



CHANCELLOR'S COMMISSION *on the* STATUS *of* WOMEN

2019 COMMISSION REPORT

This document includes information on the administration of the commission, recommendations for action, and detailed reports from each of the commission working groups. We first note several items of progress on previous recommendations. The Child Care Fellow and Child Care Advisory Group established by the office of the Provost have made progress toward satisfying the long-standing need for child care. Money committed in the spring of 2018 allowed for some pay equity adjustments within the faculty. The engagement of an outside firm to conduct an Employee Salary Study supports the ongoing work toward gender equity, as committed to by the Office of the Provost. The Office of the Chancellor continues to provide financial support for the operations of the commission and to maintain an open dialogue with its members.

2018-19 Membership

Dr. Laura Antonow
Dr. Tiffany Bensen
Dr. Katrina Caldwell
Ms. Marcia Cole
Ms. Sandra Cox-McCarty
Dr. Susan Duncan, Co-chair
Dr. Phillis George
Dr. Jaime Harker, Affiliate Member
Ms. Kelly Houston
Ms. Andrea Jekabsons
Dr. Willa Johnson
Ms. Nina Jones

Dr. Kate Kellum, Affiliate Member
Ms. Mary Stanton Knight
Dr. Blair McElroy
Dr. Tanya Nichols
Dr. Melinda Sutton Noss
Dr. Molly Pasco-Pranger
Dr. Holly Reynolds
Dr. Jennifer Saxon
Dr. Laura Sheppardson, Co-chair
Dr. Carrie Smith
Dr. Cris Surbeck
Ms. Alexandria White

We request that an individual be specifically assigned to each of the recommendations below. This person would serve as a point of contact for the commission to enable status tracking and to communicate any plan of action (or inaction). We ask that this designation be made by the beginning of the fall semester.

Highest Priority Recommendations

The items below have been identified as our highest priorities. Additional recommendations are included in each working group report. A common theme is for leadership to better communicate with the campus community about the actions they are taking on these initiatives.

- Increase openness and transparency regarding violence prevention and sexual wellness, including a public relations campaign. Websites and other materials should be updated to better communicate how to access existing resources.
- Review the policies regarding the recruitment, selection, training, and utilization of Title IX advisors. Consider adding a peer education component.
- Communicate to stakeholders about pay equity issues, including encouraging AON to meet with authors of the 2017 Pay Equity Report and/or the Pay Equity Working Group, Faculty Senate, and Staff Council.
- Set aside funds annually to address staff and faculty pay equity issues, and develop guidance for chairs and managers in how those funds are to be distributed.
- Enrich the Employee Assistance Program by including financial and legal counseling, as well as an employee emergency fund.
- Remove from the University's FMLA policy the limitation that "If both spouses are employed by the University . . . the husband/wife together are limited to only one 12-week period during the 12-month period."
- Apply for a CCAMPIS grant in the next funding cycle (May 2020, pending appropriations). This award could provide child care subsidies for low-income UM students, provide salary support for a business manager for Willie Price and/or an additional children's center, and provide other support for expanded access to child care for students.
- Continuously collect data on student parental status in order to better serve the unique needs of student parents.
- Communicate the plan of action after completion of the child care center feasibility study.

Administration of the Commission

2018-19 Administrative Structure

- Three general meetings per semester
- Allowed attrition to reduce the commission size, with the long-term target of 15 regular members plus affiliates. Implemented 3-year commission member terms with 1/3 of members rotating off each year, and succession planning for chairs.
- Approved operational guidelines.
- Working groups with conveners:
 - Child Care, Laura Antonow
 - Pay Equity, Kate Kellum
 - Violence Against Women, Carrie Smith
 - Women in Leadership, Andrea Jekabsons and Katrina Caldwell
 - Work-Life Alignment, Kelly Houston

2019-20 Modifications

- Add non-commissioners to working groups, while keeping the commission close to the 15-person minimum.

Prior year recommendations

- Hire a Coordinator of Victim Advocacy to Support the Violence Prevention Office.
- Work with Baptist Memorial Hospital to Secure a Sexual Assault Nurse Examiner.
- Establish a Pay Equity Task Force to Implement Recommendations and Monitor Progress.
- Engage in focused talent recruitment and identification of women faculty and staff with leadership aspirations.
- Educate supervisors and managers on the time-related policies: flextime, breaks, and participation in wellness activities, FMLA and Employee Assistance Program.
- Establish a leadership preparatory program that equips women faculty and staff with the skills needed to successfully compete for and excel within upper leadership roles.
- Allocate space for UM-sponsored childcare facilities, potentially in the hospital space.

Child Care Working Group

Members: Laura Antonow (convener), Kelly Houston, Nina Jones, Mary Knight, Laura Sheppardson, Alexandria White

Child Care Work Group Activities

1. The work group did not formally meet this year, but communicated via e-mail regarding child care concerns.
2. Members of the Child Care Advisory Group - John Adrian, Kelly Houston, Kenya Wolff and Laura Antonow - visited several YMCA-operated early learning centers in Columbus, Ohio. This same group visited the Lakeland Child Development Center operated by the YMCA of Memphis & the Midsouth to see a center operated by our local Y affiliate.
3. The University is currently undergoing a child care feasibility study with Horizons Workforce Solutions. Bright Horizons operates employer-based child care centers nationwide, but they also conduct studies to help organizations determine viable operations solutions (i.e. market demand, employee demographics and projections, investment impact, etc.) without expectation that they would operate a facility. Two representatives from Bright Horizons conducted leadership interviews, where they met with Interim Chancellor Sparks, Provost Wilkin, Vice Chancellor Katrina Caldwell, Dean David Rock, AVC of HR Clay Jones, and Co-Director of the Graduate Center for Early Learning Dr. Melody Musgrove.
4. Members of the Child Care Advisory Group met with Horizons' representatives to provide insights from various campus perspectives. Members of that group are Pam Johnson, John Adrian, Cathy Grace, Kelly Houston, Amy Lowe Lewis, Katie Morrison, Virginia Pence, Scott Thompson, Antonia Eliason, Kenya Wolff, and Sarah Nguyen. The consultants also toured Willie Price.
5. Laura Antonow attended the National Coalition of Campus Children's Centers conference and gathered information on the various ways other institutions are addressing campus child care needs, especially for student-parents. A primary take-away was the importance of UM applying for a CCAMPIS (Child Care Access Means Parents in School) grant to assist low-income student-parents with child care needs.
6. Kelly Houston and Laura Antonow each met with UM students to discuss challenges for student-parents. Laura also met with Kyle Ellis in the Center for Student Success & First-Year Experience to discuss possible opportunities for support of this population. Kelly will be serving as staff advisor to the newly formed Student-Parent Association at UM.

7. Laura Antonow attended a U.S. Department of Education webinar on CCAMPIS grant application preparation.
 8. The Child Care Work Group will be launching a student-parent survey in mid-May to begin to capture data on numbers and needs of student-parents. This survey, along with FAFSA data, should give us an idea of the number of student-parents we have at UM.
 9. The Child Care Work Group will be continuing to explore afterschool, holiday, and special events (i.e. graduation, after hours events, etc.) child care with possible external partners such as the Y.
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Child Care Work Group Recommendations

1. We recommend that the University continuously collect data on student parental status (and subsequently, their child care needs) in order to better study the role of parental responsibilities (including child care) on retention and completion. This data can also contribute to upcoming CCAMPIS (Child Care Access Means Parents in School) grant applications.
2. We recommend that UM apply for a CCAMPIS grant in the next funding cycle (May 2020, pending appropriations). This award could provide child care subsidies for low-income UM students, provide salary support for a business manager for Willie Price and/or an additional children's center, and provide other support for expanded access to child care for students. This application is not contingent upon UM expanding its own child care facilities. Maximum funding award is 1% of Pell awards for the institution (approximately \$232,000 annually based on 2018 Pell awards).
3. We recommend that the University explore support services for student-parents as a special population of students with unique needs and opportunities.
4. We recommend the UM Leadership support a campus-wide dialogue in Fall 2019 around the UM Child Care Initiative upcoming report and recommendations.

Pay Equity Working Group

The Pay Equity Working Group of the Chancellor's Commission on the Status of Women (the Commission) is providing this update following the submission of the 2017 Pay Equity and Advancement Report and subsequent related activities. We thank the Office of the Provost for providing a response to the Report, starting activities to correct gender pay inequities, and continuing to work to address these inequities.

Timeline

- 2007: The second Pay Equity Report was released, which was followed by multiple pay equity salary changes for women distributed centrally.
- December 2017: The Gender Pay Equity Working Group of the Commission submitted the 2017 Pay Equity and Advancement report
- February 2018: The Office of the Provost provided a formal written response to the report and hosted a forum for the UM community.
- Late Spring 2018: The University set aside funds (approximately \$200k) to address gender wage inequity issues. Generally, funds were disbursed to individual faculty that requested such. It appears that faculty and staff governance groups were not included in decisions about distribution methods. Some faculty who requested the funds have reported feeling as if their chairs have held the request against them, and other faculty have reported they were not aware of the availability of such funds.
- AY 2018-19: The University underwent a process to select a consulting firm, AON, to help identify key metrics and methods of addressing inequities in pay.
- Spring 2019: We understood that the Office of the Provost would make a request every November to the Office of Institutional Research, Effectiveness, and Planning to analyze gender equity pay and advancement, and present the results to the Senior Leadership Group, the Council of Academic Administrators, and others each Spring. This process has been put on hold until after AON's work is completed. The Provost's office indicated that the AON report would not be completed by the time budgeting decisions are made.
- Spring 2019: The Provost's office plans to work with deans, directors, and department chairs to address gender equity issues.

Recommendations

The Commission requests the following:

1. The Offices of the Provost and Chancellor improve communication to stakeholders about pay equity issues, specifically:
 - a. Provide information to Deans, Chairs, and Directors about how to get accessible relevant data (salary, years of service, rank, title, gender, ethnicity) to combine with performance measures from Faculty Activity Report or Perform (ConnectU) to inform salary decisions.
 - b. Provide information Deans, Chairs, and Directors about examining and providing justifications for areas of apparent differences in salary.
 - c. Include at least one member from the Commission in the discussions with these stakeholders.
 - d. Work to ensure the annual availability of salary data for Deans, Directors, and Chairs by February 2020.
2. The Office of the Provost should encourage AON to meet with authors of the 2017 Pay Equity Report and/or the Pay Equity Working Group.
3. The University administration should continue to set aside funds each year for gender wage corrections, with the following notes:
 - a. That funds go to staff as well as faculty
 - b. That funds be applied with special attention to those earning less than \$25k annually
 - c. That funds be disbursed not only to those women who ask to be considered but that deans, chairs, and directors identify those women with unequal pay for their level and merit
 - d. That deans, chairs, and directors examine whether women and men of color are disproportionately underpaid
 - e. That guidance is provided to chairs and managers about distribution of the funds that includes an active process of providing justification for pay inequities.
4. We request that university administration work with AON, Staff Council, and Human Resources examine the job titles, pay scales, and responsibilities for staff to evaluate fairness in pay for similar work (i.e., a review of the current compensation system).
5. We request that university administration work with Staff Council and Faculty Senate work to develop and implement practices that allow faculty and staff to seek review of salary, raise, and title decisions made by chairs and managers. This should include the evaluation of our current grievance policy in light of Federal and State law.

Violence against Women Work Group

Work Group Members: Laura Antonow, Kate Kellum, Blair McElroy, Jennifer Saxon, Carrie Smith (Convener), Mindy Sutton-Noss

VAW Activities

1. The work group met 5 times outside of the monthly meetings attended by all commissioners.
2. The work group reviewed proposed changes to Title IX guidelines provided by the Department of Education and recommended/approved changes to be submitted during the public comment period.
3. The work group began collecting data regarding the sexual health education efforts at comparable campuses.
4. The work group began amassing literature on the use of restorative justice options in sexual assault cases.
5. The work group has asked for data from the sexual assault/violence/harassment climate survey conducted in the spring semesters from the Title IX Coordinator and she has agreed to provide that data
6. In response to the proposed disbanding of the Violence Prevention Office, the work group:
 - a. Examined other sources of violence prevention education on campus
 - i. Rebels Against Sexual Assault
 - ii. EDHE 105/305 courses
 - b. Met with the director of the Counseling Center and the interim Violence Prevention coordinator
 - c. Collected data from EDHE professors about the extent to which they cover and feel comfortable covering topics related to sexual assault/violence, sexual health, etc.
 - i. Generally, these topics are being covered and instructors feel ok about their comfort level but would be happy to have more resources (speakers, activities, training)
 1. The results are attached at the end of this report (pages 4-11)
 - d. Requested and reviewed a sexual wellness kit from Wellness Education
 - e. Discussed recruitment and (lack of) training of Title IX advisors

VAW Recommendations

1. We recommend that the University do a full Public Relations (PR) informed roll out of the processes and resources available to students effected by sexual assault (victims and perpetrators) in light of all the changes that have been made in the Fall 2019 semester.
 - a. This may include flyers or wallet cards that are easily available (see attached images for a sample, received from athletics, on Page 3)
2. We recommend that updates to ALL pages related to sexual misconduct policies, resources, procedures, etc. be updated and consistent and to the extent possible, streamlined and easy to find.
 - a. A review of webpages found names of staff who are no longer employed by the University, broken links, no list of resources (Title IX advisors), etc.
3. We recommend a review of the policies regarding the recruitment, selection, training, and utilization of Title IX advisors
4. We recommend that the university investigate having a peer education program designed to help educate students about violence prevention and sexual health and wellness
 - a. These students would be both comfortable, knowledgeable, and approachable
 - b. This could be housed in a variety of units
 - c. Many other campuses already have this type of program
 - d. Several EDHE faculty mentioned having more people/experts available to lead discussion or facilitate activities would be helpful. Students may be a good resource given their number compared to faculty and staff.
5. We recommend that the University be more open and transparent about its intentions and goals regarding violence prevention and sexual wellness
 - a. From the UMSafe website – *“our campus is one where sexual violence is not tolerated, nor is it hidden from public awareness.”* – our working group has not found evidence of this
 - i. For example - The sexual wellness kits must be requested and none of us who have taught EDHE had been made aware of their existence when we were instructors
 - ii. An analogy was made with the University's Food Bank – the university has one but does nothing to advertise it or make it known

Title IX Reporting Process for Faculty/Staff

If this is an **emergency** and a student is in immediate danger, call 911 or the University Police Department at 662-915-7234.

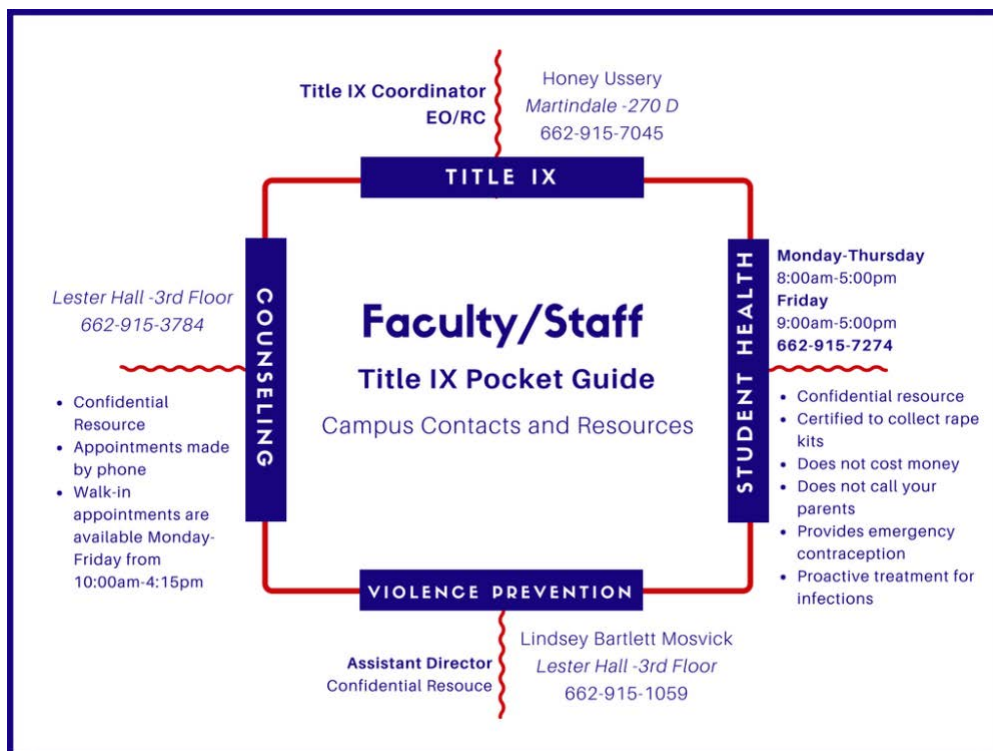
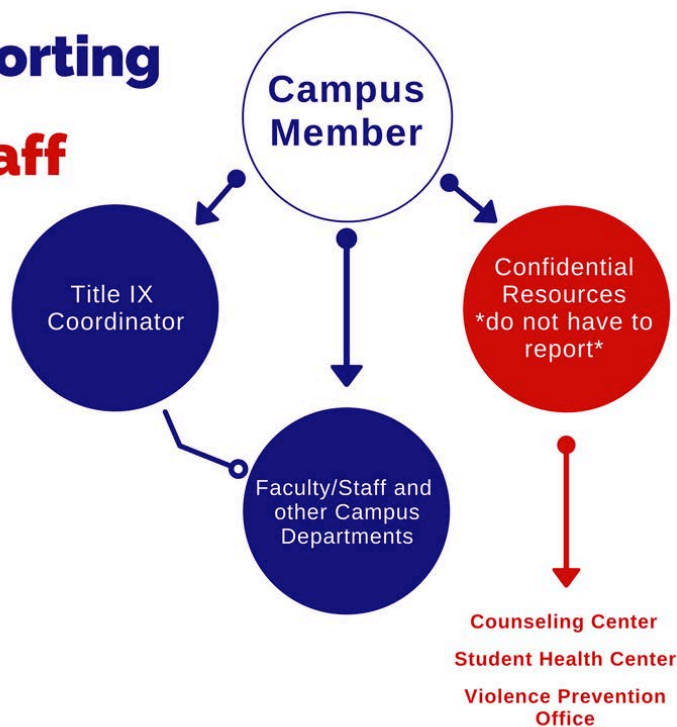
Otherwise, campus members are strongly encouraged to report Title IX occurrences **directly** to the Title IX coordinator, Honey Ussery.

If a person is not comfortable reporting directly to the above resource, they may disclose Title IX information to you as a known faculty/staff member.

The resources on campus shaded in **BLUE** are **required** to report all Title IX-related information (past or present, on campus or off campus) to the Title IX coordinator.

The members of campus shaded in **RED** are **CONFIDENTIAL** resources and are not required to report information to Title IX.

www.UMSAFE.olemiss.edu

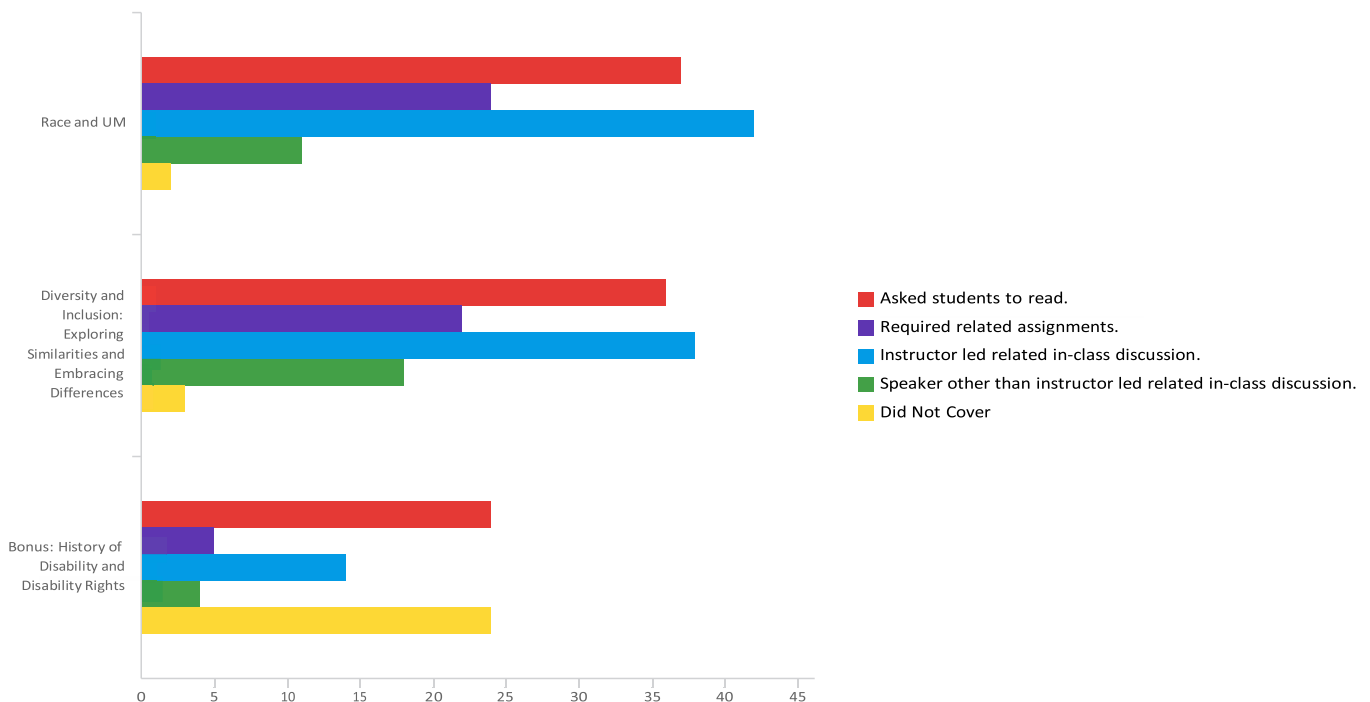


Default Report

Fall 2018 EDHE 105 Faculty Survey

May 1, 2019 11:26 AM CDT

University of Miss. - Below are several topics in the EDHE text related to race and diversity/inclusion. Please indicate how you covered/did not cover the topic in your class. (You may select more than one answer.)



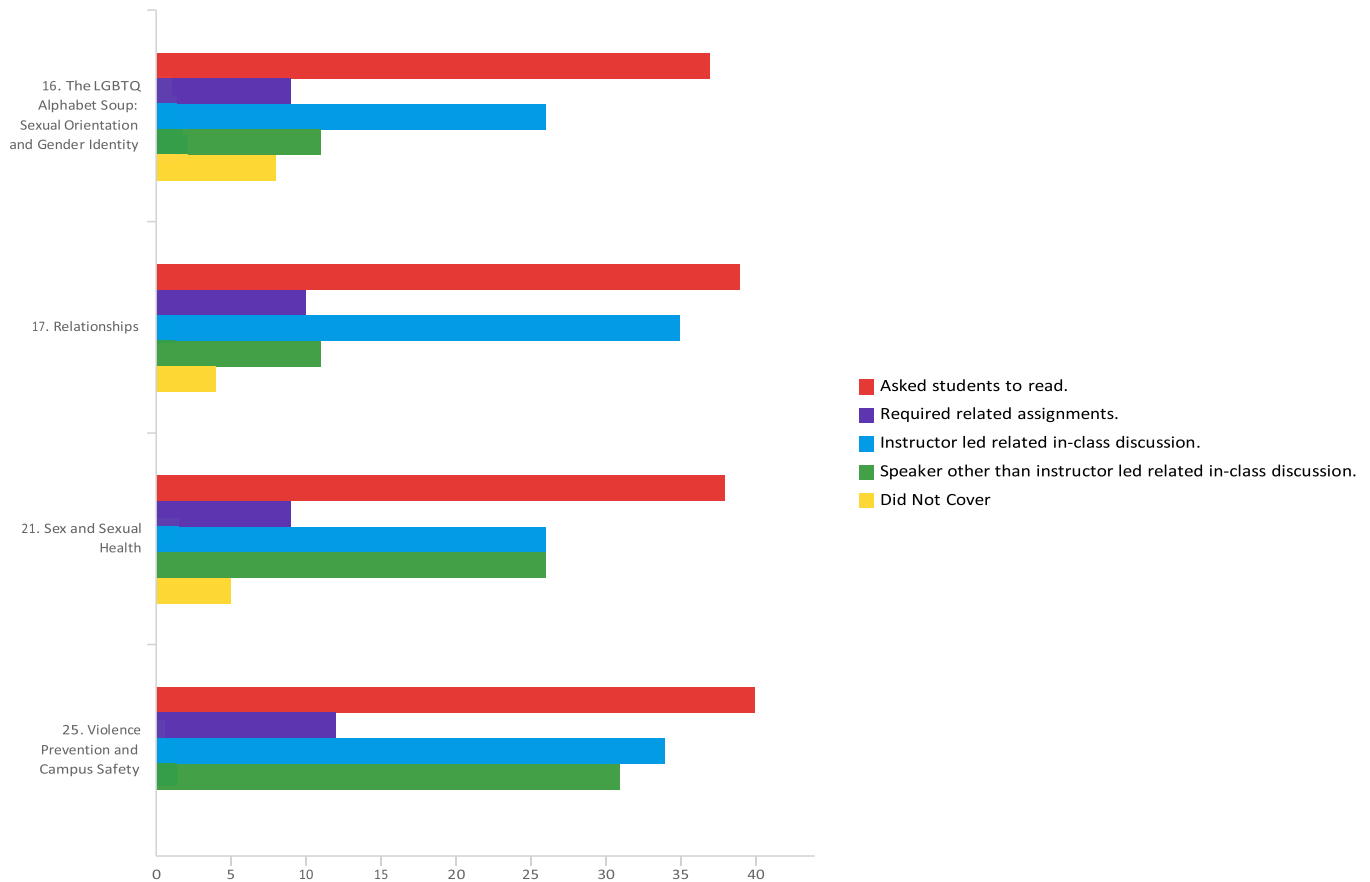
#	Field	Asked students to read.	Required related assignments.	Instructor led related in-class discussion.	Speaker other than instructor led related in-class discussion.	Did Not Cover	Total
1	Race and UM	31.9% 37	20.7% 24	36.2% 42	9.5% 11	1.7% 2	116
2	Diversity and Inclusion: Exploring Similarities and Embracing Differences	30.8% 36	18.8% 22	32.5% 38	15.4% 18	2.6% 3	117
3	Bonus: History of Disability and Disability Rights	33.8% 24	7.0% 5	19.7% 14	5.6% 4	33.8% 24	

Showing rows 1 - 3 of 3

Wellness - Below are several topics in the EDHE text related to

intra/interpersonal health and wellness. Please indicate how you covered/did

not cover the topic in your class. (You may select more than one answer.)

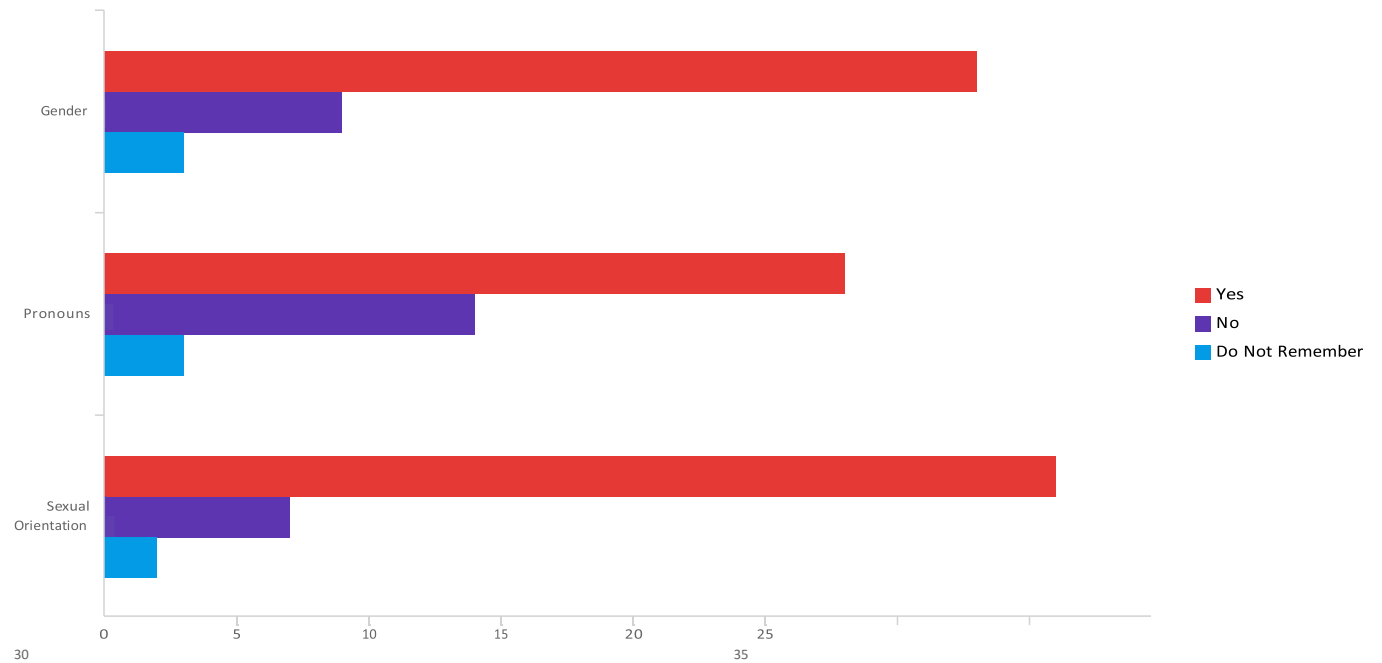


#	Field	Asked students to read.	Required related assignments.	Instructor led related in-class discussion.	Speaker other than instructor led related inclass discussion.	Did Not Cover	Total
1	16. The LGBTQ Alphabet Soup: Sexual Orientation and Gender Identity	40.7% 37	9.9% 9	28.6% 26	12.1% 11	8.8% 8	91
2	17. Relationships	39.4% 39	10.1% 10	35.4% 35	11.1% 11	4.0% 4	99
3	21. Sex and Sexual Health	36.5% 38	8.7% 9	25.0% 26	25.0% 26	4.8% 5	104
4	25. Violence Prevention and Campus Safety	34.2% 40	10.3% 12	29.1% 34	26.5% 31	0.0% 0	117

Showing rows 1 - 4 of 4

Q12 - Did you cover the specific section(s) below in "The LGBTQ Alphabet

Soup: Sexual Orientation and Gender Identity" (Chapter 16)?

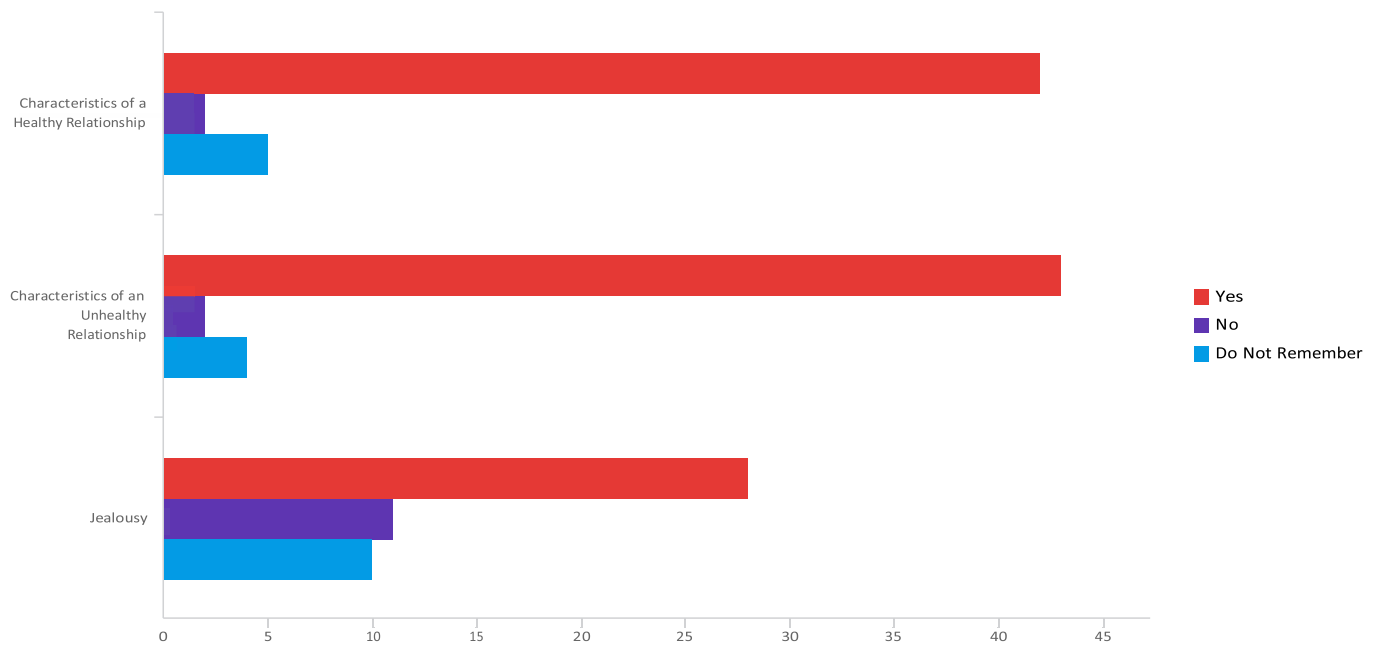


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Gender	1.0	3.0	1.3	0.6	0.4	45
2	Pronouns	1.0	3.0	1.4	0.6	0.4	45
3	Sexual Orientation	1.0	3.0	1.2	0.5	0.3	45

#	Field	Yes		No		Do Not Remember		Total
1	Gender	73.3%	33	20.0%	9	6.7%	3	45
2	Pronouns	62.2%	28	31.1%	14	6.7%	3	45
3	Sexual Orientation	80.0%	36	15.6%	7	4.4%	2	45

Showing rows 1 - 3 of 3

Q13 - Did you cover the specific section(s) below in "Relationships" (Chapter 17)?



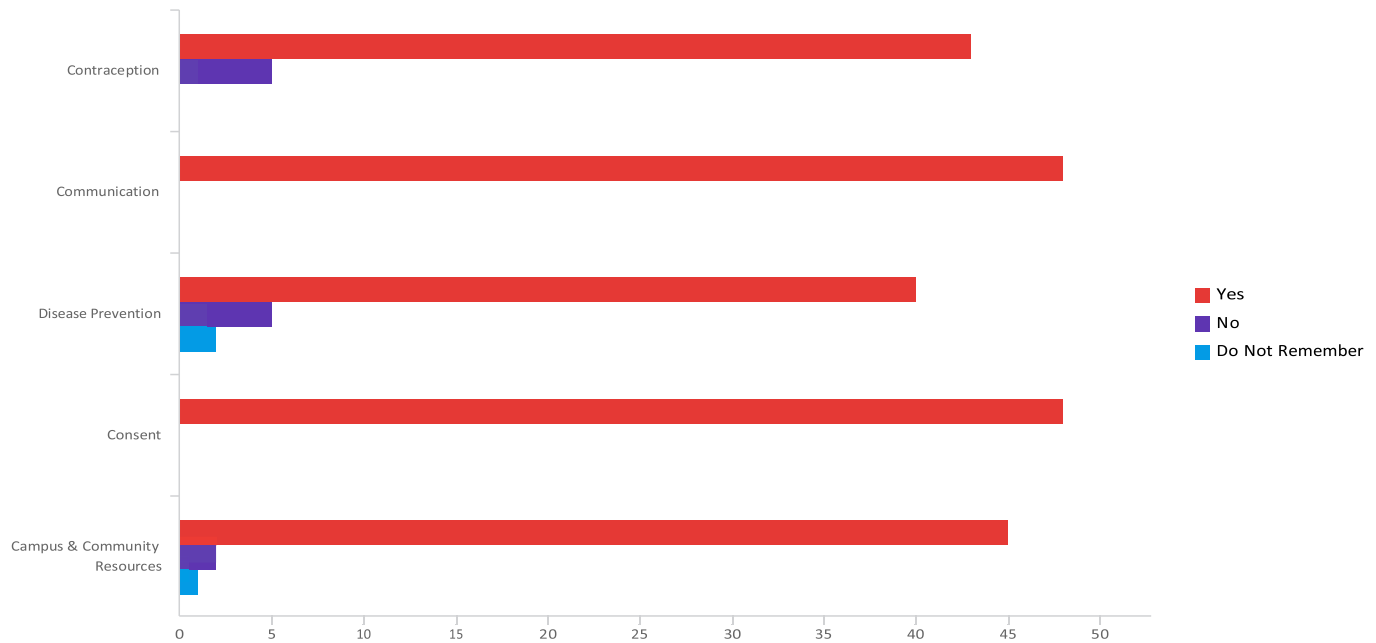
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Characteristics of a Healthy Relationship	1.0	3.0	1.2	0.6	0.4	49
2	Characteristics of an Unhealthy Relationship	1.0	3.0	1.2	0.6	0.3	49
3	Jealousy	1.0	3.0	1.6	0.8	0.6	49

#	Field	Yes		No		Do Not Remember		Total
1	Characteristics of a Healthy Relationship	85.7%	42	4.1%	2	10.2%	5	49
2	Characteristics of an Unhealthy Relationship	87.8%	43	4.1%	2	8.2%	4	49
3	Jealousy	57.1%	28	22.4%	11	20.4%	10	49

Showing rows 1 - 3 of 3

Q14 - Did you cover the specific section(s) below in "Sex and Sexual Health"

(Chapter 21)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Contraception	1.0	2.0	1.1	0.3	0.1	48
2	Communication	1.0	1.0	1.0	0.0	0.0	48
3	Disease Prevention	1.0	3.0	1.2	0.5	0.2	47
4	Consent	1.0	1.0	1.0	0.0	0.0	48
5	Campus & Community Resources	1.0	3.0	1.1	0.3	0.1	48

#	Field	Yes		No		Do Not Remember		Total
1	Contraception	89.6%	43	10.4%	5	0.0%	0	48

2	Communication	100.0%	48	0.0%	0	0.0%	0	48
3	Disease Prevention	85.1%	40	10.6%	5	4.3%	2	47
4	Consent	100.0%	48	0.0%	0	0.0%	0	48
5	Campus & Community Resources	93.8%	45	4.2%	2	2.1%	1	48

Showing rows 1 - 5 of 5

Q15 - Did you cover the specific section(s) below in "Violence Prevention and Campus Safety" (Chapter 25)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Relationship Violence	1.0	3.0	1.2	0.6	0.3	53
2	Sexual Assault	1.0	3.0	1.2	0.6	0.4	53
3	Stalking	1.0	3.0	1.3	0.7	0.5	53

#	Field	Yes		No		Do Not Remember		Total
1	Relationship Violence	88.7%	47	3.8%	2	7.5%	4	53
2	Sexual Assault	88.7%	47	1.9%	1	9.4%	5	53
3	Stalking	84.9%	45	1.9%	1	13.2%	7	53

Showing rows 1 - 3 of 3

Res/Support/Training - Finally, would you like more resources, support or training for

these specific chapters? Please be specific about which chapters and types of resources, support or training

Finally, would you like more resources, support or training for these speci...

I think resources, support and training are sufficient for all these chapters. I will ask an expert to speak on the subject if I do not feel comfortable speaking about it myself.

More resources would be great! These are such specific topics and I know not everyone is comfortable talking about them. I would love to see mandated sessions for these. For example, EDHE plans when our classes are going to the library or when our class is doing active shooter training. If we could do that for these select topics that would be beneficial. It would also ensure that all students are hearing the same messages.

It would be great to have more folks available to offer in class presentations/programs related to each of these topics.

Additional training would be very helpful

I am always welcoming of more resources, support & training, especially for the topics covered earlier in this survey!

I would like to see a more bibliographical references. For instance, the content on gender identity/expression was very useful, but I would like to read more about it and perhaps share that additional content with students.

I would love more resources and have taught more about relationships and LGBTQ in previous EDHE 105 class but did not get to it this semester. I also had 7 students with learning disabilities who had access to alternative testing so I'd like to have covered the topic but know that some students already knew about learning disabilities. I would like to have covered other types of disabilities also and had a speaker from on or off-campus. It is not for lack of interests that I didn't teach these subjects this time, lack of timing only.

Sex and Sexual Health - a presentation that doesn't primarily focus on how to put condoms on correctly (but would include resources about how to do that correctly and some discussion on why it is important). * Disease prevention *statistics about diseases in Mississippi and the local community

YES! It would be great to combine Chapters 18 and 23 - Mindfulness and Physical fitness include more about MENTAL HEALTH! That is bar none the number one issue that my EDHE students find difficult to discuss, ask for help and understand.

I think more is always helpful. Planning in advance to work with other offices can be difficult depending on their availability.

No additional information needed. I had no problem addressing and teaching these chapters head on.

I had Sparky Reardon come and talk about university history (esp in regards to race) and greek life and it was so much more effective than if I would have done it- would love for him to be able to do this to multiple classes!

More activities related to these topics. We have plenty of lecture fodder, videos, and on campus partners, but activities to ensure learning took place would be really helpful. To be honest, some of these topics (LGBTQ Alphabet, Race and UM) were incredibly difficult topics to tackle and I reached out for additional support and was told "stick to the text." While helpful, as more wasn't being asked, it still didn't help us in framing dialogue and making an impactful activity we could use for those topics. I think EDHE instructors should have a separate session on teaching these topics alone to ensure that learning outcomes are being met and any subject discomfort is alleviated. It's also good to know what to expect from students as we cover these topics - responses I got as a first time EDHE instructor ranged from apathy to anger and that wasn't entirely expected or easy to manage in the classroom.

Finally, would you like more resources, support or training for these speci...

I feel that the current resources that were available helped with these topics.

no

If there was a training led by administrators available for students to attend (like the A Game) related to gender, gender transition, pronouns, etc., activities or groups for LGBTQ students highlighted, how to be inclusive and sensitivity/education that would be helpful to require Edhe students to attend. Also a required event at student health that outlines sexual health and sexual assault would be helpful led by campus doctors and nurses describing the process of what to do if a friend is sexually assaulted or they need contraception.

No

Having more campus experts who can speak on these topics would be helpful. Since we only have a few experts, unless you get your request in early, they fill up quickly and the topic may or may not get covered in the way originally intended.

More guest presenters available for all these topics.

No thank you.

Would love for more specific campus resources to be utilized or maybe even required for an outside person to cover (like the library and active shooter).

As an MD I'm very familiar and comfortable with these issues.

End of Report

Women in Leadership Working Group

Members: Dr. Laura Antonow, Dr. Tiffany Bensen, Dr. Katrina Caldwell, Dr. Phillis George, Dr. Jaime Harker, Andrea Jekabsons, Dr. Carrie Smith and Dr. Mindy Sutton Noss

The broad objective of the group is to identify areas in which the University of Mississippi could improve campus climate to encourage advancement of women into more areas of university leadership and to ensure that women are considered equally for recognition by awards. To this end, we worked on three specific areas, which are detailed here.

1. Leadership Academy & Center for Women's Studies or Women's Center

Objective:

Explore if it is feasible to establish a point person/unit to offer a variety of different leadership training programs for students, staff/faculty, and community members. Potential programs could include; outreach programs, mentorship and career programs, leadership conference as well as other programs or initiatives that have been recommended but haven't found a final resting spot.

Observations/Research Findings:

Dr. Caldwell's office researched SEC, SUG, and peer institutions specifically looking at best practices regarding leadership programs/academy, where those programs are housed, who provides funding, who is the program available to, and how long it has a program been offered. Summary of findings attached.

Recommendation:

Establish a fund and a working group *within and as part of* the Chancellor's Commission on the Status of Women to plan and execute leadership programs, specifically for women. The working group will be funded and charged with furthering the conversation of women in leadership while managing expectations of the participants. The leadership development programs will enhance skills to be used in a participant's current role, which will facilitate a deeper engagement of the participant into the University, provide opportunities for connections and partnerships, and prepare the participant for advancement opportunities. Develop and execute two inaugural leadership programs that can be started as early as Fall 2019 with the goal to expand in upcoming years as resources and interest grow.

- a) Fall 2019: Offer 1-2-day program, with separate tracks each for faculty and staff, that includes a brief mentoring program, including opportunities for shadowing. The

leadership seminar may have an unlimited number of participants and the shadow program will allow for a maximum of five participants. Select participants through an application process.

- b) Spring 2020: Offer a semester long mentoring program for a smaller group. Department Heads and Deans will nominate faculty and staff members and the Executive Leadership Committee will request University leaders to volunteer to mentor and offer shadow opportunities.

2. Awards

Objective:

Research historical information regarding past nominations, the selection process, and the make-up of selection committees for all awards offered within the University; including gender information for nominees, award winners, and members of selection committees

Observation/Research Findings:

Over the course of the Spring semester, Dr. Mindy Sutton contacted awarding departments and programs for more information and specific details regarding the awards nomination criteria, selection process, and the make-up of the selection committees. Gathering the information proved to be difficult as that it is not readily available in a comprehensive manner and due to a lack of responses. In total, of 58 awards, we received details for five—those coordinated by the offices of the Chancellor or the Provost.

Recommendation:

The working group identified two needs with respect to awards:

- a) Establish a University-wide tracking system for all University awards to promote transparency in an otherwise closed, and mysterious, selection process.
- b) Establish mandatory training for all awards committees to create a platform that examines eligibility criteria and challenges criteria in problematic areas, i.e., exclusion of instructor faculty, and to openly discuss potential areas for bias, i.e., past recipients-only members on the selection committee.

3. Succession and Promotions

Objective:

Explore policies, practices, and mechanisms to support staff succession planning and promotions. The group discussed narrowing the focus from Hiring and Retention (due to lack of control over these areas and decisions) to focusing on promotions and succession planning and programs. Review policies and practices at other organizations with succession programs.

Observations/Research Findings:

Human Resources surveyed 43 SEC, SUG, and peer institutions regarding a formal staffing and succession planning program. 27 institutions did not respond. Of the 16 responses, 7 do not have a formal program, 4 have informal programs within the departments, 3 have a formal program (Clemson University, University of Tennessee, and University of Virginia) and two are in the process of establishing a program or planning to in the future (Georgia State University and Kansas State University). Proactive staffing and promotion planning provides continuity, avoids extended and costly vacancies, and promotes morale.

Recommendations:

Establish a Staffing and Promotion Planning Policy, within Human Resources or Equal Opportunity and Regulatory Compliance, based upon the Society of Human Resources recommended best practices; including a planning committee comprised of senior leaders, an Office of General Counsel representative, and Human Resources/Equal Opportunity and Regulatory Compliance representatives. Each year the committee will meet to:

- review key positions that are eligible (nominated by departments based upon planned retirements, potential turnover, and University growth);
- consider current employee demographics within the department; and
- approve internal applications for those who show potential and who have acted to assume a greater role in the future allowing the department to promote internally as positions become available.

CHANCELLOR'S COMMISSION *on the* STATUS *of* WOMEN



Work-Life Alignment Working Group

Yearly Summary (2018-2019)

- Members: Kelly Houston (convener), Marcia Cole, Andrea Jekabsons, Tanya Nichols, and Molly Pasco-Pranger

Work-Life Alignment Group Activities Summary

Members of the Work-Life Alignment Group met several times throughout the year to discuss ways we could help employees gain financial stability. Discussions focused on the following:

1. We brainstormed ways we could help HR with a series of workshops they were planning to host on a variety of topics, including financial health. Work-Life Alignment members made recommendations on topics and provided insights on people who may be able to help lead workshops.
2. Work-Life Alignment Group members researched to see what other SEC, SUG, and Peer schools were doing to help employees with financial hardships. We discovered that a majority of schools had financial and legal counseling as part of their Employee Assistance Program. The University of Mississippi currently only offers an Employee-Mental Health Program that provides four consultations a year with a mental health counselor. The first consultation is free. The remaining three consultations are \$30 per session. Please see Attachment 1 for information on EAPs at other institutions. Work-Life Alignment Group members looked at how Employee Emergency Funds were operated at other universities. The University of Alabama Acts of Kindness-Employee Emergency Relief Fund, the University of Alabama-Birmingham Benevolent Fund, and the Texas A&M Staff Emergency fund are a few examples.
3. Marcia Cole, Kelly Houston, Andrea Jekabsons, and Molly Pasco-Pranger met with Pam Johnson, Assistant Director of Benefits and Compensation, to discuss proposed changes to the donated leave policy. The proposed changes would require a statutory change. Marcia Cole, Kelly Houston, Andrea Jekabsons, and Pam Johnson met with University lobbyist Perry Sansing to discuss requesting changes to the donated leave policy and creation of a policy to allow parents and care-givers paid leave to attend children's educational activities. Mr. Sansing invited Work-Life Alignment Group members and Pam Johnson to speak with legislative aides that will be visiting campus.

Work-Life Alignment Group Recommendations

1. We recommend that the University establish an Employee Assistance Program that includes financial and legal counseling.
2. We recommend that the University create an Employee Emergency Fund in cooperation with the University of Mississippi Foundation, Human Resources, and the Career-Life Initiative.
3. We recommend that the University remove from its FMLA policy the paragraph stating, “If both spouses are employed by the University, both are eligible for this Leave. However, for the birth or placement of a child or the care of a sick parent, the husband/wife together are limited to only one 12-week period during the 12-month period.”
4. We recommend that the University support the donated leave statutory change as attached.
5. We recommend that the University support the creation of paid leave for children’s educational activities. A proposed statute modeled after Arkansas Code Annotated §21-4-216; §6-15-509 is attached.

EMPLOYEE ASSISTANCE PROGRAMS AT VARIOUS PEER, SEC, AND SUG SCHOOLS

School	Categories	Mental EAP	Financial EAP	Legal EAP	Website
Auburn University	Peer, SEC, SUG	X	*	*	http://www.auburn.edu/administration/human_resources/pdf/american-behavioral-
Clemson University	Peer, SUG	X	X	X	https://www.clemson.edu/human-resources/eap/index.html ;
Lousiana State University	Peer, SEC, SUG	X	X	X	https://www.lsu.edu/hrm/pdfs/LSU_First_EAP_Aetna_item68020.pdf
Mississippi State University	Peer, SEC, SUG	X	X		https://www.hrm.msstate.edu/benefits/eap/
Texas A&M University	SEC, SUG	X	X	X	https://employees.tamu.edu/media/1510654/deeroaks-facts.pdf
University of Alabama	SEC, SUG	X	X	X	http://hr.ua.edu/benefits/other-benefits/employee-assistance-program
University of Alabama-Birmingham	Peer, SEC, SUG	X	X		https://www.uab.edu/humanresources/home/eacc
University of Arkansas	Peer, SEC, SUG	X	X	X	https://hr.uark.edu/benefits/employee-assistance-program.php
University of Florida	SEC, SUG	X	X	X	http://eap.ufl.edu/eap-services/
University of Georgia	SEC, SUG	X	X	X	https://www.usg.edu/hr/benefits/employee_assistance_program
University of Kentucky	SEC, SUG	X	X	*	http://www.uky.edu/hr/work-life/counseling/worklife-connections-counseling ; https://www.uky.edu/hr/financial-well-being ;
University of Mississippi		X			https://counseling.olemiss.edu/employee-assistance/
University of Mississippi-Medical Center		X	X	X	https://www.umc.edu/HR/Current-Employees/HR-Employee-Benefits/Employee-Assistance-Program.html
University of Missouri	SEC	X	X		https://www.umsystem.edu/totalrewards/benefits/eap_employee_services
University of South Carolina	SEC, SUG	X	X	X	https://www.sc.edu/about/offices_and_divisions/human_resources/benefits/employee_wellness/eap/index.php
University of Tennessee	SEC, SUG	X	X	X	https://hr.utk.edu/employee-assistance-program/
University of Oklahoma	Peer, SUG	X	X	X	https://hr.ou.edu/EAP
Vanderbilt University	SEC, SUG	X	X	X	https://www.vumc.org/health-wellness/worklife-connections-employee-assistance-program
West Virginia University	Peer, SUG	X			https://www.hsc.wvu.edu/fsap/services/

X=Service Provided

*=Referral Provided OR Fee Associated



The Commission on the Status of Women

Proposal for enhancements to donor leave benefits as defined by Miss. Code Ann. § 25-3-95

Benefit	Current Provision	Proposed Change
Expand eligibility from catastrophic injury or illness as defined by Miss. Code Ann. § 25-3-91 to allow for medical conditions as defined by the Family and Medical Leave Act (FMLA).	<p><u>Miss. Code Ann. § 25-3-91</u></p> <p>“Catastrophic injury or illness” means a life-threatening injury or illness of an employee or a member of an employee’s immediate family which totally incapacitates the employee from work, as verified by a licensed physician, and forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation from the state for the employee. Conditions that are short-term in nature, including, but not limited to, common illnesses such as influenza and the measles, and common injuries, are not catastrophic. Chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work and which are long-term in nature and require long recuperation periods may be considered catastrophic</p>	<p><u>Family and Medical Leave Act</u></p> <p>Qualifying medical events include birth of a child; to care for the employee’s spouse, child, or parent who has a serious health condition; a serious health condition that makes the employee unable to perform the essential functions of his or her job. We are asking that family members not be restricted to spouse, child, or parent but remain as the expanded list as defined in Miss. Code Ann. § 25-3-95 (<i>spouse, parent, stepparent, sibling, child, stepchild, grandchild, grandparent, son- or daughter-in-law, mother- or father-in-law, or brother- or sister-in-law</i>)</p> <p>A serious health condition as defined by the FMLA is an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider. The FMLA does not apply to routine medical examinations, such as a physical, or to common medical conditions, such as an upset stomach, unless complications develop. For all conditions “incapacity” means inability to work, including being unable to perform any one of the essential functions of the employee’s position, or inability to attend school, or perform other regular daily activities due to the serious health condition, treatment of the serious health condition, or recovery from the serious health condition. The term “treatment” includes but is not limited to examinations to determine if a serious health condition exists and evaluations of the condition. Serious health conditions may include conditions that involve an inpatient hospital stay or ones that include one or more visits to a health care provider and ongoing treatment. Chronic conditions and long-term or permanent periods of incapacity may also meet the requirements. Certain conditions requiring multiple treatments may also be FMLA qualifying.!</p>
Benefit	Current Provision	Proposed Change
Eligibility criteria	Qualified beneficiaries must be employed at	Broaden eligibility to include probationary employees after 31 days of service.

	least 12 months and work 1,250 hours	
Methods for donating leave	Donations must be designated to an individual	Continue to permit donations to an individual but also allow the opportunity to donate to a pool of hours.
Donation limits	Qualified beneficiary may receive a maximum of 90 days	<p>Redefine limits for recipients.</p> <ul style="list-style-type: none"> ○ Probationary employee would be eligible to receive a maximum of 20 days of which 10 days may be awarded from the leave pool. ○ Permanent employees would be eligible to receive a maximum of 90 days of which 20 days may be awarded from the leave pool. <p>The maximum number of hours an employee may receive during their course of employment, including those awarded during the probationary period, is 90 days. Course of employment is defined as continuous active employment. Any break in service, separation of employment and subsequent re-employment with the same agency, constitutes a new period of eligibility.</p>

2012 Arkansas Code

Title 21 - Public Officers and Employees

Chapter 4 - Attendance and Leave

Subchapter 2 - -- Uniform Attendance and Leave Policy Act

§ 21-4-216 - Leave for participation in children's educational activities.

Universal Citation: [AR Code § 21-4-216 \(2012\)](#)

(a) As used in this section:

(1) (A) "Child" means a person enrolled in an educational program for prekindergarten through grade twelve (preK-12) who is of the following relation to a state employee:

- (i)** Natural child;
- (ii)** Adopted child;
- (iii)** Stepchild;
- (iv)** Foster child;
- (v)** Grandchild;
- (vi)** Ward of the state employee by virtue of the state employee's having been appointed the person's legal guardian or custodian; or
- (vii)** Any other legal capacity in which the employee is acting as a parent for the child.

(B) "Child" includes a person who meets the criteria of subdivision (a)(1)(A) of this section but is:

- (i)** Over eighteen (18) years of age; and
- (ii)** Declared legally incompetent;

(2) (A) "Educational activity" means any school-sponsored activity.

(B) "Educational activity" includes without limitation:

- (i)** A parent-teacher conference;
- (ii)** Participation in school-sponsored tutoring;
- (iii)** Participation in a school-sponsored volunteer program;
- (iv)** A field trip;
- (v)** A classroom program;
- (vi)** A school committee meeting;
- (vii)** An academic competition;
- (viii)** Assisting with athletic, music, or theater programs; and
- (ix)** Any of the activities listed in subdivisions (a)(2)(B)(i)-(viii) of this section that are connected with a prekindergarten program;

(3) "Prekindergarten" means an educational and child development program that is designed to prepare children who are at least three (3) years of age for an academic kindergarten program;

(4) "State agency" means an agency, a bureau, a board, or a commission of any branch of state government and all state-supported institutions of higher education; and

(5) "State employee" means a full-time employee of the State of Arkansas or any branch, department, board, bureau, commission, or state-supported institution of higher education

(b) (1) All state employees shall be entitled to eight (8) hours of leave during any one (1) calendar year for the purpose of attending or assisting with the educational activities of a child.

(2) Leave under subdivision (b)(1) of this section:

(A) That is unused may not be carried over to the next calendar year; and

(B) Is not compensable to the state employee at the time of retirement.