

Faculty Senate Minutes – April 13, 2021

Zoom – @ 6:00 pm (details at end of Agenda)

Senators present: Aaron Joy, Alex Lopez, Alex Watson, Angela Green, Brad Jones, Brian Reithel, Carolyn Higdon, Carrie McCormick, Carrie V. Smith, Charles Stotler, Christy Nielson, Cole Stevens, Corina Petrescu, Daniel Durkin, David Golgor, Donna Buckley, Fei Lan, Hyunwoo Joung, Jenny Bucksbarg, John Lobur, Jon-Michael Wimberly, Jordan Ballou, Joseph Carlisle, Julia Bussade, Kathleen Fuller, Kenya Wolff, KoFan Lee, Kyle Fritz, Lance Yarbrough, Lauren Cardenas, Mandy Perryman, Mary Hayes, Meagen Rosenthal, Michael Repka, Phillis George, Randy Dale, Richard Gordon, Stuart Schafer, Sue Ann Skipworth, Tom Brady, Whitney Sarver, Chip Wade, Chris Mullen, Carmen Sanchis-Sinsterra, Joel Mobley, Beth Anne Fennley, Zenebe Beyene, Simone Delmare, Robert Van Ness.

Senators Excused:

Senators Unexcused: Brian Boutwell, Cristie Ellis, Jim Cizdziel, Mikaela Adams.

- **Call Meeting to Order**

- **Approve minutes from the March 9, 2020 meeting**
 - Motion – Corina Petrescu
 - Second –
 - Minutes - APPROVED

- **VCRSP Josh Gladden – update on Revised Consent Requirements**

- Provided overview and timeline for why the Office of Research and Sponsored Programs (ORSP) released new consent language for grants applications (see Slide Presentation attached).

- Q & A
 - Q: Colleagues have submitted requests recently and they found that even those forms had preceded the new language appears to be either backdated or forward dated.
 - Gladden: I haven't seen these but I would like someone to share with me exactly what they are seeing because that is not the way the system was designed.
 - One possible issue could be that the policy has been in effect since 2019. They did have to consent to previous language, so when we updated the language, we have

asked those who previously consented and were awarded those grants that they consent again to the new language. We didn't backdate. But please send me some screenshots so I can see what you are seeing.

The Senator was unable to provide this because of concern for the colleague's confidentiality.

Chair: I saw nothing in my own transmittals but welcome your sending screenshots to me without identifying details and I will forward them to Josh.

Gladden: Please do so.

Q: People in my department were concerned that the survey language doesn't match the language that shows up on the transmittal, which is much broader than the Qualtrics survey. Can that be changed?

Gladden: Deferred to Melissa Hodge-Penn.

Hodge-Penn: The consent language should be verbatim the same.

Q: People have applied for grants not funded by federal agencies but seem to have to consent to the same language regardless.

Gladden: It was only consent required by NSF, then NIH, but it proliferated so much across agencies that it seemed guaranteed that all agencies would require somewhat similar language. Even if one consents to that language, and that award without reporting requirements, a report will not be generated because we won't be involved in the process at all because we're not required to report it under the terms and conditions.

Q: Does the list have all active PIs and co-PIs?

Gladden: The list is sent to EORC for all externally funded PIs regardless of sponsor agency. Guidance from GC in terms of consistency in application of our policies is that we have to treat each one the same. But in the case of things outside of our control, we have the ability to control how consistently we follow our policies.

Q: The language of the Department of Education might not ask for reporting,

Gladden: In that situation, professor X applies for a non-federal agency, Melissa would look to see if we have any reporting requirements and if not, we're done.

Please take a look at these resources and if you have something to send me, please help us track those down.

Chair: I'm happy to relay any follow-up questions.

- **Josh Eyler, Director of Faculty Development for the QEP – Update on Student Evaluation of Teaching (SET) Task Force Report**
- Provided an overview of the process over the past number of months.
- Due to advocacy of the faculty senate last spring, the Provost office tasked us with evaluating our SET forms to evaluate their efficacy. But this has ripple effects that the report demonstrates.
- We had quite a diverse group to work with.
- Our question was too determine the purpose for which SETs were designed for and whether they fulfilled those purposes.
- We determined some parts are inadequate.
- We also determined that SETs should not be the sole metric of teaching.
- Highlight recommendations: 1) Many current questions need to be changed because they deal with “teaching behavior” questions that lead to responses that reinforce gender and racial bias and they do not correlate with learning.
- Link to some references that pull together a lot of research on different aspects of the question. The first is on racial and gender bias and a link to an open-access database. The second, a 2021 study, on enthusiasm and gender bias. Drilling down into data shows that instructors who fulfill gender stereotypes get higher marks in this category than those who do not conform to student expectations.
- Question #11 is the only one that research shows is correlated with learning. We advocate keeping that one regardless of other changes. This allows us to keep some longitudinal data, a priority of some of our members who have been working with this data for a long time.
- Second category of recommendations are related to issues that came up in discussion but are not directly related to changes on the form. Rich Forgette noted we have a policy that departments are required to use two forms of teaching evaluation but this is unevenly fulfilled. We need clarity on the kinds of forms and compliance issues.
- It is widely felt that faculty need more information to evaluate formative non-evaluative, non-judgmental feedback on their teaching to help us grow. We also need to provide information for chairs and deans on mitigating bias in SETs. Research shows that when SETs are just one part of evaluating teaching, institutions should provide instruction on using feedback.
- Our student representative made clear that students need some instruction on the importance of SETS and what they are for, how they are used, and how best to communicate with other students.
- Helping faculty use results to improve their teaching.

Q & A

- Q: This is an excellent report but three things struck me as concerning: 1) these can be used to punish or coerce instructors and the threat of gratifying students to get better ratings, 2) the star rating system is presented in ways that can be reductive. Suggest we add a question about whether student behavior had an impact.
- Eyler: simplicity is double edged and that allows question #11 to be correlated with learning but also open to interpretation. I will take that question under advisement.

This set of recommendations will be sent to the Provost but changes were not part of the charge of the task force.

Chair: If this body can put forward a resolution reinforcing recommendations, we can echo and amplify the work you are doing so we can address drawbacks to the current system. If that is the will of this group, please speak up.

- MOTION made for the Committee on Academic Instructional Affairs to begin drafting such a resolution to amplify the recommendations of the committee.
- Seconded.

Chair: Issued charge to Academic Instructional Affairs to draft that resolution and have it ready for voting on in the final meeting.

- **Laura Antanow, Chair of the Chancellor's Standing Committee on the Status of Women - Update on UM Childcare Initiative Task Force**

Context: In 2011 and 2016 and in the 1990s the university had task forces to assess the childcare needs of faculty and staff. Faculty Senate proposed that we look at peer institutions, at aspirational facilities, and develop a 5-year plan recommending the following:

- Covid delayed us but the initiative was reignited in January.
- Rationale was recruitment and retention but also student impacts not previously addressed, like on non-traditional students and graduate students
- Academic impact is we could have critical opportunity with NWCC and others

- Two-generation benefit that research demonstrates accrues to those who invest in early childhood education, setting them up for educational and economic success and school readiness and possibly creating a new generation of UM students.
- A family resource manager (FRM) is recommended as a key part of the plan, similar to veterans and military services but for parents attending the university. They would manage grants that allow support for low-income students and employees. Willie Price doesn't have infrastructure to manage grants, so this is a missed opportunity.
- Development of student parent resources and data management. There may be more parents as undergrads than we realize. Out of 278 participants, 78% had children, 132 of them on the Oxford campus, and 80 of them with infants or toddlers. We don't want to lose these student-parents and we have ways to support them that we should establish.
- Amazing mentors have happened but those shouldn't be left to chance when we can help foster mentorships.
- Federal grant that we can apply for with or without own our faculty. Private childcare subsidies are available, but parents of infants and toddlers can't find care for any price right now in the area.
- UM is eligible for \$218K annually based on Pell data , and the funding can be used variously.
- Deadline for 2021 is June 1. We would like to get the ball rolling.
- Development plan for fundraising. Research shows it is not compelling to philanthropic donors to build a childcare center, but special-needs care is greatly lacking, as is support for the advancement for women at the university.
- The American Rescue Plan is still speculative but includes a piece for building or improving childcare facilities in "high need" areas should we meet their requirement. Building funds are rare so this is an important opportunity.
- Early Learning Center: 3 options an expanding Willie Price, working with an external provider to operate a facility(like Early Horizons), a partnership model with a non-profit like YMCA, which is eager to help increase childcare in our community. The Y could operate a facility for infants and toddlers next to Willie Price that should share some resources, like some staff and space.
- Looking at South Oxford center as a location. Available to the entire university community, an infrastructure issue that will benefit everyone.

Q & A

Q: What is the probability we can hire a Family Resource Manager (FRM) by June 1 and is there another way to get that handled by then?

A: Donna Strum says it appears to be considered for this next budget cycle, probably in early fall. The grant could be written to fund the initial position of FRM.

Q: I'm proud we had a childcare center at my previous institution. It also provided a tremendous opportunity for research on early childhood development. It was a real benefit to be able to recruit non-traditional students to the university. At least half were non-traditional, making a big difference in terms of discipline and commitment. We were able to recruit military-connected students especially. Military-friendly campuses give us bragging rights and a recruiting tool, as Southern is the only school in the state to have one, and Mississippi State no longer does.

Antonow: I have been in contact with other institutions and we have missed some opportunities because of this lack. The vast majority of military-connected students need childcare.

Chair: The Provost invited to address questions and recommendations.

Provost Wilkin: We truly appreciate Laura's and her task force's work on this important issue. I have approved the position and HR is working on this. Donna directs our Career Navigator Program in the Provost's office and can help us get funding going while we await potential grants funding.

Chair: There seems to be interest in submitting this grant this year and I am happy to coordinate people who want to work on it and piggyback on Laura's work.

Kenya Wolff volunteered to lead the grant effort.

Laura: Thanks to all of you and to the Provost for supporting this proposal.

- **Committee Updates**

- Academic Instructional Affairs (chair: Corina Petrescu) – Nothing to report
- Academic Conduct (chair: Kenya Wolff) – Nothing to report
- Finance & Benefits (chair: Joseph Carlisle) – Nothing to report
- Development & Planning (chair: Jon-Michael Wimberly) – Nothing to report
- Governance (chair: Dan Durkin) – Scheduling a committee meeting to divide remaining tasks before the final meeting of the semester
- Research and Creative Achievement (chair: Dinna Buckley) – I sent an email inviting everyone to launch the survey we have finally approved and gotten ready to distribute. Help emailing survey to colleagues is greatly appreciated.
 - Q: Is the survey appropriate for non-teaching faculty?

- A: Yes, some things are non-applicable to all faculty but they should still find many questions that will apply.
- Chair: this information will be very helpful in showing these are genuine concerns of our faculty and to move things forward. Please do complete this survey!
- University Services (chair: Carrie McCormick) – Nothing to report
- **Old Business**
- **New Business**
 - Q: Are we electing new officers next meeting?
 - Chair: Yes, per our constitution and bylaws.
- **Adjournment**
 - The meeting was adjourned at 7:26 PM.
- - Motion
 - Second
 - Vote

NEXT MEETING: May 4, 2021 @ 6:00 via ZOOM

Zoom details:

Join Zoom Meeting:

Join Zoom Meeting

<https://zoom.us/j/91338543383?pwd=S3NNYkZ4UEluSGlMd0ZiYjkhWkh2dz09>

Meeting ID: 913 3854 3383

Passcode: 523851

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THE UNIVERSITY *of*
MISSISSIPPI

Faculty Senate: Revised Consent Requirements

**Josh Gladden, VCRSP
April 13, 2021**

Agenda

- Historical context and timelines
- ORSP process
- Example agency requirements (NSF, NIH) + some foundations
- Confidentiality
- Open Q&A

Housekeeping notes

- Please note this Town Hall is being recorded and will be made available to the UM community.
- Please stay muted and keep your video off.
- You can submit questions through the open chat. You may also submit a question privately to me (“Josh Gladden, VCRSP”) via chat.
- **Scope:** We are here to discuss the role of ORSP in the university staying compliant with new federal reporting requirements around sexual harassment, discrimination, and bias.



Agency Motivation:

To help ensure research environments, which receive funding from federal agencies and some private foundations, are free from sexual harassment, other forms of harassment, and sexual assault.



Historical Context and Timelines

NSF

- October 2018 reporting requirements began.
- Any findings/determinations of sexual harassment, other forms of harassment, or sexual assault regarding an NSF-funded Principal Investigator (PI) or co-PI, or of the placement of the PI or co-PI on administrative leave, or the imposition of any administrative action relating to harassment or sexual assault finding or investigation.

NIH

- June 2020 reporting requirements began.
- Changes in a PI or other senior key person's status during an investigation of alleged sexual misconduct.

NASA

- April 2020 reporting requirements began.
- Any findings/determinations of sexual harassment, other forms of harassment, or sexual assault regarding a NASA-funded PI or co-PI.

Simons Foundation

- April 2020 reporting requirements began.
- Any determination or administrative action involving personnel relating to prohibited conduct; includes violation of UM policy and professional codes of conduct.



Historical Context and Timelines

UM Internal Response

- 2018 – ORSP worked with the General Counsel (GC) and Equal Opportunity & Regulatory Compliance (EORC) to establish a procedure for handling reporting and information flow.
- 2019 – First consent language included in Transmittal Process based on sponsor agency.
- 2020 – Reporting requirements rapidly expanded across most federal agencies and some private foundations. ORSP worked with the GC to develop a single consent designed to cover any reporting requirement.
- February 2020 – UM consent requirements broadened due to agency expansion.
- March 1, 2021 – New consent requirement communicated to faculty and staff through UM Today.
- March 5, 2021 – Clarifications communicated through UM Today.
- March 25, 2021 – Community Town Hall to discuss.



UM Internal Process

Important notes

- When ORSP is referenced below, this **only includes** Josh Gladden, VCRSP, and Melissa Hodge-Penn, AVCRSP. No other ORSP staff members have access to any of this information.
- Both of these positions have a professional duty to confidentiality, which is taken very seriously.
- ORSP is **never** given “open access” to the investigation files. Via EORC and the GC, we are only provided **the minimal information** required to report to the applicable sponsor.
- None of the federal reporting requirements include providing the names or personally identifiable information associated with any other persons involved with the complaint.



UM Internal Process

Established over the 2018-2019 timeframe

- On a quarterly basis, ORSP provides a list of active investigators and sponsors to EORC.
- If an accusation is raised against an individual who is an active investigator, EORC and the GC request the *specific reporting requirements* for that sponsor from ORSP (ORSP is not provided any information at this point).
- If EORC and the GC determine that reporting is required for a particular case, they develop a response based on the necessary reporting requirements of the sponsor and send that response to the AVCRSP and VCRSP.
- The response is submitted to the sponsor by the AVCRSP via the process defined by that sponsor.
- If further information is requested by the sponsor, the request is relayed to the GC to determine (a) if the request is reasonable and within the terms and conditions of the award, and (b) the appropriate response to the sponsor.



Examples of Sponsor Requirements

Source: Michigan State University, agency websites (see Resources)

Key Items	General Requirements	NSF	NIH	Simons Foundation
What roles do the reporting requirements apply to?	Principal investigators and others	PIs and co-PIs	PD/PI and other named senior/key personnel	PIs and all other members of the research team
What must be reported?	Findings/determinations and administrative actions	Any findings/determinations of sexual harassment, other forms of harassment, or sexual assault regarding an NSF funded Principal Investigator (PI) or co-PI, or of the placement of the PI or co-PI on administrative leave, or the imposition of any administrative action relating to harassment or sexual assault finding or investigation	Changes in a principal investigator or other senior key person's status during an investigation of alleged sexual misconduct; NIH must be notified if an administrative or disciplinary action is taken against the employee(s) that affects the ability of the employee(s) to continue as PI or other senior key personnel on an NIH award; notify NIH and seek prior approval for replacement(s) of the individual(s)	Any determination or administrative action involving personnel relating to prohibited conduct; includes violation of university policy and professional codes of conduct
Implementation date for reporting requirements	Agency specific	10/22/2018	6/11/2020	4/6/2020
What awards are subject to the requirements?	Agency specific and varies between all awards or as new or modified awards	After Oct. 22, 2018, new awards and funding amendments to existing awards will be subjected to the new notification requirement	For awards (competing, non-competing and supplements) issued after June 11, 2020, prior approval requests for change in PI or senior/key personnel named in the NoA, or changes in recipient institution must disclose whether these requests are related to concerns about safety and/or work environment	All awards
Timeframe for submitting reports to agency	Within 10 business days	Within 10 business days from the date of the finding/determination, or the date of the placement of a PI or co-PI by the awardee on administrative leave or the imposition of an administrative action, whichever is sooner	The request for prior approval must be submitted promptly, and NIH must be proactively notified of any change of status of the PI or senior key person. The awardee institution should provide a written response to the NIH Office of Extramural Research within 30 days of being notified	Within 10 business days of any determination or administrative action involving personnel related to prohibited conduct, except as prohibited by law
Reporting addresses or methods of submitting reports	Authorized Organizational Representative (AOR) to agency/entity specific	Notification must be submitted by the Authorized Organizational Representative (AOR) to NSF's Office of Diversity and Inclusion at www.nsf.gov/harassment	Grantee harassment webform https://public.era.nih.gov/shape/public/notificationForm.era . Contact the NIH grants management specialist of the awarding NIH Institute or Center. Please copy GranteeHarassment@od.nih.gov on that email	The notice should be submitted through the Simons Foundation's secure portal: https://www.simonsfoundation.org/funding-opportunities/policies-and-procedures/institution-notification-form/

Confidentiality

ORSP fully recognizes the sensitivity of these investigations, potential impacts on reporters, and potential impacts on careers (of both reporters and the accused).

In designing this process with EORC and the GC, UM has used these guiding principles:

- The number of people within ORSP with access to this information is minimized.
 - Only the VCRSP and AVCRSP are included.
- The information provided to ORSP is minimized.
 - Only the minimal information required to report to the sponsor is provided to ORSP.
- Any information or communications provided to ORSP are kept confidential and secure.
 - Secure Box folder only accessible by VCRSP and AVCRSP.
 - A record of reporting must be kept in the event of a federal audit of adherence to award terms and conditions.
- Knowledge of this information, by the VCRSP/AVCRSP, will in no way affect an individual's ability to access ORSP services, events, programs, or initiatives.
 - Only VCRSP and AVCRSP have any knowledge – most services and programs are managed at a director level (Research Development, Office of Technology Commercialization, Sponsored Programs, Research Integrity and Compliance, etc.).
 - If an administrative action (by HR, Provost, Chancellor, etc.) results from the investigation, that action may lead to a status change of the faculty or staff member that could affect their status in ORSP (such as the ability to serve as a PI). This would be the case regardless of our involvement in the reporting requirements.



What are other universities doing?

All universities with a federally funded research program are subject to the same federal requirements.

Not all are forthcoming about their internal processes. However, there are several universities that have publicly communicated processes similar to ours.

Michigan State University

- <https://www.cga.msu.edu/PL/Portal/2190/HarassmentReportingRequirementsbyAgencyEntityinBrief>
- Good summary table of major agencies, what is required to report and when.

University of Houston

- <https://uh.edu/research/sponsored-projects/proc-pol-guide/harassment/>
- Discusses federal reporting requirements as well as their internal process.

University of Kansas

- <https://research.ku.edu/harassment>
- General description and links to federal policies.

University of Wisconsin – Madison

- <https://rsp.wisc.edu/harassment/SponsorNotificationRequirements.cfm>
- Offers details to their internal process (similar to UM).



Resources

Links to Federal Policies

NIH - <https://grants.nih.gov/grants/policy/harassment/policy-requirement.htm>

NASA - <https://www.federalregister.gov/documents/2020/03/10/2020-04815/reporting-requirements-regarding-findings-of-harassment-sexual-harassment-other-forms-of-harassment>

NSF - <https://www.nsf.gov/od/odi/harassment.jsp>

FDA - <https://www.fda.gov/science-research/about-science-research-fda/fda-sexual-harassment-policy-concerning-extramural-research>

Department of Energy - <https://www.energy.gov/diversity/services/civil-rights/how-file-complaint-discrimination-recipient-doe-financial-assistance>

Other Universities

Michigan State University -

<https://www.cga.msu.edu/PL/Portal/2190/HarassmentReportingRequirementsbyAgencyEntityinBrief>

University of Houston - <https://uh.edu/research/sponsored-projects/proc-pol-guide/harassment/>

University of Kansas - <https://research.ku.edu/harassment>

University of Wisconsin – Madison - <https://rsp.wisc.edu/harassment/SponsorNotificationRequirements.cfm>

UM ORSP Town Hall Recording (March 25, 2021 - login required)

<https://olemiss.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=a8945a8d-44e4-4b18-929b-acf60171b9ef>



Questions and Answers

Previously submitted

You may type questions in the chat either for all to see or send them to me privately in the chat (“Josh Gladden, VCRSP” on your participant list).

- *Does this happen so often that you (ORSP) require blanket consent?*
 - Fortunately, this is rare. With the proliferation of varying agency requirements, it became untenable to have individualized consents based on particular agencies. This blanket consent covers the information we might need to report regardless of the sponsoring agency or organization. Consent is only required of those applying for external grants and contracts.
- *... can ORSP organize training sessions or build certain types of routines in the near future that can provide help on conducting correct and complete disclosures to agencies in this regard? We want to do things in a correct way, follow the rules, not be stupid, and be protected. Thank you.*
 - Yes! We are developing plans over the next year to significantly expand our training and education offerings to faculty and staff around a number of areas that have been shifting over the past few years.



Office of Research and Sponsored Programs
Sponsor Notification of Sexual Harassment or Other Forms of Misconduct
Acknowledgement and Consent Form

In accordance with federal and non-federal sponsored funding agencies' policies, as well as the University of Mississippi's Non-Discrimination and Sexual Harassment Policy and Complaint Procedure, the Office of Research and Sponsored Programs (ORSP) may require access to investigations, findings, or determinations relating to an alleged violation of sexual harassment, unlawful discrimination, and other forms of misconduct made against Investigators serving on funded sponsored projects in order to assess whether Sponsor notification is required. Investigator is defined as faculty, staff or students serving as Project Directors, Principal Investigators, and any member of the research team who is responsible for the design, conduct or reporting of the research.

As such, Investigators who are proposing to serve or who are awarded to serve on federal and non-federal funded sponsored projects must consent to the following statement.

In the event I have the opportunity to serve as an Investigator on any funded sponsored project, I understand and agree that ORSP may require access to investigations, findings, or determinations if an allegation of sexual harassment, or sexual misconduct, or sexual assault, or other forms of harassment (bullying, racial/ethnic bias, retaliation) is made against me, for which it is alleged that I have violated any UM and/or sponsor policies and codes of conduct; state or federal statutes, regulations, or executive orders.

I understand and agree that the Vice Chancellor for Research and Sponsored Programs, or their designee, serves as UM's Authorized Organizational Representative (AOR) for decision-making purposes with regards to federal and non-federal funded sponsored project reporting.

I hereby consent to the disclosure of any information gathered or created during the course of the investigation to the AOR. I understand and agree that this release includes, but is not limited to, any information gathered or created by Equal Opportunity and Regulatory Compliance Office, Human Resources, the Provost's Office, and any other unit whose participation was necessary to conduct the investigation.

Preface

In the fall of 2020, a task force was convened by the Office of the Provost to assess the University of Mississippi's current student evaluation of teaching (hereafter, SET) forms and related processes and to make recommendations for improvements if such changes were deemed necessary.

The membership of the task force included the following colleagues: John Bruce, Robert Cummings, Maurice Eftink, Ella Endorf (student representative), Josh Eyer (chair), Rich Forgette, Angela Green, Willa Johnson, Kate Kellum, Corina Petrescu (faculty senate representative), Dave Puleo, Christopher Reichley, JuWan Robinson, Sue Ann Skipworth, and Tamara Warhol.

After an organizational meeting in December 2020, the task force met several times in January and February 2021 to discuss the ways in which our current SET form fulfills the intended purposes for which student evaluations are used at UM:

1. Formative feedback for faculty (i.e. teaching improvement for professional development)
2. Summative evaluation of faculty (i.e. administrative documentation and decision-making about faculty performance and career advancement)
3. Student ratings of instruction (i.e. students communicating information to faculty about teaching)
4. Student communication to peers (due to the open nature of SET data at our university)
5. Longitudinal/historical data about teaching at the University of Mississippi

In brief, our task force concluded that **a)** our current SETs are informative but inadequate metrics, **b)** SETs should not be the sole metric used in the evaluation of teaching, and **c)** recommendations proposing changes to both the forms and the processes were warranted.

Recommendations

Our recommendations are divided into two categories—those connected directly to the SET form itself and those related more generally to teaching evaluation and the improvement of teaching practices.

Recommendations Related to the Current SET Form

- First and foremost, we feel strongly that many of the questions need to be changed because they deal more with teaching behaviors than with student learning. A vast amount of research has shown a) that questions about teaching behaviors lead to responses rooted in racial and gender bias and b) that responses to these questions are

rarely correlated with actual learning.¹ More effective questions would address student learning directly, possibly with reference to the learning outcomes for the course (there are various models for these types of questions). **We recommend that a subsequent task force be convened to make these changes to the SET form. This is our most important recommendation, and it is our highest priority.**

- Regardless of any other changes that are made, we recommend retaining Question 11 on overall instructor effectiveness because a) it is the only one of our current SET questions that is shown by external research to be correlated with learning² and b) keeping this question allows us to have some continuity of historical data on teaching effectiveness at UM.
- We recommend adding a question asking students to rate their level of effort in the class.
- We recommend revising Question 10 on course difficulty to provide more context regarding the nature of that difficulty. Is the course, for example, productively challenging for students or did it cause frustration? Adding an open-ended response option immediately following this question would allow students to clarify their rating.
- We recommend considering the addition of the question “Would you recommend this course to other students?” and adding an open-ended response option following this so that students can explain why.
- We recommend considering the addition of a question about the inclusiveness of the classroom environment. One possibility is to frame such a question as a personal statement (e.g., “I felt a sense of belonging in this class”). This same format could be used for other questions as well, and the framing itself allows us to assess a student’s individual experience rather than a student’s subjective perception of the instructor or the experiences of their peers (e.g., “The instructor cultivated a sense of belonging in the class”).
- We recommend that the instructions for students on SET forms be clarified, especially regarding the intended audience for the results of particular questions.

¹ For your reference, we are including a link to an open-access white paper on the subject of racial and gender bias in SETs. At the bottom of the white paper, you will also see a link to an open-access database of research papers on the same subject: <https://docs.google.com/document/d/14JiF-ft--F3Qaefjv2jMRFRWUS8TaaT9JjbYke1fgxE/edit>. See also Rebecca J. Kreitzer and Jennie Sweet-Cushman, “[Evaluating Student Evaluations of Teaching: A Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform](#),” *Journal of Academic Ethics* 19 (2021): n.p.

² See the widely cited meta-analysis by Philip A. Cohen: “[Student Ratings of Instruction and Student Achievement: A Meta-Analysis of Multisection Validity Studies](#),” *Review of Educational Research* 51.3 (1981): 281-309; see also the “Background” section in Justin Esarey and Natalie Valdes, “[Unbiased, Reliable, and Valid Student Evaluations Can Still Be Unfair](#),” *Assessment & Evaluation in Higher Education* 45 (2020): 1106-20.

- If a subsequent committee is charged with changing the current form, then our task force strongly recommends that the size of the SET form and the amount of time it takes to complete the form be taken into consideration.
- On the technology side, we need a system that allows us to do more with SET data: for example, more ways to compare data (e.g., via the median rather than the mean) and better options for visualizing data.
- We recommend a holistic reassessment of the timing of the SETs, from the window in which they are open to the speed with which they are returned. Anecdotally, many faculty report receiving the results of their SETs too late to make changes to their teaching for the next semester.
- For classes with too few students for the SET results to officially count, we recommend providing faculty with an option where they can see the results even if they cannot use the results in their FARs. Any solution to this problem must also take student confidentiality into consideration.

Recommendations Related to Teaching Evaluation and Improvement

- Departments are currently required to use a second form of teaching evaluation (in addition to SETs) for faculty who are going up for tenure and/or promotion. Fulfillment of this requirement is uneven—some departments emphasize the second form of evaluation and some do not. We recommend more guidance on this requirement for deans and chairs and more direction regarding compliance with this requirement.
- We recommend initiatives to provide more opportunities for faculty to receive formative (non-evaluative) feedback on their teaching. CETL can provide consultations and classroom observations for formative purposes, but efforts must also be made to build capacity within departments for formative feedback as well. The [feedback survey developed by Keep Teaching](#) is another tool faculty can use for this purpose.
- We recommend developing information sessions for chairs and deans on interpreting SET results in ways that mitigate bias as much as possible. Perhaps one of the deans, chairs, and directors meetings hosted by the Provost's Office could be used for this purpose.
- We recommend that the university facilitate a campaign to help students understand the larger purposes of SETs and the different audiences for SET results.
- We recommend creating workshops on how to help faculty use the results of SETs to improve their teaching. CETL/AIG could sponsor such an event.

20 UM 20
**CHILD CARE
INITIATIVE**

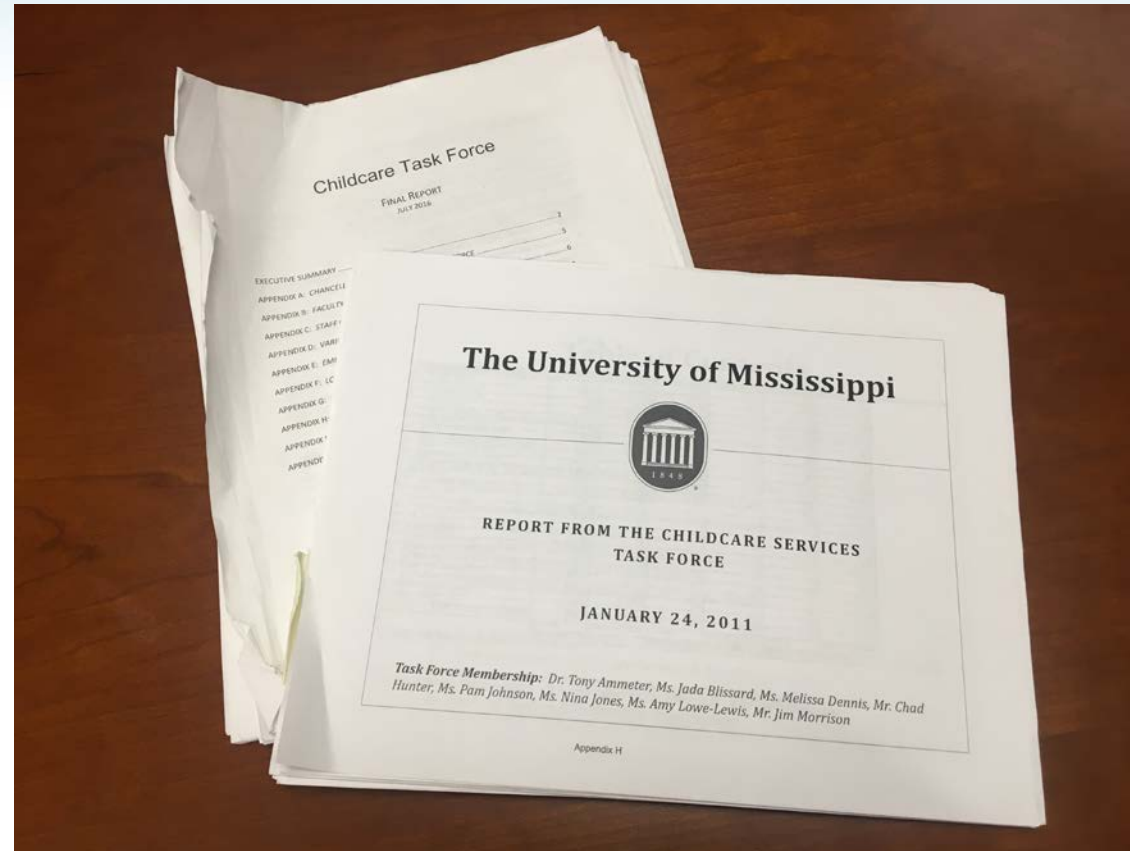
PROPOSED 5-YEAR PLAN



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CHILD CARE EFFORTS AT UM



UM CHILD CARE INITIATIVE



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RATIONALE FOR UM CHILD CARE INITIATIVE

- Employee Impacts
 - Staff
 - Faculty
- Student Impacts
- Academic Impacts



TWO-GENERATION BENEFITS

Post-secondary and early education partnerships can impact the following:

- increase college enrollment
- increase family economic mobility
- increase school readiness for children
- increase college access and success
- improve community and family well-being

UM CHILD CARE INITIATIVE RECOMMENDATIONS

- Family Resource Manager
- Student-Parent Resources and Data Management
- CCAMPIS Grant
- Development Plan
- UM Early Learning Center



FAMILY RESOURCE MANAGER

- Serves as the coordinator for student-parent support initiatives
- Maintains the Family Resources website and communications
- Manages the business and financial affairs of early learning facilities
- Manages the fiscal affairs of grant-funded projects, including CCAMPIS and CCDBG funding
- Serves as liaison with outside agencies, facility partners, the University's administrative departments, and the UM Foundation

STUDENT-PARENT RESOURCES AND DATA MANAGEMENT

- Engage in student-parent best practices
- Collect student-parent enrollment data
- Consider priority registration for student-parents
- Establish drop-in care and kid zones
- Create a student-parent resources website
- Establish a point person for student-parent support

CCAMPIS GRANT

Purpose:

Child Care Access Means Parents in School (CCAMPIS) grant funds under this section shall be used by an institution of higher education to support or establish a campus-based child care program primarily serving the needs of low-income students enrolled at the institution of higher education.

Absolute Priorities:

- Projects that are designed to leverage significant local or institutional resources, including in-kind contributions, to support the activities of providing child care to low-income students.
- Projects that are designed to utilize a sliding fee scale for child care services in order to support a high number of low-income parents pursuing postsecondary education at the institution.

UM CHILD CARE INITIATIVE



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CCAMPIS GRANT (CONTINUED)

Estimated Range of Awards: \$30,000 to \$375,000

Estimated Average Size of Awards: \$133,937

Project Period: Up to 48 months

UM Maximum Annual Award (based on 2018-19 data): \$218,876

2021 Deadline: June 1

DEVELOPMENT PLAN

- Special Needs Care
- Student-Parent Support
- Advancement for Women at UM

UM CHILD CARE INITIATIVE



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UM EARLY LEARNING CENTER COMPARISON MATRIX

CHILD CARE PROVIDER OPTIONS*

PROVIDER MODEL Operator	OPTION #1 INTERNAL UM School of Education	OPTION #2 EXTERNAL Bright Horizons	OPTION #3 PARTNER YMCA of Memphis and the Mid-South
Leadership Team	Director Asst. Director – Preschool Asst. Director – Infants and Toddlers	Director of UM Early Learning Center/Bright Horizons	Co-Director – Willie Price Preschool Co-Director – UM/YMCA Early Learning Center for Infants and Toddlers (Alternatively, a leadership model as in Option #1 could be established.)
Willie Price Lab School	UM Early Learning Center would be operated alongside the Willie Price Lab School.	External commercial provider would incorporate the Willie Price Lab School into operations of the UM Early Learning Center.	UM would continue to operate Willie Price Lab School and partner provider would operate UM Early Learning Center, but there would be shared points of operation and administration.
UM School of Education	The School of Education would operate the UM Early Learning Center and would use the facility as a clinical site for teacher education students.	The School of Education would use the facility as a clinical site for teacher education students.	The School of Education would operate the Willie Price Lab School, would collaborate with the partner provider on the operations of the UM Early Learning Center, and would use the facility as a clinical site for teacher education students.
Operating Hours	7:30 a.m. – 5:30 p.m.	7:30 a.m. – 5:30 p.m. (additional hour will increase UM operating cost by \$39,000)	6 a.m. – 6 p.m.
Enrollment Priority	UM would determine enrollment priority with partners or sole providers		
Estimated Enrollment Capacity (limited by current South Oxford Center space)	154 Infants – 12 Toddlers – 54 Pre-school – 88	154 Infants – 16 Toddlers – 48 Preschool – 90	154 Infants – 16 Toddlers – 50 Preschool – 88 (operated by Willie Price)

CHILD CARE PROVIDER OPTIONS* (continued)

PROVIDER MODEL Operator	OPTION #1 INTERNAL UM School of Education	OPTION #2 EXTERNAL Bright Horizons	OPTION #3 PARTNER YMCA of Memphis and the Mid-South
Weekly Tuition	Infants - \$250 Toddlers - \$225 Twos - \$225 Threes - \$225	Infants - \$183/195 Toddlers - \$183/195 Twos - \$178/190 Threes - \$172/187	Infants - \$175 Toddlers - \$170 Twos - \$165 Threes - \$165 Registration fee - \$75 Yearly activity fee - \$75 Discounts: 10% per child for siblings 20-50% for UM Employees 20% for UM Student
Staff Salaries	See budget in Appendix N.	Not available.	See budget in Appendix N.
Staff Benefits	Staff would be UM employees and would have all the benefits of State of MS employees (i.e. retirement, health insurance, etc.)	Full corporate benefits, including medical, dental, and 401K	Y staff would receive full medical, dental, vision, and life insurance for both part- and full-time employees. They also have paid vacation, sick and personal time.
Other Benefits	Staff could take advantage of staff tuition waivers, enhancing their education, increasing their future earning potential, and reducing employee turnover	UM would have the option of "Additional Family Support" that would provide discounted tuition at other Bright Horizons sights – possible benefit to faculty on sabbatical.	Y's non-profit status qualifies facility for funding not available to a commercial operator. Centralized billing. Cost-share of specialized staff, such as accounting, nursing, PT/OT staff, etc.
Annual Operating Cost to UM	Willie Price operating costs and \$272,000 for expanded child care, plus facilities expenses	\$78,000 – 264,000 based on 90% - 75% occupancy plus food and facilities expenses	Willie Price operating costs, plus facility expenses. Infant and toddler tuition will be retained by the Y for costs of operating expanded child care.

* The specifics of each model are projections and based on initial discussions about child care expansion at UM. To establish actual financial, management, and operations details, UM must initiate a formal proposal process and engage in joint planning with the prospective provider.

UM CHILD CARE INITIATIVE



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5-YEAR TIMELINE

	FIVE-YEAR TIMELINE				
	FAMILY RESOURCES MANAGER	STUDENT-PARENT RESOURCES AND DATA MANAGEMENT	FUNDING PLAN	CCAMPIS GRANT	UM EARLY LEARNING CENTER
YEAR 1	<p>Hire a Family Resources Business Manager</p> <p>Seek grants to assist with capital improvements, special needs care, and low-income child care subsidies</p>	<p>Create Student-Parent resource website</p> <p>Explore priority registration options for student-parents</p> <p>Establish student-parent data collection plan with Student Affairs, Registrar, and IT</p> <p>Join the National Center for Student Parent Programs</p>	<p>Work with School of Education Development Officer to create a prospective donor list</p>	<p>Apply for CCAMPIS funding</p>	<p>Determine operating entity for UM Early Learning Center</p> <p>Requests for Proposal for Operations</p> <p>Contract negotiations with operator</p> <p>Initiate the project with the IHL (8 weeks)</p> <p>Solicit design teams via the RFQ process and interviews (12-14 weeks)</p> <p>Request IHL approval of design team (8 weeks)</p> <p>Contract negotiation with design team (2 weeks)</p>
YEAR 2	<p>Negotiate UM collaboration with babysitting network services</p> <p>Collaborate with the Development Office and UM Foundation to develop a fundraising plan</p>		<p>Begin capital campaign for SOC renovation</p> <p>Establish staff council scholarship fund</p> <p>Establish student-parent scholarship fund</p>	<p>Marketing plan targeting prospective student-parents</p>	<p>Staffing plan for UM Early Learning Center or contract with partner agency</p> <p>Programming for facility (3-6 weeks)</p> <p>Conceptual designs</p> <p>Final design, construction documents, and bidding (12 months)</p>
YEAR 3		<p>Establish mechanism for drop-in care for student-parents (operations, funding, marketing, etc.)</p>	<p>Complete capital campaign for SOC renovation</p>		<p>Construction of facility</p> <p>Hire staff for UM Early Learning Center</p>
YEAR 4		<p>Analyze impacts of student-parent services and child care access on student success for benchmarking</p>	<p>Continue targeted fundraising:</p> <ul style="list-style-type: none"> • Special needs care • Student-parent scholarships • Women's Advancement Fund 		<p>Relocate Willie Price</p> <p>Begin operation of UM Early Learning Center</p>
YEAR 5			<p>Ongoing targeted fundraising</p>	<p>Apply for CCAMPIS funding renewal</p>	

UM CHILD CARE INITIATIVE



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NEXT STEPS

- ✓ Discuss strategy of next steps with key UM personnel including School of Education and Graduate Center for Early Learning
- ✓ Hire of a Family Resource Manager and the preparation and completion of the CCAMPIS grant application.
- Create Student-Parent Resources and Student-Parent Data Collection team(s).
- Determine preferred UM Early Learning Center operation model with key UM personnel including.
- Present comprehensive Child Care Initiative Proposal to Chancellor Boyce
- Schedule presentations and RFPs from potential UM Early Learning Center operations partners and/or providers.
- Meet with Northwest Mississippi Community College personnel, if possible collaboration is of interest.
- Initiate planning and conceptual design by UM Facilities Planning.
- Collaborate with the UM Office of Development and UM Foundation to create and launch a capital campaign and/or operations fundraising plan.

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