday, where we will cover all things specific to Title IX here in Tennessee, and there's a lot that has happened in the sixth circuit. So very important information, as well as an opportunity to collaborate with your colleagues across the state.

We will then dive into an NPRM Intensive, which is going to be the free conference. And then at 6:00 PM that evening, open to everyone is a welcome reception. Friday, we will kick off with our keynote speaker, Dr. Laura Maguire, who is a past podcast guest. She is a sexologist and just an overall really neat person with great information to share. And then we'll dive into different sessions, covering all the hot topics that you need to know that are relevant for Title IX coordinators today. So I hope you'll join us. The link for registration is in the show notes as well.

Finally, we always try to provide you with monthly complimentary webinars and we have several lined up for you in 2020. Expect also, when the NPRM drops, that we will, of course have a webinar that will be released on that or any timely matters that come up, but we have some really great topics.

I have my year end review, that's just going to be a week away. That covers all that's happened in Title IX compliance up through January one of 2020. As well as Betsy Smith, our newest team member, and first guest this year, who will talk about tracking trends to prevent sexual misconduct. We have one that is dedicated for Title IX compliance and school districts, and one on addressing allegations of stalking. All of those can be found on our events page on our website, and there's a link to it in our show notes. So I hope you will join us for some, if not all of these, and that I'll get to meet you in person in Chattanooga in March.

Betsy Smith:

It can be overwhelming. It can seem overwhelming. And it is something that I did not want to deal with.

Courtney Bullard:

You are listening to the first episode of 2020. We met, instantly clicked and literally 24 hours later, she joined the ICS family. Betsy Smith, my guest this week, has a fantastic personality, yes, but what prompted me to act on the decision to bring her onboard, was her approach to compliance and the work which aligned with the ICS mission.

She brings another unique lens to the team, having previously served as a district attorney as a Deputy Title IX coordinator for the University of Tennessee, and now as senior investigator and consultant for ICS. She previously was a student athlete as a swimmer for the University of Tennessee, which also provides another unique perspective for our team.

In this episode, we discuss one of her passions, which is presenting on tracking trends and data to prevent incidents of sexual misconduct. You'll see a webinar coming out from her next month, as well as a session at the conference on it. We also talk about how her experience as a student athlete shapes her work today, and some suggestions on training student athletes, as well as coaches and staff. And finally, the work coming out of ICS going forward in the K through 12 space and her connection there and how that influences her passion and work going forward. Of course, there's fun facts at the end, so be sure to listen to that. And I hope you enjoy my conversation with Betsy.

Betsy, we are finally getting to record an episode together, and this is the first episode that's going to be released for 2020, which I think is really fitting. We talk every single day, but I'm really glad to finally get to sit down and spend some dedicated time interviewing you for the podcast.

Betsy Smith:

Yay, absolutely. I am so excited to do this and to be a part of ICS.

Courtney Bullard:

So I want to start with your background. And so in intro to this episode, I kind of talk about how you got here and our kind of instant connection, but want to talk about your background and sort of how you got into doing this type of work?

Betsy Smith:

Sure, absolutely. Well, I started, obviously went to law school and then started working for the district attorney's office here in my county. Fell in love with that and it was amazing work. Part of what I was doing was some of the child sex abuse and child abuse stuff; absolutely loved it. And then I had my kiddo and it was time to look in a different direction for jobs and the position at UT came up, and I started working as an investigator to start, just with regard to Title IX stuff and absolutely loved that. And then the position for the director of student conduct opened, and it was also a Deputy Title IX coordinator position.

And so it kind of just felt like the right fit and the right timing. It was a really great and challenging experience. As you know, it was a really tough time in the Title IX world to be learning as you go, but I think that's what we've all had to do. And then after that, you and I kind of connected and here we are.

Courtney Bullard:

So what did your day look like? And then also kind of how many cases where you were reviewing? UTK is a big campus. I think how many students is it? Maybe over 30,000?

Betsy Smith:

Yeah, I think when you add in grad students, between 25 and 30,000, yeah.

Courtney Bullard:

What was your caseload like?

Betsy Smith:

It was pretty crazy, honestly. And the office was in a bit of transition at the time and number of people and we actually, as most schools did changed formats for the Title IX work in our process and practices changed quite a bit and was fluid, moving from what the Office of Conduct was actually doing with regard to Title IX work.

But at the end, all of the investigations were happening through the Office of Conduct, regardless of whether they were Title IX or any other student behavior. And then there were probably between 1500 to 2000, in some cases, over 2000, total investigations through a year. So that involved everything from the minor alcohol situations to the sexual assaults or stalking, relationship violence, et cetera. And then also add onto that, I guess, the investigations that were happening with regard to organizations; fraternities, sororities, et cetera.

And so I think it was wild and there was never a day that looked as though you expected it was going to. We had two investigators who are absolutely amazing at their jobs, just dedicated to student investigations. And so I was overseeing their work as well as the other investigations and adjudications that were happening in the office.

And so, each day was a new adventure, and when you thought you had a day that was really going to go and the meetings you expected, it flipped upside down. So-

Courtney Bullard:

Absolutely.

Betsy Smith:

We all know this work is wild, but doing it day to day, amen, completely wild.

Courtney Bullard:

Exactly. So that was on student focused. But I understand from you that you also had some work that you did in the faculty staff context.

Betsy Smith:

Sure. So we worked a lot collaboratively with Deputy Title IX coordinator for faculty and staff, and sometimes there was overlap there. And oftentimes there was a case that looked like a student case,

but ended up being a faculty case just based on the nature and once you got into it and realized more of the situation. So definitely there was overlap and certainly dealt with faculty and investigated a couple of those or oversaw the investigations for a couple or multiple of those cases as well.

Courtney Bullard:

And then of course you joined my team, which I'm so pumped about, and already have gotten some work under your belt, working with our clients on investigations and all those great things. And you started, I can't remember. You started in October, is that right?

Betsy Smith:

Yes.

Courtney Bullard:

Okay. [crosstalk 00:10:06] I feel like we've known each other forever and I feel like I know an awful lot about you in the short amount of time, because we have kind of similar, but not similar personalities; it's a good compliment. So it's kind of interesting interviewing you, just because most folks that I interview I don't know much about, except for my dad, of course. And so I don't really know everything they're going to answer, but with you, I know a decent amount. And I know my first question for you, and one thing that I've learned, is you have a passion for PowerPoint creation and that you have a passion for training.

One area that you're going to be presenting a webinar next month on February 19th on, you're presenting at our conference in March on, and we're also going to be putting together a course in Title IX U on, is tracking data. And when you and I met for the very first time, and you talked about this, my eyes kind of glazed over because it's not something I ever dealt with as in-house counsel on a regular basis. And of course this whole area has really changed even since I left my in-house counsel position and started ICS.

So first, how did you become interested in this notion of tracking data? And then maybe explain a little bit about kind of what that entails?

Betsy Smith:

Sure. Actually, the first time that I thought about tracking data and trends and all of that, my eyes glazed over too, and I was completely overwhelmed. And I think it can become overwhelming, it can seem overwhelming and it is something that I did not want to deal with.

So I actually went to a conference and at that conference, there was a presentation, actually a half day presentation on using your data as student conduct administrator. And it was Kevin Pitt who is at Rutgers and he did a fabulous job on presenting and getting me engaged. And so from there, I kind of took it on as a project. I'm an attorney, I do student conduct work and I never thought that data was something that I would be interested in. But what I learned is that it is the absolute driving force for prevention and response on a campus.

And so I was doing all of this work on our campus and kind of just going through it. I don't want to say mindlessly, but just going through the motions, in each case, getting it done. And I know there's a lot of times where you have to do that. But once I started to take a step back and actually look at the

data that we had as an institution, I was able to realize, we could have a bigger impact and we could help other offices on our campus to have a bigger impact by using that data.

So it took a whole new journey and became something that I realized our campuses should be doing, whether it's K-12 or higher ed, whatever it is, we can actually prevent by using that data.

Courtney Bullard:

What kind of data or data, I can't decide which way I want to say it.

Betsy Smith:

Me either.

Courtney Bullard:

What kind of data are you talking about?

Betsy Smith:

Yeah, absolutely. So I think the first step, and we're going to go through all of this, which I'm excited about in the presentations that we're going to do, but the first step is to start small and to not get overwhelmed. So just looking at the general things that a Title IX coordinator should be looking at, where are your assaults happening, or during what time periods? That's something that was so intriguing to me using all of our conduct data was, what time periods during the year, and then during the day, and then during a week or a month? What time periods are the behaviors happening?

And I think that's actually a little bit in the weeds, but it's something that when you start doing this, when you start looking at, "I want to track over our year during what months do we have the most assaults," so starting there and then looking at bringing in other data. So, "Where are alcohol instances happening, and is that overlapping with our sexual assaults?"

So just starting small, looking as a Title IX coordinator or Deputy Title IX coordinator, looking at specifically, those types of cases. Where are they happening? When are they happening? And then going a little bit farther with your other types of patterns that are happening on your campus as well, and then putting them on top of each other.

So it's really like a process. And at first I started very, very small; just a general Excel spreadsheet, which I hate spreadsheets. I'll just be the first to tell you.

Courtney Bullard:

Me too.

Betsy Smith:

They're so boring to me. But that general spreadsheet, and I know we have a lot of those resources at ICS of what's OCR looking for. You and I have both been through OCR investigations and knowing what they're looking for. So start with that data and then make it look pretty. That's something that's really critical to me. And you said I'm a PowerPoint geek, I also hate have hated creating presentations, but I've learned how to do it in a way that's aesthetically pleasing, which helped my end goal, which was to

inform our campus or to inform my supervisor, or to let whoever my audience is, know what information I have. And so I think step two is making it presentable. So starting with the data, starting with the spreadsheet and then putting it into something that is presentable.

Courtney Bullard:

I know you've already mentioned, obviously, once you start tracking the data, you can start really honing in on education and prevention based on what that data's telling you. And so I've learned from you that tracking these trends, tracking data is not all of it. That essentially, then it's like, what are you doing with it, right?

Betsy Smith:

Yeah, absolutely. And what I realized is I was already holding it, I just didn't know what to do with it, or I wasn't using it right. So once you have put it into a presentation or you have put it into something that is understandable, then deciding what your next steps are. And I can give a great example in that, at some point you might learn that a whole lot of your alcohol instances on campus or your underage consumptions are happening at a certain bar or restaurant. And you may then learn that X number of your sexual assaults happened after a student has left that establishment.

So I think one of the things that you can do, you have that information, you know that you have to do something about it. So what are your next steps? And I think it's going to look different depending on what campus you're on or what the location is, but who are you notifying? Is it the landlord of the establishment? Is it the owner of the establishment? Is it the ABC, the Alcohol and Beverage Commission, letting them know that this is happening and that you know that bad stuff is happening there. And you want to put them on notice because you as a Title IX coordinator or as an administrator are also on notice. And so just being able to show and use that data to then document what your next steps look like.

Courtney Bullard:

So tracking trends; huge. And I know in the webinar we're going to go into, or you're going to, I'm not, I'm just going to listen and learn, but in much more detail, what that looks like, how to do it, why it's important and all those great things. So I want to shift gears a little bit and talk about you transitioning into your role with ICS. So you were on the ground, as I say, all the time, you're fresh out of the fire. And now working with me doing these investigations, talking to clients. What have you learned so far? What has been different about being on the outside versus the inside? Anything you'd like to share?

Betsy Smith:

Yes, a whole lot. There's so many different ways to do the same thing. And I don't even think that I had any idea how many different ways you could write a policy that could still be compliant and, or write a policy or put a practice in place that to you when you're doing the work seems to make sense, but to someone from the outside, you have absolutely no idea what they meant or what it said.

And so something that I really wish that I had thought about more when I was doing the work for an institution is, having someone from the outside review our policies; just someone who is completely not related to the institution to look at things before making a decision about how they were going to be put in place. Because it really is when you're in the fire, you do it the way it's always been

done, or you make slight changes. But to be able to have someone from the outside have a look and say, "Well, what about this? I've learned other institutions are doing it this way and it's really working." That would have been exceptionally helpful and definitely something I didn't do.

Courtney Bullard:

Yeah. The takeaway is, it's not a sales pitch, but it is true that when you look at someone else's work, I mean, policies and procedures, and you're an outsider, things that make sense when you're on the inside, because you do it every day, and you kind of got your system and you're talking to your people and you do your thing, don't necessarily translate. And so it can really highlight to me, why students might be confused or faculty or staff members might be confused as they're going through a process.

Betsy Smith:

Absolutely. I guess probably two or three years ago, we went through a complete revision of our student code of conduct. And as you know, in Tennessee, that has to be approved by the legislature. And I learned a whole lot through having others completely external to higher ed, look at our work and try to understand what it means.

But I think what we forget often, is our student audience. And so that's something that as you and I are working together, it's really important for me as we're looking at policies or as we're doing an investigation for an institution, to remind them, "Hey," even just if we're doing an investigation to say, "Hey, I spotted this and it felt challenging," or, "I don't know that a student would understand that," and just to be able to say that as well. Hopefully we can keep doing that.

Courtney Bullard:

So I cut you off. I'm sorry. I think you were going to say maybe something else that you've learned or has been different or maybe not. I don't know.

Betsy Smith:

Yeah. One of the things I've found is that people are putting a lot of trust in us, which I appreciate and putting a lot of trust in our work. And I'm really grateful for that and I didn't expect it. So I just want to put that out there that I'm really grateful for the clients and their thankfulness for our work. And so I definitely didn't think that that would be a part of this and it has kind of overwhelmed me.

Courtney Bullard:

Yeah. We have great clients, but the whole mission behind me, starting ICS was seeing the struggle, and I just finished recording a podcast and we talked about this a little bit, seeing the struggle that Title IX coordinators are facing on the ground. The profession is still in its infancy. And so we're just now really getting the data on the attrition rates and the toll it's taking for those that are listening are on the ground. And it's really hard work and needing an outlet, which sometimes of course is in the form of self care, but also hopefully, can be in the form of me, you, and anyone out there doing this work as consultants or attorneys, because it's needed. You just really can't do it alone. And on some of the smaller campuses, those folks really are on an island without a lot of ability for collaboration across campus, or even outside of the school to talk to other folks who are doing the work so they don't feel alone.

Betsy Smith:

Absolutely. And I think that's one of the things that I didn't say, but I'll definitely say now, is that looking at some of these smaller campuses or institutions that haven't built up kind of a Title IX machine, it's hard. It is hard work and we see the struggle, and keep at it because we can't keep losing professionals in this work.

Courtney Bullard:

No, we can't, it doesn't serve anybody. So I know for you and I, and sort of our strategic planning for the business, there are a couple areas that you have some points of contact with or experience with, that really are probably going to be somewhat of a focus for you. One being of course, the tracking trends and helping our clients and those who utilize our complimentary resources on doing that work.

One is that you were a student athlete yourself and have a really good perspective and of course worked with the athletics department at UT, and we're not making any specific points about that exactly, but just have that on the ground experience, working with athletics and a very large athletics department, but also being a student athlete yourself.

And so talk to me a little bit about your journey into being a student athlete and then thereafter, and sort of some thoughts that you have there, or that you've experienced.

Betsy Smith:

Sure. So it's funny to be doing Title IX work now and have experienced and not been as grateful as I should have at the time for my own collegiate experience and the benefits that Title IX provided for me in that arena. So yeah, I was a swimmer actually at UT, and that experience was awesome and also challenging. And I think in some way, has driven me to be as I guess, involved in this type of work. And so I'm endlessly grateful for that. And I think working with student athletes, it is awesome, it is challenging and they live a completely different life than the rest of the student body does.

And I say that in both a positive and negative way, because it becomes a very small circle that you see on campus. And what I realize now, looking back and after having worked on the campus, is that I had a silo and that was within the athletics department. And so I didn't experience all of the other elements or things that were going on, on campus. And also, that made my group really small and my experience really different.

So, I think when we're working with student athletes and training them and using their time, which is exceptionally valuable, we have to be really mindful about what their experience looks like. And so it was definitely something that is a passion of mine, when I was on the ground doing that. And I think even as I'm working with ICS, I'm really excited about the chance to work with athletes on campuses or athletic departments, because it's such a unique group.

Speaker 3:

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Courtney Bullard:

And so in the fall, I was on a season of working with athletics departments. They seem to come in bulk, whatever I'm doing, and was able to travel to a couple of campuses and train student athletes, and then also train athletics departments and their staff. And they are operating in a completely different manner than the rest of the campus. And student athletes to me are great, because they are a captured audience. In other words, coaches, they have all these requirements to go to meetings, and so they're a student population that can be tapped into fairly easily for training and prevention.

But as I feel about all training and prevention, that training should be a little bit different or look a little bit different than what you see for other students on your campus. So from your perspective, any thoughts on how that looks different? Why is a student athlete, why is their day so different? Because there are folks out there who have never interfaced with athletics. They were never a student athlete or a coach, and now they're a Title IX coordinator and they're having to investigate athletics cases. And of course you're learning as you go that there are differences and some of them may seem obvious, but are there any that you can touch on that might be helpful to folks out there doing the work?

Betsy Smith:

Sure. So I think their schedule is just being mindful that they are training. When they're not eating or sleeping or going to class, they're training. And so being mindful of that schedule, and it's something I've found that we had to be really strategic about when we were training our student athletes, because do you want to do it before or after or in the morning or in the evening? And just really thinking about, it's a group that's going to be tired and you got to think about when are you going to have the most impact for them?

And so it depends on the sport as well. And it's very individualized and I think it's challenging and I would encourage any of the Title IX coordinators out there who are doing this to get to know their coaches and just ask the questions. That's what I would always do. Like, "What works best for you and your team?" Especially when doing those trainings and that's for anything, but I've found it really important for athletics because you had to get that buy in. And if you were doing it at a time that was really inconvenient for them, you weren't going to get a lick of their attention.

And so definitely paying a whole lot of attention to what the coaches are telling you and training the coaches separately, I found that to be really important. I've always wanted the coaches to hear what I told their student athletes, but also wanted to talk to them separately about what their role looks like and how important it was, and why they have such a unique group. They know that, but why that unique group can be impacted differently.

Courtney Bullard:

Yeah. So a shout out to University of Alabama, Huntsville, I went and did training for them, speaking to your point for their student athletes, and they gave them several different opportunities. And one was at 7:00 in the morning, which I was like, "Oh my goodness." And I was just so impressed because they all showed up. One of the sports was in khakis and a polo shirt as they're required to be in meetings and they were engaged and it was 7:00 in the morning. Most college students are not up at 7:00 in the morning, much less dressed in more than yoga pants and ready for a meeting. So definitely to your point, making sure it's convenient for them and understanding between games and travel and training, they have a lot going on.

And when you're training, we did a webinar, I know, on the role of athletics and Title IX compliance, and talked a lot about training your coaches and staff, and that really was a type of training for them. Any thoughts there on things that are unique to athletics departments that you don't see on the rest of campus? I mean, we know there's a ton, but any highlights?

Betsy Smith:

You just hit on one of the highlights. It's actually travel, and I think that can be an area that nobody thinks about, but certainly under most policies, it should be covered that students are a student while they're traveling with you, and that it's a university sanctioned event. So just monitoring that and being mindful of it.

And even to the K-12 area, I'm personally a coach myself for middle schools and high schools for swimming. And it's something that I think about all the time, that I wonder if other coaches or athletic directors, even at the K-12 level are thinking about in that travel and the bus and making sure their safety for your students or the plane or anything like that.

So that's one of the areas that I would say, and then also, I always like to break it down, so that they can see where they fit in the greater community. So for coaches and for student athletes to think about, "How many violations do you have versus our entire campus community? And then what is your percentage on our campus that a large campus, the number of student athletes is very, very small. And does that percentage of violations look greater than your percentage within the community?"

And I think it's something that you can get their attention with and show them, everyone's looking to them, "Be mindful, everyone's watching out for you, everyone's watching for you. They're looking for the gear that says student athlete on it." And so just being mindful that you want to make sure you're giving your best. And when you can put it in a pie chart or something that they can see how they compare, it's definitely eyeopening and really critical for them to see.

Courtney Bullard:

Yes. And that is a really good segue into another area that I wanted to touch on, which is K through 12. I have some campuses we have, I guess I should say. We have some campuses that have K through 12 on their campus. And then of course, we're working with the K through 12 space more and more every day. And something that has been in the matters we're handling lately, are involving student athletes at the middle school and high school level.

And there are just so many unique issues there that are very different than in the higher education space, because you've got minors involved, they are traveling, supervision can be different.

Sometimes it's parent volunteers, parent coaches, versus an employee; all kinds of stuff. So K through 12 is another area where I know you not only have a personal connection, you mentioned coaching, but also with your husband, and one that I know we're starting to do more in that area as well. Anything else you can think of with your experience alone, just being a coach, as you already mentioned, or having a husband that works in K through 12?

Betsy Smith:

Yeah, I think it's a passion and it's something that I'm really excited to see us transition into more, as we're moving forward with ICS. But as you said, my husband is a K-12 administrator and watching him do the work and anecdotally hearing the stories and trying to understand his day to day work, it is challenging. And you and I have talked about how Title IX on K-12 campuses is significantly behind where it is on higher ed campuses. And Title IX, I guess, coordinators and the work and the prevention and the training and what the investigations look like, it is significantly behind. And so we have to help and get that caught up.

I think what I've seen the most, just in my own experience as a coach and with my kiddo and through my experience working with Title IX coordinators on K-12 institutions, is just a lack of completely understanding the landscape. And to be honest, there is not nearly as much information out there for those K-12 coordinators, so K-12 Title IX coordinators and administrators.

And so I think first and foremost, we've got to make sure that they understand their responsibilities. And also the thing I hear the most from that area is, "Wow, this is a lot of work," and, "How do we even accomplish this and do everything else in our day?" And so I feel like that's where we were in the higher ed world and sometimes in some ways still are, but definitely about 10 years ago, that's exactly what it was on higher ed campuses. So kind of using that strategy to help them gain momentum and use their data to get them more positioned, because that is what we certainly need.

Courtney Bullard:

Yeah. And I talk about that all the time that they're behind and school districts, getting that infrastructure, it's just not there like you see in higher ed. I think in large part, my own theory is that they've been having a focus on bullying and cyber bullying, and so that's where that focus has been and now it's kind of shifting. But you and I both know from recent work, that there's certainly litigation, then school districts are being sued for Title IX violations and I think we're going to see more and more of that, but I know we're looking at bringing out a lot more for the K through 12 world and it is completely different than the higher ed landscape. They deal with completely different issues and trying to implement imminent measures, and do investigations, and working with police and having minors involved. So something I know we're going to do a lot more of.

Betsy Smith:

Yeah. And I just did that checklist, which I think is going to be really cool. It's starting from the ground up. I live by a good checklist to make sure I'm doing it right. And so definitely helping our Title IX coordinators out there who are on K-12 campuses to start at the basics and read the regs and make a checklist, or use the one that ICS has. But just to provide that little bit of clarity and to make sure you're doing it the same every time.

Courtney Bullard:

Yep. So we are ramping up so much. Of course, having you come on board has made me really refocus and what Title IX 2020 is going to look like for ICS. Of course, I talked about your webinar in February. There's also a year end review that I'm doing on January 29th. And then, we have our conference that is going to be March 5th and 6th, here in Chattanooga that I'm super excited about; we just had a call about that yesterday. We have a K through 12 webinar that's coming out in March. And then one on stalking in April. So tons and tons, it's all out there on the website. But wanted to be able to interview you Betsy, to make sure people meet you, get to know you, and I know they're going to be hearing a lot more from you.

So I want to wrap up by talking a little bit about some fun facts. I again know so much about you I feel like already. I can say that Betsy is very chill today on this podcast, but generally speaking, super positive, a lot of energy, up in the morning early texting, up late at night texting about work, very passionate about everything. And I love it. I love your energy. I tell my husband all the time, it's so great working with positive people who are like, "Yes, it's going to be great. This is going to be wonderful." I love it.

But a couple fun facts maybe, so number one is, if you weren't doing this work, let's say you won the lottery tomorrow, what would you do?

Betsy Smith:

Oh, heavens. Well, dream world job, I'd think I'd be Chip and Joanna Gaines.

Courtney Bullard:

That's awesome.

Betsy Smith:

I totally love interior design and things like that, and it is the passion, but I don't use it often. So I think that's something that I would probably do and also have an infinite amount of money to supply my purchasing of homes. But yeah, I think that's probably what I would do.

Courtney Bullard:

So I binge watched some HGTV over the holidays for sure; definitely. You and I, we've never even talked about this before, but something that's also totally a passion of mine. I've built a spec house before and flipped a house and all those fun things. I love it. Okay. So that means this is another area that we are aligned on.

I thought you were going to say you would coach full time or something, just because I know you're so passionate about working with young folks and swimming and all that.

Betsy Smith:

Yeah. I mean, I would definitely ... I'm like, "Yeah, maybe." No, absolutely. I do-

Courtney Bullard:

Not to put you on the spot and make all your swimmers feel like they're not important.

Betsy Smith:

I know, right? Don't listen, [inaudible 00:37:10], don't listen. No, but I do, I really do love that as well. And actually, now I don't even think you know this, but my passion is truly with little ones, teaching tiny tots how to swim. My kiddo was swimming before he was six months old. I would let go of him and let him swim. So I love to do that with little ones.

I have an uber fear of drowning. I fear for children to drown, and my parents had that same fear. We had a pond growing up and that's why I learned to swim, quite early and kind of stuck. So yes, teaching little babies to swim is certainly a passion. And I love my swimmers, all of them.

Courtney Bullard:

That's awesome. Well, I think that's pretty much everything. I know they're going to be hearing so much from us going forward, but I really thank you for your time. I know that we have a lot going on and with the start of the new year, I feel like I was half asleep. I took a week and a half or so. Now as of Monday, we're recording this on a Wednesday on the eighth, I was like, Oh goodness, I need to get my acting gear; lots happening. So super excited about that. So thank you so much for agreeing to record this with me today.

Betsy Smith:

Of course. It's been fun.

Courtney Bullard:

Thank you for tuning in to The Law and Higher Ed Podcast. I hope you will continue listening to episodes, which are scheduled to be released every other Thursday, with a couple of informational episodes sprinkled in. Or, if something happens on the Title IX front, which it probably will, of course there might be something that is more frequent.

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