

Staff (Hiring, Evaluation, Promotion) Committee Agenda

Thursday, August 6th, 2020

Meeting Conducted Via Zoom

Attended by: Gerron Scott (he/him), Roy Roach (he/him), Codie Frank (they/them), Samara Reynolds (she/her), Crystal Baldwin (she/her), Betsy Seymour (she/her), Nada Youssef (she/her): HPEX junior, Mohammed Al-meflehi (he/him): Chemistry senior

1. Introductions - Gerron Scott (he/him), Roy Roach (he/him), Codie Frank (they/them), Samara Reynolds (she/her), Crystal Baldwin (she/her), Betsy Seymour (she/her), Nada Youssef (she/her): HPEX junior, Mohammed Al-meflehi (he/him): Chemistry senior
2. Hand off from Roy Roach, Immediate Action Committee
 - a. Race/Equity lens to assess VCU Student Success
 - b. Two initiatives to help inform this group:
 - i. Gap Analysis: Where are we at with our current staff and where do we need to be? How do I have this conversation with my students?
 1. 4 working documents ready
 2. About halfway done; expected to be ready to share at the end of August
 3. From there will implement next steps
 - ii. Qualitative data collection:
 1. Survey for staff and students to gauge competence and confidence
 2. Will feed into gap analysis to inform next steps
3. Charge of the Committee
 - a. What do we want to be?
 - i. Promotion, retention, celebration within unit (without waiting for VCU to decide)
 - ii. Policy and procedures to create more equity at all levels
 - iii. Create opportunities and expectations for accountability and education
 - iv. Better connection with students and student employees
 - v. Opportunity to provide platform for staff to share expertise - training, teaching, learning opportunities
 - vi. Redefine "diversity" work to the core of Student Success
 - b. How do we view equity and diversity in terms of...
 - i. Hiring?
 1. Job description ("diversity and inclusion" is not just a bullet point, it's the core of the job)
 2. Diversity the process: Where are we advertising job descriptions? Consider for both advisors and student employees
 3. Standardize questions
 - ii. Evaluation?

1. Consider the difference between recruitment and retention: what are we doing to set advisors up for success and ensure their retention?
 2. Critical feedback - educate leadership and HR to filter feedback, specifically related to common microaggressions/biases
 - iii. Promotion?
 1. Look at leadership - does not reflect student body at all
 2. Assess why advisors are leaving
 3. Look at salary differences for advisors based on demographics - find the gaps
 - iv. Training?
 1. What are we doing to support intersectional identities of Black students and Black staff? LGBTQ+ Black students
 - v. Belonging?
 1. Affinity groups for employees and student employees
 - c. Are there other areas of focus that we need/want to look at?
 - i. Collect data that exists - exit interviews in UAA (anonymize) - Betsy will request
 - ii. Reward and retain talent:
 1. Professional development funds
 2. How are we assessing market rates? - look beyond VCU
 3. Advisors are doing what they are intended to do - retention has not been impacted, but we are in a hiring/salary freeze
 - a. Advisors leaving for ~\$1-3k salary increase
 - b. Recognition of reality of advisors financial circumstances - does leadership understand this reality? (advisors fresh from college and may not be partnered, advisors of color most likely to have student debt):
 - c. Advisors make well below the cost of living in Richmond
 4. Advising turnover affects retention - can pull data
 - d. Goals that require funds vs goals that do not.
4. Immediate Goals:
 - a. Formal request/ask:
 - i. Leadership (does not cost money):
 1. X amount of representation in leadership by X date
 2. Accountability expectation for what diversity means
 - ii. Follow up conversations with those who move laterally between VCU departments
 - iii. Professional development support:
 1. create opportunities; if no money, provide time
 - b. Assess the job of advising:
 - i. What is realistic? (especially for departmental advisors)
 - ii. We are treating students equally (all students come in once) but we need to move toward equitable treatment (time/space/reward for students who need it)

- 1. Students of color are disproportionately experiencing past education trauma; require more time to build trust
 - iii. Create space/resources to support students who need classes to provide more physical time to support students who need it
 - c. Evaluation piece
 - i. Compensation for those who are doing more work including those who are asked to take on diversity and inclusion/anti-racism charges
 - ii. Ask: what salary would keep you? (what is sustainable)
 - iii. Ask for Career Ladder committee report to take another look at it
 - d. Networking:
 - i. Provide space for engaging with division: book club?
- 5. Short Term Goals: Make recommendation to Career Ladder Committee based on draft
- 6. Long Term Goals
- 7. Career Ladder
- 8. Future Meeting Times:**
 - a. Gerron will send a doodle poll for meeting time during final week of August or first week of September - 90 minutes
 - b. Before next time, review Career Ladder proposal:
 - i. Look for equity
 - ii. Consider time/gaps in potential evaluations

Time Frame	Goal

Immediate	
Short (Before May 2021)	Promote advisors to where they need to be in an equitable way. Create mandatory workshops that deal directly with diversity
Long (Beyond May 2021)	Professional Development Funds Adjust Pay Hiring Practices

Chair: Gerron Scott

Committee members: Mohammed Al-meflehi Crystal Baldwin, Kerry Boland, Codie Frank, Danielle Pearles, Samara Reynolds, Betsey Seymour, Nada Youssef