UTAH VALLEY UNIVERSITY
EXCELLENCE IN ACADEMIC ADVISING

IMPLEMENTATION PLAN
2023 - 2025

UTAH VALLEY UNIVERSITY

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EXECUTIVE SUMMARY

Improving academic advising is one of eight strategies outlined in Utah Valley University's (UVU) Completion Plan 3.0 (2022-2025). The strategy comprises three initiatives:

- ❖ Complete the NACADA (Global Community for Academic Advising) Excellence in Academic Advising (EAA) self-evaluation process.
- ❖ Develop a strategic plan for advising using the EAA self-evaluation results.
- ❖ Execute the strategic plan to improve the student and advisor experience.

UVU conducted the self-evaluation process from November 2021 to June 2022. Over 200 advisors, administrators, faculty, staff, and students analyzed current practices, advisor and student surveys, and institutional data and made dozens of recommendations to improve UVU's advising practice (Comprehensive Report). A major concern identified in the Comprehensive Report is the need for a career pathway to advance the professionalization of advising and decrease advisor turnover.

In September 2022, the Office of University Advising (OUA) organized a steering committee (EAA Implementation Committee – EAAIC) under the direction and sponsorship of the Associate Provost-Student Success (AP-SS) that collectively analyzed the recommendations and developed action plans for the "Quick Wins" and "Outcomes" clusters. Subsequently, the EAAIC organized four subcommittees comprising over 50 individuals, including directors, academic advisors, program managers, and key campus partners, to analyze recommendations in the Assessment, Organization, Communication, and Technology clusters. Each subcommittee produced a separate report. Recommendations overlapped and were distilled into five Strategic Themes:

Theme 1: Establish a common foundation for academic advising.

Theme 2: Enhance training and develop a framework for routine assessment of advisor training and advising impact.

Theme 3: Improve communication and collaboration within the advising community, with senior leadership, and with campus partners.

Theme 4: Maximize the use of advising technology.

Theme 5: Promote academic advising as a profession and retain highly effective advisors.

In several cases, the EAAIC was able to act quickly to address recommendations. In other instances, particularly where fiscal resources are limited, action will be delayed or occur

incrementally. The Implementation Tracker summarizes all actions required to sufficiently address the recommendations. Primary stewards and anticipated timelines are also listed.

To enhance communication and ensure transparency, OUA created a public website that captures all EAA activities and historical documents.

Note: Recommendation codes correspond to the Phase I Condition Committee from which the recommendation originated:

AS   Assessment & Scholarship
C   Commitment
CC   Collaboration & Communication
EID   Equity, Inclusion & Diversity
L   Learning
O   Organization
PP   Student Purpose & Pathways
SD   Advisor Selection & Development
TE   Technology Enabled Advising

IMPLEMENTATION PLAN TO IMPROVE ACADEMIC ADVISING

Theme 1: Establish a common foundation for academic advising.

Recommendations O1, C2: Develop a clear vision and mission statement.

Action:
- In November 2022, the EAAIC approved a new vision and mission statement for UVU advising (also approved by the AP-SS).

Advising Mission
UVU academic advisors empower all students to take ownership of their education by providing exceptional, comprehensive, and personalized advising in a supportive and inclusive environment.

Advising Vision
UVU academic advising is a proactive, data-driven, technology-enhanced community that provides students an accessible, consistent, and quality experience as they pursue their goals. Advisors are recognized as professionals throughout the university and valued as a critical component to student success.

Next Steps:
- 1.1 Publish the vision and mission on the UVU Advising website.
- 1.2 Review the vision and mission statements biennially to ensure they are useful and relevant.

Recommendations C3, L1, TE7: Develop institution-wide student learning outcomes for advising.

Action:
- In May 2023, the EAAIC approved student learning outcomes.

Student Learning Outcomes
- Create plans to meet individual academic, personal, and career goals.
- Demonstrate the ability to evaluate progress and achieve goals.
- Proactively utilize campus resources that support student success.
- Build connections while at UVU.

Although there is no mention of Advisor Learning Outcomes in the Phase I Comprehensive Report, they are important to Recommendation L5-Update Advisor Training. In November 2022, the EAAIC validated the advisor learning outcomes that have been in place for several years.

Advisor Learning Outcomes
- Advisors model professional behavior.
- Advisors thoroughly understand program requirements, and resources and services available to students at UVU.
- Advisors provide information to their students using a variety of communication and soft skills.
- Advisors effectively operate necessary technologies and use data and assessment to guide and inform their work.
- Advisors are inclusive in nature and care about the individual needs and circumstances of every student.
- Advisors communicate the value of higher education and employ a variety of advising approaches and methods to impact the success of students.

Next Steps:
- 1.3 Review SLOs and ALOs biennially to ensure they are aligned with each other and with UVU's Essential Learning Outcomes (ELO).

Recommendation L2: Clearly define academic advisor roles and responsibilities.

Action:
- The EAAIC approved the following responsibilities for both academic advisors and students and each advising center was directed to post them to their websites.

Advisor Responsibilities
Students can expect UVU Advisors to do the following:

- Provide a safe space in which to share your thoughts, aspirations, concerns, and interests; maintain confidentiality with all information shared; and treat you with respect as an adult.
- Actively listen to your questions and concerns and provide information and support as needed.
- Provide guidance and encouragement as you develop a clear and realistic educational plan and assist you in making course and major decisions.
- Understand and effectively communicate degree and graduation requirements, policies, and procedures.
- Teach students how to use available tools for degree planning and course registration.
- Provide information about UVU resources available to you and refer you to applicable campus services, organizations, and/or individuals as needed.

- Protect and secure the integrity of the UVU degree by complying with all college and departmental policies and requirements.

Student Responsibilities
Students are expected to do the following:

- Develop an educational plan and establish career goals, with the guidance of your advisor.
- Meet regularly with your advisor. Plan by visiting with them early in the semester and not waiting until the last minute before registration.
- Come to appointments prepared with questions and/or topics to discuss and participate fully in the advising experience.
- Understand how to navigate the course registration site and enroll in the courses in your academic plan.
- Know the general education and program requirements for your major.
- Check myUVU often for email messages from the university.
- Become knowledgeable of campus and online resources and follow through when referred to appropriate campus resources.
- Graduate in a timely manner based on your academic plan. Accept responsibility for your decisions and your actions that affect your educational progress and goals.

Next Steps:
- 1.4 All advising centers post advisor and student responsibilities on their websites.
- 1.5 Review biennially to ensure currency and relevance.

Recommendation EID1: Develop an inclusive advising policy review process that considers the different needs of students of varying identities.

Action:
- N/A—UVU does not currently have a formal advising policy; however numerous guidelines have been published to provide standardization across college/school advising centers and to provide a consistent advising experience for students.

Next Steps:
- 1.6 Create a working group to determine the fundamental elements of "inclusive advising."
- 1.7 Integrate "inclusive advising" best practices into current guidelines and review annually.

Recommendation L3: Develop a curriculum for academic advising.

Action:

- The EAAIC determined that development of advising curricula is not a guiding principle within NACADA nor a widespread practice among universities. However, the First-Year Advising Center (FAC) has developed both a curriculum and a syllabus and two other UVU advising centers have developed a syllabus.

Next Steps:
- 1.8 Optional—Each advising center develops an advising "curriculum" based on unique needs and practices.

Recommendation C4: Each advising center must develop their own mission and vision statements.

Action:
- In November 2022, the EAAIC approved this recommendation to account for the unique aspects and student population of each advising center.

Next Steps:
- 1.9 Each advising director develops a college/school/center specific mission and vision and submits them to the OUA for approval.

Recommendations C5 and SD7: Each advising center must develop their own SLOs and ALOs.

Action:
- In November 2022, the EAAIC approved this recommendation to account for the unique aspects and student population of each advising center.

Next Steps:
- 1.10 Each advising center develops college/school/center specific student and advisor learning outcomes and submits them to the OUA for approval.
- 1.11 Each advising center develops a checklist of training tasks unique to the organization.

Recommendation PP5: Require students to meet with advisors when they reach "junior" status.

Action:
- In November 2022, the EAAIC agreed to modify this recommendation: directors will coordinate with associate deans/department chairs for advisors to meet with students in critical courses required for matriculation/graduation.

Next Steps:
- 1.12 Directors coordinate with associate deans/department chairs for advisors to meet with students in critical courses required for matriculation/graduation.

Theme 2: Enhance training and develop a *framework for routine assessment* of advisor training and advising impact.

Recommendations L5, L6, SD4, SD5: Update advisor training; align with SLOs.

Action:
- OUA has made limited revisions to the professional development series and is in the process of updating videos to include current procedures for utilizing Banner and Wolverine Track; however, a more comprehensive review of the training program is required.

Next Steps:
- 2.1 Conduct comprehensive review of new advisor training/certification program and adjust as necessary. At a minimum, consider the following:

    - Map the training to the advising mission and vision.
    - Adjust new advisor training program to ensure all SLOs/ALOs are addressed; conduct special "catch-up" training for current advisors.
    - Map the training to the new SLOs and confirm mapping to ALOs.
    - Adjust current content and delivery methods for teaching theory and pedagogy.
    - Add module on assisting students with mental health concerns.
    - Add training on the purpose of GE courses so advisors can approach them more positively.
    - Allow credit for prior learning/experience when establishing certification requirements.

Recommendation TE1: Enhance training and support for peer advisors and supervisors.

Action:
- Obtained an ongoing funding allocation to allow the hiring of 10-11 peer advisors each year.
- Developed abridged training for all peer advisors to include online modules and in-person sessions.

Next Steps:
- 2.2 Investigate ways to implement suggestions from a recent UVU advisor graduate degree project, including batch hiring and consolidated training prior to the beginning of fall semester.

- 2.3 Establish peer advising as a monthly agenda item (as needed) during Advisement Leadership Council (ALC) meetings to provide a forum for directors to discuss best practices.

Recommendations AS6, SD1: Develop advising guides to encourage goal setting and development.

Action:
- OUA led two committees in the development of performance guidelines for Advisor I and Advisor II employees. These documents have been useful in setting goals, identifying professional development opportunities, and guiding end-of-year performance evaluation conversations.

Next Steps:
- 2.4 Create a centralized virtual location to store performance guidelines, ALOs, and People & Culture fact sheets regarding the performance evaluation process.

Recommendations SD6, L8: Develop an assessment process for the advisor certification program.

Action:
- UVU's advising training and certification program was mapped to NACADA's Core Competencies and the AdvanceHE Professional Standards Framework (PSF). It is currently being assessed through several methods:
  - Two Qualtrics surveys after Modules 7 and 14 in the New Advisor Online Training/Certification Course
  - Qualtrics surveys after each of the five in-person new advisor training sessions
  - Qualtrics surveys after completion of each professional development series (September/February) and after each session of the annual OUA-sponsored advising conference
  - Informal meetings between OUA program manager and new advisors

Next Steps:
- 2.5 After implementation of an assessment plan for SLOs, conduct comprehensive review of advisor certification assessment plan.

Recommendation TE5: Identify guidelines and key performance indicators (KPI) for what constitutes "advising data."

Action:
- UVU previously created numerous technology platforms/applications for gathering advising data:

- o Engagement Report (average number of student engagements per week, by modality)
- o Advisor Dashboard (number, length of visits)
- o Civitas Learning Platform Usage (various data points regarding student outreach)
- o Persistence lift through engagement with an advisor
- o Persistence Prediction and Advising Dashboard (appointments and nudges)
- o Cadence Dashboard (texting usage)
- o After Appointment Survey Dashboard (student satisfaction ratings)

Next Steps:
- 2.6 Develop a consolidated list of advising KPIs and confirm with executive leadership that they meet their oversight needs.
- 2.7 Post consolidated KPI list in a shared folder.

Recommendations AS4, SD2, L9: Develop a formal process for evaluating academic advising impact.

Action:
- Developed advising student learning outcomes (SLO).
- Cross-referenced with NACADA's SLOs listed in its Concept of Academic Advising.
- Reviewed UVU's ELOs to ensure alignment.
- Mapped SLOs to NACADA's Core Competencies.
- Mapped SLOs to advisor learning outcomes (ALO).
- Mapped SLOs to UVU's Vision 2030.
- Mapped SLOs to the CAS Advising Standards.
- Developed UVU Advising Assessment Plan, which includes
  - o Opportunities for the learning outcome to occur.
  - o When or by when the learning outcome will occur.
  - o Outcome measures.
  - o Possible measurement tools.

Next Steps:
- 2.8 Develop concept for executing Advising Assessment Plan.

Theme 3: Improve communication and collaboration within the advising community, with senior leadership, and with campus partners.

Recommendations TE8, CC6A/B: Create an advising communication plan in coordination with campus-wide efforts to improve communication to students.

Action:
- Developed a comprehensive [Outreach Plan](#) that details the types and timelines of advisor-to-student communication for all three academic semesters. The plan includes information from both the First Year Advising Center and the school/college advising centers.
- Submitted outreach plan to the Student Communication Governance Committee and other campus partners who regularly contact students (Academic Standards, First Year Experience & Student Retention, etc.).

Next Steps:
- 3.1 Develop revised outreach plan no later than one month prior to the beginning of fall semester.
- 3.2 Continue collaboration with campus partners and the Student Communication Governance Council to deconflict messaging.

Recommendation L4: Provide means to inform students of their responsibilities for learning from academic advising.

Action:
- Student responsibilities, along with advisor responsibilities, were posted on all advising center websites and the UVU advising website https://www.uvu.edu/advising/.

Next Steps:
- 3.3 Coordinate with First-Year Experience & Student Retention (FYESR) office to include student responsibilities in online orientation materials.

Recommendations CC18, PP8: Establish a consistent social media presence to relay advising-specific information to students.

Action:
- N/A

Next Steps:

- 3.4 Coordinate with Academic Affairs' Marketing and Communications (MARCOM) Director to periodically highlight advising initiatives on campus-wide newsfeed.
- 3.5 Advising Centers establish a recurring process for coordinating with school/college MARCOM managers to periodically post advising related messages (services, hours of operation, key dates, etc.) to school/college social media sites (and digital signage if applicable).

Recommendation CC20A/B: Improve advisor collaboration with transfer students.

Action:
- Numerous UVU faculty members and academic advisors attended the Utah Board of Higher Education (UBHE) "majors meetings" in 2023.
- During the New Advisor Training/Certification Course (Canvas), advisors learned how to look for transfer credit and understand what courses or requirements it will fulfill for general education (GE).

Next Steps:
- 3.6 Expand training on transfer credit in the New Advisor Training/Certification Course.
- 3.7 Include training on transfer issues in the Professional Development Series.
- 3.8 Ensure advisor participation on UVU committee addressing transfer issues (Completion Plan 3.0, 2022-2025, Strategy 8).

Recommendations CC17A/B/C: Institute practice of recording all meetings on Microsoft Teams; create Teams channels with campus partners to answer advisor questions.

Action:
- OUA standardized the practice of recording all sponsored meetings, including ALC, Advisement Council (AC), and EAAIC. Directors will record other meetings/training as needed.

Next Steps:
- 3.9 Coordinate with Financial Aid & Scholarship and Admissions Office to establish an advising Teams channel or a platform similar to the currently operating "Ask the Registrar."

Recommendations CC3A/B, CC10A/B/C, CC13, CC15, CC4B/C, PP6: Improve collaboration among advisors and with campus partners.

Action:
- Continued the practice of sponsoring four Advisement Forums each year, which provide an opportunity for academic advisors, specialty advisors, and other campus partners to share information and make connections.
- Instituted the practice of holding an advising town hall during fall and spring semesters.

- Enhanced advisor training to include more partners (Registrar's Office, Mental Health Services, etc.)
- Collaborated frequently with campus partners launching new initiatives (UVU Online, Adult Learner Initiative, Innovation Academy, Student Services, etc.)
- Expanded the membership of the Advisement Council to include the directors of Concurrent Enrollment, Academic Standards, and Student-Athlete Academic Services.
- Worked closely with FAC to ensure smooth hand-off of students transitioning to college/school advising centers. Contacted 100% of transitioning students.

Next Steps:
- 3.10 Implement a monthly brown bag/book club that meets during the lunch hour.
- 3.11 Coordinate special presentation by Admissions Office to discuss processes, deadlines, and communication with newly admitted students.
- 3.12 Establish guidelines for entering notes in the student information system regarding appointments and outreach efforts.

Recommendations CC7A/B: Include advising perspective when developing institutional policy or changing processes.

Action:
- Senior Director-University Advising and Director-FAC were appointed to serve on several institutional-level committees to ensure advising perspectives are considered in major decisions (University Planning and Advisory Committee, General Education Task Force, University Flexible Learning Committee, Student Communication Governance Council, Strategic Enrollment Management & Completion Committee, etc.). Numerous front-line advisors were appointed to committees where issues of recruitment, retention, and completion are discussed.
- AP-SS and Associate Vice President-Student Experience & Enrollment Management (AVP-SEEM) routinely attended ALC/AC meetings and advisement forums.
- Advisors participated in "pilot" programs prior to the roll-out of a new texting platform and new procedures for approving graduation applications.

Next Steps:
- 3.13 Begin occasional attendance by AP-SS at advising center staff meetings.
- 3.14 Initiate regular "skip-level" interviews between AP-SS and school/college advising directors.

Recommendations L7, O6, PP1, CC9, CC11, CC19: Improve communication and collaboration between advisors and faculty/deans.

Action:
- When applicable, advising directors asked college/school deans to include them in leadership meetings and curriculum committee meetings.

- On September 21, 2023, the Associate Provost-Programs and Assessment and the Curriculum Manager met with the ALC to discuss the curriculum review process. They reiterated the importance of including advisors in this process and established new protocols for disseminating information to advising directors.

Next Steps:
- 3.15 Confirm that all advising directors are being included in recurring leadership meetings. In connection with CC19, directors will reinforce the necessity of considering advising requirements whenever new degrees/programs are created.
- 3.16 Confirm that all advising directors are being included in recurring curriculum meetings.

Recommendations EID2, PP2: Establish a clear resolution process for student barrier reporting.

Action:
- Streamlined the barrier notification process so all notifications flow to the Senior Director-Completion, who coordinates with the appropriate department for action. The Senior Director follows up with the initiator and the initiator's supervisor to describe the outcome.

Next Steps: N/A

Recommendation TE4: Ensure faculty input grades in the Learning Management System (Canvas) in a timely manner.

Action:
- N/A—This recommendation is beyond the purview of advisors. The Associate Provost-Student Success monitors compliance of grade submission policies/deadlines.

Next Steps:
- N/A

Recommendation CC14: Increase connections between school districts and the First-Year Advising Center.

Action:
- N/A—The UVU Concurrent Enrollment (CE) and Admissions departments serve as the primary liaisons between the university and school districts. FAC does not have the capacity or mandate to interface with school districts; however, it works closely with Concurrent Enrollment and Admissions to ensure a smooth transition of CE students.

Next Steps:

- N/A

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Theme 4: Maximize the use of advising technology.

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Recommendation TE10: Provide written instructions for gaining access to Banner, Civitas, etc. in an easily accessible location.

Action:
- OUA developed an "Onboarding Checklist" that explains the process for gaining access to various technology platforms.

Next Steps:
- 4.1 Reactivate the "Training Resource Library" link on the OUA website.
- 4.2 Populate the Training Resource Library with the Onboarding Checklist and other materials (instructions, videos, etc.) to provide access to the entire advising community.

Recommendation CC16: Procure a campus-wide texting platform.

Action:
- In October 2022, UVU launched the Mongoose Cadence texting platform. Advisors were trained using a combination of in-person classes and asynchronous video modules. Advisors have been encouraged by the high reply rates in comparison to email correspondence.

Next Steps:
- N/A

Recommendation CC12A/B: Expand access to Civitas Administrative Analytics (formerly Illume).

Action:
- In April 2023, the Digital Transformation Office (DX) granted Administrative Analytics access to all academic advisors.
- On July 11, 2023, Civitas representatives visited UVU and provided training to new users.

Next Steps:
- 4.3 Coordinate recurring Civitas training to be accomplished at least yearly.

Recommendations AS1, CC5A/B: Develop a comprehensive system to gather, analyze, and utilize data related to advising.

Action:
- This recommendation requires university-level action. In September of 2022, UVU initiated a process to review various commercial customer relations management (CRM) products. The Senior Director-University Advising and Director-FAC participated in product demonstrations and provided input from the academic advising perspective. Executive leadership concluded that there is not a single product capable of meeting the requirements of all university departments. Future efforts will focus on procuring the best solutions for three distinct functions: recruiting/admissions, student success, and alumni/donor relations.

Next Steps:
- 4.4 Provide input, as required, to decision-makers as they consider procurement of a new, "all-in-one," student success management system (SSMS) for academic, first-year experience, academic standards, and specialty advisors.

Recommendations TE3, AS5A: Create ongoing data/technology literacy training program.

Action:
- OUA enhanced its practice of providing in-depth training on technology platforms in its New Advisor Training/Certification Program and the Professional Development series. It also launched a program entitled "Tech Wednesdays," where advisors can receive 1:1 training on applications of their choice (Banner, Civitas, Cadence, etc.).

Next Steps:
- 4.5 Deliberately plan for data/technology training each semester.

Recommendation TE9: Establish a subcommittee to create a technology plan to address new technology needs and training requirements.

Action:
- N/A—The ALC provides an adequate forum for addressing technology issues.

Next Steps:
- 4.6 Review New Advisor Training/Certification Program annually and update as needed to ensure it sufficiently addresses technology KPIs. Include training on submitting a Jira Service Request.

Recommendations CC2, CC6A, PP3: Ensure websites are routinely updated, including information on student/advisor responsibilities and student resources.

Action:
- Throughout 2023, Senior Director audited websites and directed numerous changes to improve consistency and functionality.
- Several centers added student/advisor responsibilities to their websites.
- Several centers added the Student Resources link to their websites.

Next Steps:
- 4.7 All centers add student/advisor responsibilities to their websites.
- 4.8 All centers add student resources link to their websites.
- 4.9 Advising centers conduct a monthly audit of websites to ensure all information is current.

Recommendation TE2: Create "institutional" training videos for students on how to use advising technology such as Wolverine Track, Banner, etc.

Action: In December 2023, OUA developed an initial concept and communicated it to participants (peer advisors).

Next Steps:
- 4.10 Conduct initial coordination meeting with all participants in January 2024.
- 4.11 Complete all training videos and post to OUA website.
- 4.12 Develop plan to communicate availability of videos to students.
- 4.13 Review videos yearly and update as necessary.

Recommendation PP4: Allow auto-admitted Concurrent Enrollment students to declare a new major.

Action:
- The Admissions Office implemented a process whereby Concurrent Enrollment students are encouraged to complete an "Intent to Enroll" form, which allows them to select their major, as well as confirm their phone number and scholarships. Once a student completes this form, their major is automatically updated, and the correct advisor is assigned.

Next Steps:
- N/A

Recommendation PP7: List "Readmit" or "Returning Student" as a type of student on the Admissions website.

Action:
- The Admissions Office created a "Returning Student" type on its webpage.

Next Steps:
- N/A

Recommendation TE6: Create a dashboard for advisors and directors to view advising KPI data.

Action:
- N/A

Next Steps:
- 4.14 Pending the procurement of a comprehensive SSMS, consolidate all dashboards in a central location.

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Theme 5: Promote academic advising as a profession and retain highly effective advisors.

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Recommendation C1: Establish a university-level committee to address all recommendations arising from the EAA self-evaluation.

Action:
- The OUA established the EAAIC, which has met approximately every three weeks since September 2022 to address the self-evaluation recommendations.

Next Steps:
- 5.1 EAAIC meets regularly to monitor implementation of recommendations and to adjust plans as needed.

Recommendation O2: Allocate sufficient funds (i.e. budget) to each advising center based on mission and size of each organization.

Action:
- Senior Director-University Advising, in consultation with advising directors, developed a "generic" budget that provides uniform spending guidelines for all advising centers. At the end of FY23, the Provost's Office transferred the required funds to cover all deficits.

Next Steps:
- 5.2 Establish a defined, ongoing budget for each advising center; coordinate with Provost and Budget Office to establish automatic allocations at the beginning of each fiscal year.

Recommendation AS7: Adjust caseloads to allow more time for scholarly activities.

Action:
- N/A—Reducing caseloads to provide additional time for scholarly pursuits is not feasible; however, advisors are given numerous opportunities to attend professional training sessions. There are numerous opportunities for advisors to share their knowledge by participating in committees, leading training sessions, and presenting at local, state, regional, and national conferences.

Next Steps:
- N/A

Recommendation AS8: Provide regular opportunities for scholarly inquiries, discussions, collaborations, and presentations.

Action:
- N/A—There are numerous opportunities for advisors to share their knowledge by participating in committees, leading training sessions, and presenting at local, state, regional, and national conferences.

Next Steps:
- N/A

Recommendations CC4A/B/C: Increase advisor morale by focusing on health & wellness and resolving differences between FAC and university advising centers regarding hours of operation, remote work opportunities, and access to technology.

Action:
- Several aspects of advisor morale were addressed in other recommendations (CC3A, CC10).
- OUA sponsored two socials during low-volume periods to show appreciation for advisors and to provide opportunities to connect.
- Advisors were routinely recognized for their contributions, including being featured in the "Thank You Thursday" column of MyUVU in October 2022.
- OUA standardized hours of operation across all school/college advising centers.
- The EAAIC determined that advising centers should retain the flexibility to offer remote work opportunities, within the parameters of UVU policy, based on the unique needs of their employees and students.
- All advisors were given access to the new texting platform (Cadence) and advisors received equitable access to advanced Civitas features as required by duty position.

Next Steps:

- 5.3 Establish guidelines for health & wellness practices permitted during the workday and inform advisors.
- 5.4 Reinforce education of advisors regarding availability of health and wellness resources (free counseling, dietician, UVUFit, etc.).

Recommendation O3: Provide administrative support for advising centers that do not have an administrative assistant.

Action:
- In 2023, AP-SS provided temporary funding to hire part-time administrative assistants for the three centers lacking this position: College of Health and Public Service, College of Science, and School of the Arts.

Next Steps:
- 5.5 Approve and fund full-time administrative support positions for College of Health and Public Service, College of Science, and School of the Arts.

Recommendation O4: Provide adequate space for advising centers that is not controlled by colleges/schools.

Action:
- N/A

Next Steps:
- 5.6 Develop policy in coordination with Deputy Provost and AP-SS to
    - o Ensure advising offices cannot be moved by school/college administrators without prior approval of AP-SS.
    - o Ensure all advising centers are provided space conducive to advising requirements: welcoming reception area; spacious offices to accommodate students with accessibility needs, doors with windows, etc.
    - o Ensure additional, adequate space is included in any plans to expand academic programs which require additional advisors.

Recommendation O7: Define policies and procedures for all units and have a formal source location for reference.

Action:
- Senior Director-University Advising, in consultation with advising directors, developed common standards/guidelines for various functions, such as budgets/spending, operating hours, cell phone stipends, remote work for administrative support personnel, documenting student engagements, etc.

Next Steps:

- 5.7 Place guidelines document in shared folder to ensure accessibility and transparency.

Recommendation AS3: Create a graduate level tuition reimbursement program.

Action:
- N/A—The executive leadership does not plan to change the policy of fully reimbursing <u>only</u> undergraduate tuition; however, UVU's Professional Association of Campus Employees (PACE) supports full-time staff pursuing education beyond a bachelor's degree by providing partial reimbursement for master's degrees, doctorate degrees, and job-related certifications through its Staff Education Fund.

Next Steps:
- N/A

Recommendation SD3: Update the UVU hiring statement to be clearer about how identity may be taken into consideration in hiring practices.

Action:
- N/A—This issue is beyond the purview of the advising community. The UVU jobs website states, "We strive to foster an inclusive environment that will promote employee success and attract a diverse array of high performing professionals."

Next Steps:
- N/A

Recommendations O5A, CC1A/B: Establish consistent position descriptions, salary ranges, and staffing across all advising areas.

Action:
- Drafted new position descriptions for Advisor I – IV (note: Advisor III and IV do not currently exist) and Assistant Director.

Next Steps:
- 5.8 Submit all new position descriptions to People and Culture (P&C) for approval; add them to the Position Description Library.
- 5.9 Coordinate with P&C to adjust "counselor" title to "Advisor II" while maintaining master's degree requirement for advisors in FAC and Pre-Professional Advising Center.

Recommendation O5B: Address structure of peer advising and advising that exists outside of current structure (FAC, Pre-Professional, Global Aviation, Honors, Graduate, etc.).

Action:

- Based on guidance from the AP-SS and AVP-SEEM, further discussion regarding OUA-FAC integration will be postponed until the processes/systems in the expanded OUA and the relatively new FAC have matured. However, these leaders established a monthly meeting that includes themselves, the Senior Director-University Advising and the Director-FAC to enhance communication and coordination between the two departments.
- The EAAIC decided that specialty advisors such as athletics advisors, honors advisors, etc. do not need to be organized under the "university advising" structure and participation in academic advisor training/certification is optional.
- In July of 2023, graduate advising (with some temporary exceptions) was consolidated under a Director of Graduate Studies. The director is currently developing a certification program for all graduate advisors.

Next Steps:
- 5.10 Explore the establishment of a formal relationship between OUA and advisors in the Global Aviation and Integrated Studies programs.
- 5.11 Explore the establishment of a policy that requires Global Aviation and Integrated Studies advisors to complete the academic advisor training/certification program.

Recommendations CC8A/B, SD13, AS2: Establish a career pathway for academic advisors.

Action:
- Submitted detailed concept for a four-tier career progression to P&C.
- Drafted new position descriptions for Advisor I – IV and Assistant Director.
- Submitted various revisions to the concept, including a comprehensive plan to provide stipends in lieu of a career path.

Next Steps:
- 5.12 Reclassify all Level I advisors who meet the requirements to Level II (might be a multi-year process based on funding).
- 5.13 Request assistant director positions at a 1:7 ratio during the next Planning, Budgeting, and Assessment (PBA) cycle.
- 5.14 Continue discussions with executive leadership and P&C regarding the development of a four-tier career path.

Recommendations SD14, SD15: Advance current advisors holding master's degrees to the position of academic counselor; establish tenured academic counselor positions.

Action:
- N/A—See Recommendations O5A, CC8A/B, SD13, AS2. The proposed career pathway eliminates the title "counselor" and does not include automatic advancement from Advisor I to Advisor II based on earning a master's degree.

Next Steps:
- N/A

Recommendation SD8: Submit winners of UVU advising awards for NACADA regional and global awards.

Action:
- OUA organized a special "prep" session for all UVU winners to assist them in preparing NACADA applications.
- Over the past two years, UVU advisors won NACADA regional and national awards in the following categories: Outstanding Advising – Primary Advising Role, Outstanding Advising Administrator, Primary Role Advisor Certificate of Merit, New Advisor Certificate of Merit, Student Research, and Region 10 Annual Conference Scholarship.

Next Steps:
- 5.15 Plan special NACADA awards "prep" session for UVU winners each year.

Recommendation SD9: Increase the number, frequency, and array of types of recognition and awards.

Action:
- OUA instituted new awards to recognize advisors who excelled at using technology tools in their advising practice.

Next Steps:
- 5.16 Establish a new "Advisor of the Month" award.

Recommendation SD10: Incorporate advisor recognition at campus-wide events to increase visibility of advisor success and impact.

Action:
- Advisors were featured in the "Thank You Thursday" column of myUVU in 2022.
- Recipients of UVU and NACADA awards were recognized during every Advisement Forum.
- Advisors who received the following awards were acknowledged at institution-level forums in 2023: PACE Distinguished Employee Award, Board of Trustees Award of Excellence, Student Advocate Award, and SCET Staff Award of Excellence.
- The Senior Director-University Advising initiated the practice of highlighting advisors who received special thanks from students/relatives for their support and encouragement during the student's UVU journey.

Next Steps:

- 5.17 Explore the possibility of the Senior Director-University Advising participating in a "Talk with Tuminez" event.
- 5.18 Coordinate with deans to ensure advisors are recognized during convocations.

Recommendations AS5B, SD11: Include new metrics when considering Outstanding Advisor awards (data from student surveys, innovative advising practices, etc.).

Action:
- N/A

Next Steps:
- 5.19 Establish a process for integrating student survey results when deciding winners of advising awards.

Recommendation SD12: Formalize more recognition and reward at the advising center level.

Action:
- N/A

Next Steps:
- 5.20 Directors develop plans to routinely recognize employees for exceptional performance.
- 5.21 AP-SS provides funding to support this initiative.

EAA IMPLEMENTATION COMMITTEE

Name	Position	Committee Role
Vincent Dreyer	Senior Director – University Advising	Chair
Katherine Brickey	Program Manager – Advisement Training/Assessment	Vice-chair
Rachel Terry	Program Manager – Advisement Training/Assessment	Vice-chair
Andrea Calaway	Director – School of the Arts	Co-chair, Assessment Subcommittee
Polly Clauson	Director – Woodbury School of Business	Co-chair, Assessment Subcommittee
Shaunna Requilman	Director – School of Education	Co-chair, Communication Subcommittee
Natalie Shelley	Director – College of Humanities and Social Sciences Advising	Co-chair, Communication Subcommittee

Monica Ferreyra	Director – College of Science Advising	Co-chair, Organization Subcommittee
Julie Harps	Director – College of Engineering & Technology Advising	Co-chair, Organization Subcommittee
Adam Black	Director – Pre-Professional Advising Center	Co-chair, Technology Subcommittee
Shalece Nuttall	Director – College of Health and Public Service Advising	Co-chair, Technology Subcommittee
Elaine Lewis	Director – First Year Advising Center	Member
Ashley Holt	Assistant Director – First Year Advising Center	Member
Kyle Hicken	Associate Registrar	Member
Deborah Marrott	Associate Dean - CHSS	Member
Dustin Shipp	Faculty Senate Representative	Member
Francisco Calderon-Mora	UVU Student Association Representative	Member
Wade Oliver	Senior Director – Adult Learner Initiatives	Member
Lucy Owens	Multicultural Student Services Coordinator	Member
Peni Mounga	Director – Concurrent Enrollment Advising	Member
Derek Kent	Program Director – Enrollment Management	Member
Martha Wilson	Program Manager – Online Programs	Member
Paula Nishitani	Admin Support III	Administrator