

Staff Equity Meeting Agenda
Thursday, August 27th, 2020

Meeting Conducted Via Zoom

Attended by: Samara Reynold, Crystal Baldwin, Danielle Pearles, Kerry Boland, Codie Frank, Betsy Seymour, Gerron Scott

1. Introductions (Again)
2. 30/60/90
 - a. Lower the percentage
 - b. Can add other expectations such as outreach, retention efforts
 - c. What does effort look like?
 - d. Pull percentage of from Fall 19
 - e. Look at met counts as well
3. Career Ladder
4. Things to find out/splitting of duties

Understand the purpose of 30/60/90

What is the outcome of the advising meeting?

Different sized units.

Example. If a person has 90 students and meets 90% that is 81. If I meet with 81 students that is 25% of my 324 students.

Students meet with multiple advisors. There is no need to see them all.

If you see 30 students a week it will take over 10 weeks to see all students if you have 300.

Run percentages from past semester for units.

Alternatives to 30/60/90:

1. Contact attempts, number of appointments, campaigns,
2. Do other responsibilities fall into this metric? Departmental expectations.
3. What other initiatives/events do advisors do?
4. Does reviewing of grad apps count?
5. Presentations/committee work/etc.
6. Service to the university
7. What is realistic? What is success?
8. For example Science has a significant number of students below 2.0 and Honors has a majority above 3.5
9. Students have multiple advisors. Who gets the credit? How does that impact advising?
10. Contact departments to see what success looks like. Ask advisors, ask directors.
11. Align evaluation to smart goals.

12. How do we account for advisors that have less time to do “extra work?”
13. How many students come back? Or have a second, third, meeting? (Meaningful connections)
14. Professional development/ trainings completed
15. A more realistic number 75-80%
16. Met count for advisors
17. Retention efforts

Advising Satisfaction Survey - Would love to see a bias assessment of these questions or a way to quantify some of the invisible/emotional labor performed by our BIPOC advisors

Academic Advisors assessed on scale response:

- Concerns - My advisor listened to my concerns and needs.
- Welcoming - My advisor created a welcoming and supportive environment during our advising appointment.
- Info - My advisor was able to provide me with the information I needed OR directed me to where I can find this information.
- Accurate - My advisor provided me with accurate and current information
- Time - Based on the goals I wanted to accomplish during my advising appointment, I felt like I had enough time with my advisor to discuss them.
- Recontact - As a result of this recent advising experience, I am more likely to contact this advisor in the future.

Things to find out:

What is the cost to run a search for an academic advisor?

Cost is lowering, but burn out is increasing.

Compare cost of living to similar sized areas and A-10 schools and schools with similar demographics, population size.

Cincinnati, Georgia State, Buffalo, etc

How do schools assess advisors?

Betsy, Codie, Gerron will look at comp and other [schools peer and aspirant institutions.](#)

Look at retention rates from when advisors started and tie that directly to advisor salary. To put it plainly, how much money have advisors saved and gave to the university.

Will loop in IRDS.

Duties keep growing but pay is not.

Exit Interviewing Process

- See [past exit interviews from UAA Advising Staff](#)
- Provide suggestions for process to all of Student Success
 - Why are people leaving (in their own words)?
 - What are the responsibilities of the offices to use this information in assessing new duties? How is this information informing onboarding or other professional development training?
- Some recommended additional questions - Add your own!
 - Needs specific questions addressing race/equity in the workplace.
 - Supervision is often a key factor in an employees decision to leave. Were you satisfied with the way you were supervised?
 - Did you receive constructive feedback to help you improve your performance?
 - How can our office improve training and development programs?
 - Do you think our office's policies are adequate/equitable/fair?

Staff Diversity Data:

- Who do we retain? Who do we promote? Who leaves? Being able to even compare the demographics of all of Student Success who have left with all of Student Success currently employed can help us look for discrepancies.
- Maggie met with Monal Patel, the head of Institutional Research
 - Will add Samara, Betsy and Crystal to the meeting.