

ADVISOR SELECTION AND DEVELOPMENT CONDITION COMMITTEE REPORT

Date: June 10, 2022

Section 1: Executive Summary

Utah Valley University (UVU) has adopted a professional advising model and has devoted significant resources to the training and development of advisors, primarily through an internal certification program which has been administered centrally. The program, while commendable, would benefit from formal and regular assessment and analysis. The hiring and supervision of advisors and advising administrators at UVU has been decentralized until recently, and as a result there has been limited consistency across advising centers in practice and process. Further consideration toward consistency across the institution for all in the same positions would be beneficial. While there is an advising awards program at UVU, it is limited in scope and may not recognize advisors broadly enough. Finally, academic advisors are very important for both students and the institution, require significant training and skill, and have significant impact. Frequent turnover in the positions is detrimental and the ability to grow in the profession seems vital, giving support to further extensive work to develop and implement a suitable career ladder for advisors. Because the institution does not utilize faculty advisors, all KPIs that reference faculty advisors are not included in any of these assessments.

Section 2: Condition Committee Membership

Committee members are listed below and include representatives from five campus advising centers and two division areas of Human Resources: Compensation, Benefits, & Workforce Planning, and Employee Relations.

<u>Committee Members</u>	<u>Element Sub-Committee</u>	<u>Department</u>
Wade Oliver	Chair, Professional Advancement	Academic Affairs
Dave Oakeson	Co-Chair, Recognition & Reward	CET Advising Center
Amanda Rives	Recognition & Reward	First-Year Advising Center
Amy Smith	Hiring Practices, Professional Advancement	Human Resources
Clark Slater	Hiring Practices	SOA Advising Center
David Mercer	Hiring Practices	CHSS Advising Center
Joyce Porter	Advisor Development & Practice	CET Advising Center
Kim Fale	Professional Advancement	SOE Advising Center
Lincoln Op't Hof	Hiring Practices	Human Resources
Rachel Terry	Professional Advancement	First-Year Advising Center
Richard Lemon	Advisor Development & Practice	CHSS Advising Center
Robbin Anthony	Advisor Development & Practice	CHSS Advising Center
Shalyse Nakayu	Professional Advancement	First-Year Advising Center
Stefanie Adams	Professional Advancement	COS Advising Center
Wendy Farnsworth	Recognition & Reward	CHPS Advising Center

Section 3: Narrative on General Situation and Findings

Hiring Practices

UVU has many types of advisors: academic advisors, academic counselors, and advisors dedicated to special programs – Honors, multicultural, athletic, international, and more. Evidence shows that that academic advisor position descriptions are standardized with some flexibility that allows individual departments to make modifications to preferred qualifications. All academic advising position descriptions include required and preferred qualifications. (1, 2, 3)

UVU academic advising teams utilize the university structured yearly performance reviews and mid-year check ins for individual advisors. Currently no formal initiatives are in place to evaluate advising programs.

To promote internal equity across the University, base salaries are determined considering median pay rates for comparable positions in defined university labor markets, thus compensating employees the same who perform the same or similar job duties/responsibilities, also accounting for other factors such as experience, education, job performance and length of service.

Academic Advisors/Counselors are all assigned the following pay grades:

Advisor I: Grade 35 (1)

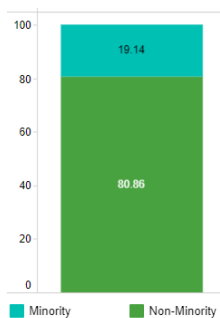
Advisor II: Grade 39 (2)

Counselor FYC: Grade 39 (3)

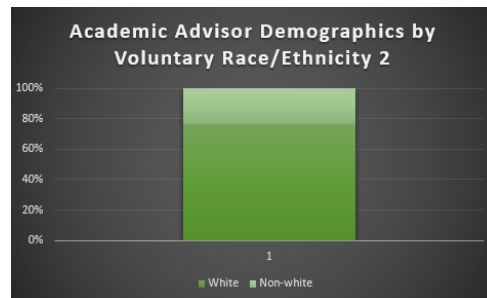
There was extensive discussion in the committee around the KPIs that address diversity and identity which highlights the imperative need for more open dialog. Many on the committee feel strongly that diversity and representation matter a great deal and our hiring practices should strive to ensure people of all backgrounds are represented in the advising staff and other levels of the university. Others on the committee see a conflict between hiring practices aimed at increasing diversity and hiring “without regard to race, color, etc....” (6)

Data was collected on the demographics of student population and academic advisors in terms of race and gender.

Race: UVU institution research breaks down the student population data on race in terms of Minority and Non-Minority students and found that across the university there is close to 80% of students in the majority Caucasian population and 20% aggregate of minority populations. This split held close to constant across colleges. The racial breakdown of academic advisors also held close to 80 – 20. This is in line with state demographics. (4, 5)



Total student population



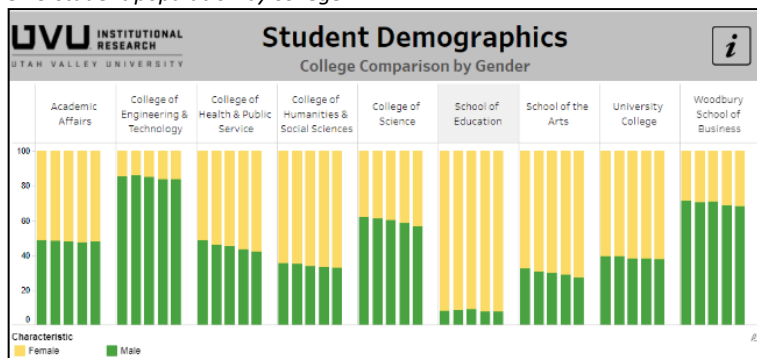
UVU Advising Population

	State of Utah	
White	2,504,885	77.8%
Black or African American	38,226	1.2%
American Indian or Alaska Native	30,537	0.9%
Asian	82,010	2.5%
Native Hawaiian or Pacific Islander	31,533	1.0%
Two or More Race	68,958	2.1%
Hispanic	464,113	14.4%
All Race Groups	3,220,262	100.0%

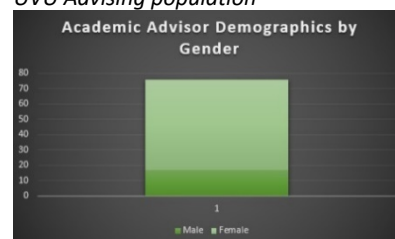
Utah State Population

Gender: UVU population by gender is split close to 50% male and 50% female in aggregate but that split varied significantly by college. The population of UVU advisors is predominantly female split close to 80% female, 20% male. (4, 5)

UVU student population by college:



UVU Advising population



Some on the committee felt that evaluating advisor hiring practices by comparing racial and gender percentages suggests that there is a goal of parity (black students need a black advisor, white students need a white advisor, etc.) They believe that the assumptions underlying this KPI should be questioned.

While the KPIs in this element are being met at some level, there is room for growth in each one. Much of that growth will need to surround consistency across academic advising units and clarity between the roles of the various advisor types.

Advisor Development and Practice

For more than a decade, UVU has allocated significant resources to the professional development of academic advisors. At present, the Office of University Advising employs a Manager of Advisor Training and Assessment (14) that oversees the administration of the Advisor Training and Certification Program and other professional development opportunities such as an annual conference (12) for advisors.

The certification program is built on professional competencies identified through competency modeling exercises and have also been mapped to the professional competencies put forth by NACADA. The program also received accreditation from the AdvanceHE HEA Fellowship program in 2022 which will award advisors who complete their initial certification the designation of an Advance HE Associate Fellow (9).

The certification program consists of required training, observations, and assessments for new advisors as well as required professional development for continuing advisors and advisor supervisors (7, 10, 11). Significant items of note are that; while the program is built upon professional competencies (8), it has not been mapped to specific student learning outcomes; and that there has not been a formal or regular quality assurance assessment process, or assessment for training curriculum alignment with current practice, though a calendar has been developed to begin this process with the New Advisor Training (13). In addition, formal training within advising centers appears to be inconsistent from center to center (15).

Recognition and Reward

At present, advisors are recognized through an awards program that includes recognition at the annual advising conference held each summer (12). The awards include Academic Advisor of the Year, New Academic Advisor of the Year, and Specialty Advisor of the Year (16, 17). Nominees are solicited each Spring and then invited to complete a portfolio for submission. Winners are selected by a committee made up of past winners who use the rubrics developed by NACADA for their awards program (20, 21). A couple of recent winners of the Academic Advisor and New Advisor awards were collaboratively submitted for NACADA awards by their supervisor and the Office of University Advising.

In addition, the Office of University Advising, in collaboration with the Advisement Leadership Council, may select one or more advisors to be recognized with the Legacy of Academic Advising and Champion of Academic

Advising awards. The Legacy award is given to individuals for having made a significant impact for a considerable number of years as an Academic Advisor and/or provided exemplary support for the academic advising program. The Champion award recognizes individuals or departments in the UVU community at large whose actions demonstrate commitment, advocacy, and actions in support of the UVU advising program (16).

Regarding the KPIs for this element there appears to be much room for improvement. Evidence was collected from communications regarding the current awards program and the surveys conducted with students and advisors as a part of the EAA process, including two surveys that were specifically conducted by the ASD condition committee among current advising personnel to gather feedback which was insightful and resulted in recommendations to more effectively recognize and reward advisors (18, 19).

While student/advisor interactions are tracked in terms of type and purpose, and students are given the opportunity to report positive experiences with advisors in surveys sent after an appointment, this information has not been incorporated into the formal recognition and reward of advisors. Additionally, the data from this tracking does not include its impact on student learning or include other types of interactions such as group advising.

The timing and scope of formal advisor recognition and reward opportunities is also typically limited to one annual event for only the advising community and not for the institution at large.

The institution maintains formal advisor assignments for all currently enrolled students and in addition to interactions with these assigned students, nearly 60% of the respondents to the survey administered to advisors by the ASD condition committee indicated that students from outside of their caseload came to them for advising needs (18). All of these advising interactions are tracked through the advisor dashboard in Banner, but advisors have consistently reported that they field many additional student contacts from those who are not currently admitted to the institution which are not tracked and therefore aren't accounted for in the visit data.

Professional Advancement

Utah Valley University does not have a formal professional advancement process for advisors such as a career ladder as indicated in the KPIs for this element.

Current UVU Advising Structure

Through verification from the UVU human resources office UVU has two academic advising positions, Academic Advisor I and Academic Advisor II (23, 25) which are held by the advising staff in each of the college/school advising centers. Both positions require a bachelor's degree with the Advisor II position requiring more years of experience.

Upon the inception of the Advisor II position a standard ratio of one Advisor II position for every two Advisor I positions within each college/school advising center was agreed upon but never officially documented (74, 75) thus it was up to each college/school to maintain and fund the ratio. At present, becoming an Academic Advisor II is not meant to be a natural, professional advancement from the advisor I position. Advisor II positions are competitive hires and may be posted publicly or in-house at the discretion of the supervisor. In-house applicants then must submit their application, wait and see if they get invited to interview, and compete against many other candidates (internal or external) to hopefully be selected for the advisor II position.

A related position, Academic Counselor (3), is used rather than the advisor positions in the First Year Advising Center and the Pre-Professional Advising Center and is not available to the college/school advising centers. The Academic Counselor position requires an advanced degree.

WHY ADVISING AT UVU IS IMPORTANT

The advising staff at UVU is an entity that is an instrumental part of the successes that UVU has in the pursuit of student retention and success. For over a decade UVU Academic advisors have fought to be recognized and respected by the university as the professionals they are and for the professional skills they bring to the table. Academic advisors are the backbone of the institution that brings to our student body the human connection and has been proven to show a positive correlation in academic success, retention, and degree completion. “Advisors act as a consistent human connection for students in higher education. As professionals, they provide information about university expectations and avenues towards graduation while considering students’ personal strengths and academic history” (Young-Jones, Burt, Dixon, & Hawthorn, 2011) (55)

A few examples of the importance of having a robust advising program supported by implementation of a career ladder reflects in the effect on student retention and persistence that advising has. In 2016 researchers Mu and Fosnacht tested Astin’s Student Involvement Theory and found a positive link between academic advisory services and senior students’ grades. The authors distributed a survey to 156 universities. The results showed a correlation between the academic advising relationship and students’ learning and growth; the correlation was consistent across institutions. (52)

In an academic advising impact analysis completed by neighboring university, Utah State University, that was conducted from Spring 2016 to Spring 2019 results showed not only that persistence of students was benefited by their advising experiences but also the relationship developed influences the universities bottom line. The data states: “Students with a record of meeting with an academic advisor experienced a significant 5.18% (CI: 4.80% to 5.56%) increase in persistence to the next term. This estimated increase reflected retaining 667 (CI: 618 to 715) students who were otherwise not expected to persist per year”. Using an adjusted net tuition multiple from 2017/2018, the estimated retention reflected \$3,170,631.19 (CI: \$2,937,706.26 to \$3,398,802.55) in retained tuition through academic advising.” (51)

The Center for Community College Student Engagement (CCCSE) out of Austin, Texas produced a national report titled “Show me the way: The power of advising in community colleges” in 2018. This report is a holistic view of the affect and importance of the advising field in colleges and what advisors bring to the institution in terms of student persistence, success, and funding. The report states “Students and faculty consistently report that advising is the most important student service that colleges offer. Recent data from the Center for Community College Student Engagement suggest that students who receive more advising—more time with advisors and more in-depth discussions in their sessions—are more engaged.” (CCCSE, 2018) (49)

Additionally, in an excerpt from the 2009 Noel-Levitz National Student Satisfaction and Priorities Report and Database students rated academic advising for four-year public colleges and universities as the most important aspect of their educational experience.

Four-Year Public Colleges and Universities

At four-year public colleges and universities, students rated Academic Advising the most important aspect of their educational experience, followed by Instructional Effectiveness.

- | | |
|----------------------------------|----------------------------|
| 1. Academic Advising | 7. Campus Climate |
| 2. Instructional Effectiveness | 8. Student Centeredness |
| 3. Safety and Security | 9. Campus Support Services |
| 4. Registration Effectiveness | 10. Service Excellence |
| 5. Recruitment and Financial Aid | 11. Campus Life |
| 6. Concern for the Individual | |

In fact, the report continues to summarize at the conclusion “that academic advising is, without question, a highly important aspect of students’ educational experience in postsecondary education.” (REPORT *Academic Advising Highly Important to Students Excerpted Data from the 2009 Noel-Levitz National Student Satisfaction and Priorities Report and Database*). (58)

This information above is just a small part of the large amount of collected data and evidence available that just goes to prove how critical academic advising is to the university. The development of an academic advising career ladder would be a great benefit to support the advising community and in turn only enhance even more student success and retention at Utah Valley University.

ADDITIONAL EVIDENCE OF ADVISING IMPORTANCE

As research has shown, academic advisors are critical to the institution and student retention and success but one other aspect to examine is also written in our governing documents and literature of professional higher education entities. These entities also share the importance of having advising staff that are professionals in their field.

CAS Standards: As shared in the history of the CAS standards for academic advising it reads “CAS was Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS creates and delivers dynamic, credible standards, guidelines, and Self-Assessment Guides that are designed to lead to a host of quality programs and services. CAS aims to foster and enhance student learning, development, and achievement.

CAS Standards respond to student needs, the requirements of sound pedagogy, and the effective management of 48 functional areas and 3 cross-functional areas. Individuals and institutions from over 40 CAS member organizations comprise a constituency of over 115,000 professionals. Representing a significant majority of higher education practitioners in student programs and services throughout the country and beyond, CAS provides tools to higher education leaders assessing institutional effectiveness, student learning, and outcomes”. (CAS Standards, 2014) (69)

In section 7.1 under Human Resources: Staffing and Support for the academic advising professional standards and guidelines we read that the standards for making sure those that are in the field of academic advising are well qualified to do so. “Academic Advising Professionals (AAP) personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience. AAP personnel may be full-time or part-time professionals for whom advising is a primary or secondary function; they also may be faculty members whose responsibilities include advising.” (69)

Northwestern Commission on Colleges and Universities (NWCCU): The [Northwest Commission on Colleges and Universities \(NWCCU\)](#) is the accrediting agency for UVU. Under [Student Support Resources](#) the NWCCU lists 7 student support standards that are critical for accreditation. Of all 7 standards mentioned by the NWCCU, 6 standards are rooted in programs, policies, or tools, only one of the standards refers to an actual staffed position. That staff position is identified as an Academic Advisor.

The standard is identified as *Student Support Resources Standard 2.G.6* and reads: The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students. (67)

UVU Survey Results: UVU conducted a campus wide survey on academic advising in Fall of 2021. This survey was sent out to all students, staff, and faculty of UVU and surveyed on topics related to the academic advising structure, advisor staffing need, and advising climate at UVU. The following results clearly show the importance of the academic advisor from the viewpoint of the students, faculty, and staff at UVU. (43)

- Student Survey Response (42): The UVU-EAA Student survey responses show a positive response in all 5 categories identifying that at least 50% or more students responded positively regarding their experiences with UVU advisors and their need to connect with their advisor.
 - 69% of the UVU students surveyed agreed that they are a better student because of their interactions with their academic advisor.
 - 50% of the UVU students surveyed stated they feel confident after their experiences with their UVU Academic Advisor.
 - 74% of the UVU students surveyed agree, to some degree, that they need an academic advisor during their time at UVU.
 - 61% of the UVU students surveyed stated they very much agree that their UVU Academic Advisor listens to them.
 - 83% of the UVU students surveyed stated that when they meet with their academic advisor, they are referred to additional student services often. (NACADA, 2022)
- Faculty/Staff Response (41):
 - 69% of the surveyed UVU faculty and staff agree that UVU does not at all offer an academic advisor career advancement structure for primary role advisors.
 - 65% of the surveyed UVU faculty and staff agree that UVU does not at all offer an academic advisor career advancement structure for academic advising unit leaders.
 - 56% of the surveyed UVU faculty and staff agree that UVU does not at all include qualifications and progressions at each level for primary role advisors.
 - 23% of surveyed UVU faculty and staff felt that the institution never involves them in their role as an academic advisor and 42% stated that they are occasionally involved in their role as an academic advisor. (NACADA, 2022).

CURRENT UVU CHALLENGES IN ACADEMIC ADVISING AND HOW CAREER LADDERS CAN HELP

UVU Advisor Turnover: Advisor turnover is a big issue at UVU. With most companies, when turnover occurs it is the current staff that is affected most by the turnover. At a university or institution of higher learning however, it is the students who can be equally affected by the constant change.

The Society for Human Resource Management (SHRM) reported that on average it costs a company 6 to 9 months of an employee's salary to replace him or her. For an employee making \$60,000 per year, that comes out to \$30,000 - \$45,000 in recruiting and training costs. (<https://lrshrm.shrm.org/blog/2017/10/essential-elementsemployee-retention>) (Navarra & Navarra, 2022) (65) Evidence from UVU HR shows that in 2020 and 2021 advisors turned over at a higher rate than any other exempt staff at UVU (2020: 22% v. 11% 2021: 15% v.

UVU TURNOVER DATA: 2020 & 2021

	ADVISOR TURNOVER COSTS*	TURNOVER 2020	TURNOVER 2021
TURNOVER PERCENTAGE		22%	15%
NUMBER OF TURNOVERS		15.8	10.8
MINIMUM (Low End: Advisor I)	\$21,180 - \$31,770	\$334,644	\$228,744
MAXIMUM (High End: Advisor II)	\$24,103 - \$36,154	\$571,233	\$390,463

*Based off SHRM Data

12%) and advising administrators report that it takes a year or longer from an advisor to be fully up to speed in their position. (31)

Based on these national averages, using this very broad general calculation and based on the average salary of each position (Apr 2022), the turnover costs show UVU Recruiting, Training, and Replacement Costs for Advisor I

is \$21,180 - \$31,770. For Advisor II UVU costs are \$24,103 - \$36,154 in recruiting, training and replacement. (31) For the academic years 2020 and 2021 turnovers costs for UVU advisors show the following totals: (73) *Data based off employee count of 71 current advisors and 1 open position for the academic advisors I and academic advisor II positions at UVU. Data to be confirmed and adjusted if need be.

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Additional costs to advisor turnover that you can not necessarily quantify but very easily quantify would be the cost to your existing team. Katie Heinz, Marketing Manager for BuiltIn.com states: "...the most substantial impact of turnover is not a financial cost, but the damage done to your remaining team. Your people are essential to your business's success. Without them, current employees need to take on additional responsibilities, and your company may have to abandon or postpone plans to scale. In short, a high turnover rate cuts much deeper than meets the eye, but these are some of the factors you should be aware of." (Heinz, 2022) (63)

Inadequate compensation issues: According to [UVU's Compensation Philosophy](#) it states, "In order to fulfill its mission, Utah Valley University supports a total rewards program to *attract, develop, retain, and reward a highly qualified and diverse workforce*". The statement goes on to say that compensation strategies must help the university "Provide wages, salaries and benefits which are competitive within appropriate labor markets."

According to the CUPA-HR Professionals Survey Position Descriptions for 2020-2021 (29), which UVU utilizes as one of their market salary determinations and can be found on the [UVU compensation page](#), an Academic Advisor is identified in the BLS category 21-1012 for Educational, Guidance, and Career Counselors and Advisors. Upon further inspection the national wage estimates from the Occupational Employment and Wage Statistics (OEWS) show us that professional advisors make a national median annual wage of \$60,510, or a median hourly wage of \$29.09. (34) If we look at the OEWS data from the 2021 report for the state of Utah, we see that the annual median wage for the state of Utah is identified at \$48,520, or a median hourly wage of \$23.33. (33)

The last OEWS data I would like to highlight is for the Provo-Orem metropolitan area. The advisor OEWS pay data for 2021 shows us an advisors annual median wage of \$44,920 or a median hourly wage of \$21.60. (32) In short. if you were to examine the current compensation of most UVU advisors it would likely show that most UVU advisors currently do not make the median professional advising wage in any of the 3 categories identified under the OEWS market data.

	MEDIAN HOURLY WAGE	MEDIAN ANNUAL WAGE
OEWS NATIONAL-USA	\$29.09	\$60,510
OEWS STATE-UTAH	\$23.33	\$48,520
OEWS LOCAL-PROVO/OREM	\$21.60	\$44,920

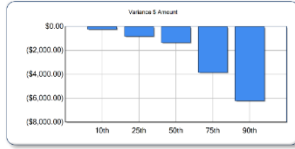
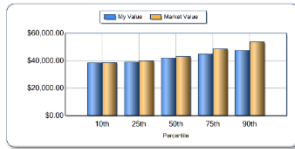
Additionally, UVU uses the labor market data from the WMG EDU Comp market survey data in addition to the OEWS data. According to the WMG EDU Comp data UVU shows that they are currently paying -12% under what the current average market data states for an Academic Advisor I and -11.8% under the current average market data states for an Academic Advising Associate II. (43)

EduComp® Compensation Survey
 MARKET COMPARISON REPORT COMPARISON
 REPORT ID - 18648 Academic Advising Associate 1



PAY TYPE DISPLAYED: Annual Rate
 Report analysis based on the Total Compensation of 57 Employees from My Company and 1263 Employees from 74 other companies.

	My Data	Market Data	Variance %	Variance \$
10th	\$38,500	\$38,750	-0.6%	(\$250)
25th	\$39,136	\$40,040	-2.1%	(\$904)
50th	\$41,941	\$43,303	-3.2%	(\$1,360)
75th	\$44,903	\$48,750	-7.9%	(\$3,847)
90th	\$47,597	\$53,820	-11.6%	(\$6,223)
Company Average	\$42,456	\$44,909	-5.5%	(\$2,453)
Emp Avg Variance % - Over/Under Salary Checkup	\$42,456	\$48,233	-12.0%	(\$5,777)



EduComp® Compensation Survey
 MARKET COMPARISON REPORT COMPARISON
 REPORT ID - 18647 Academic Advising Associate 2



PAY TYPE DISPLAYED: Annual Rate
 Report analysis based on the Total Compensation of 21 Employees from My Company and 442 Employees from 97 other companies.

	My Data	Market Data	Variance %	Variance \$
10th	\$43,591	\$42,640	3.0%	\$1,291
25th	\$46,243	\$46,064	-0.9%	(\$179)
50th	\$48,170	\$51,272	-6.1%	(\$3,102)
75th	\$49,903	\$57,960	-13.9%	(\$8,059)
90th	\$54,478	\$64,548	-15.6%	(\$10,070)
Company Average	\$48,544	\$52,793	-8.1%	(\$4,250)
Emp Avg Variance % - Over/Under Salary Checkup	\$48,544	\$54,905	-11.6%	(\$6,362)



This data provides evidence that there is much progress that needs to happen to appropriately compensate the professional academic advising staff at UVU. By implementing a career ladder with an appropriate compensation structure, based off specific criteria for advancement, UVU would be able to fully support their professional advising staff appropriately. This, in-turn, would assist with the issue of advisor turnover and help reduce the institutions costs for employee recruiting, training, and replacement as well increase student retention and success.

EXISTING ACADEMIC ADVISING CAREER LADDERS

There are many examples of existing academic advisor career ladders at a variety of institutions both within the state of Utah (70) and Nationwide (72). These established career ladders are excellent examples of how professional career ladders can change the face of advising across the institution to produce a more solid advising team, ability for individual growth and advancement, and exceptional and consistent results for students, staff, faculty, and administration across the board.

By establishing an academic advising career ladder at UVU, it provides the opportunity for academic advising professionals to build towards advancement and expand in their careers right here at UVU, as opposed to having to leave a campus and a culture they love to find employment elsewhere at other local area colleges and universities just to advance professionally.

CONCLUSION

In an article titled ‘Professional Advisor Credentials, Career Ladders, and Salaries’ by Mark A. Taylor, Mark shares the sentiment of many UVU advisors well. He writes... “Advancement opportunities offer institutions a competitive edge in recruiting new advisors. The professional and financial recognition that accompanies promotional opportunities contributes to advisor satisfaction and retention. Advisors grow in the profession without feeling compelled to move to another position or leave higher education to advance. That upward mobility and reward encourage a commitment to the institution, innovation, and continuous improvement. The retention of experienced advisors’ benefits students due to the continuity in student service, strengthening of advising relationships, and growing advisor expertise (Taylor, 2011). (56)

For these reasons the ASD committee considers developing and implementing an advisor career ladder in consistency with the recommended EAA key performance indicators as an imperative priority.

Section 4: Recommendations for Action

Key Element	Description	Priority for Action (low, medium, high)
HIRING	Develop a rubric consistent across centers for advisor mid-year check-ins and yearly performance reviews.	HIGH PRIORITY
HIRING	Development of a formal structure for evaluating advising programs.	MEDIUM PRIORITY
HIRING	Review and potentially update the UVU hiring statement to be clearer about how identity may be taken into consideration in hiring practices.	LOW PRIORITY
ADVISOR DEVELOPMENT & PRACTICE	Map certification to institutional vision and mission for advising.	HIGH PRIORITY
ADVISOR DEVELOPMENT & PRACTICE	Map certification to student learning outcomes.	HIGH PRIORITY
ADVISOR DEVELOPMENT & PRACTICE	Develop an assessment process for the effectiveness of the certification program.	MEDIUM PRIORITY
ADVISOR DEVELOPMENT & PRACTICE	Develop formal outcomes and an outline for advising centers to use for their center-specific training programs.	LOW PRIORITY
RECOGNITION & REWARD	Supervisor and the Office of University Advising collaboratively submit all winners of advisor of the year and new advisor of the year awards for NACADA awards at both the region and national levels.	QUICK WIN
RECOGNITION & REWARD	Increase the number, frequency, and array of types of recognition and awards.	HIGH PRIORITY
RECOGNITION & REWARD	Incorporate advisor recognition and reward at campus-wide events where administration, faculty and staff might be made aware of the successes and impact of advisors.	HIGH PRIORITY
RECOGNITION & REWARD	Develop/enhance systems that allow recognition and awards based on merit that includes consideration of student interactions and student surveys.	MEDIUM PRIORITY
RECOGNITION & REWARD	Formalize more recognition and reward at the Center level.	MEDIUM PRIORITY
PROFESSIONAL ADVANCEMENT	Establish a professional academic advising career ladder for the advising community at Utah Valley University. Establish a task force to develop and implement the comprehensive career ladder that will help fulfil the vision and mission of the institution advising program for the benefit of students and the institution. The developed task force is to be a collaboration and co-chaired by key partners in the development of the career ladder, which is to include academic advisors, advising directors, advising administrators, and UVU human resources	HIGHEST PRIORITY

<p>PROFESSIONAL ADVANCEMENT</p>	<p>Advance current employed professional advisors who possess a master's degree to title and position classification of Academic Counselor. Having an advanced degree brings more commitment, experience, skills, and more to the advising position and professional example set by UVU. Individuals who have achieved such honors should be recognized as professionals accordingly, staff appropriately, and compensated accurately. As verified by UVU's Human Resources' office UVU currently has 23 academic advisors that have advanced degrees but are not being recognized for those professional degrees that bring a higher caliber of advising to the table.</p>	<p>HIGH PRIORITY</p>
<p>PROFESSIONAL ADVANCEMENT</p>	<p>Establish Academic Counseling positions and explore tenured Academic Counseling positions within each college's advising structure and overall advising career ladder. Establishment of such positions would be instrumental in aligning UVU's advising/counseling structure in pursuit of a career ladder. Integrating an academic counselor within each college will assist in bridging the gap between advising and academia, especially now that advising has been removed from the individual colleges and is now centralized. Additionally, by establishing counseling and tenured counseling positions the turnover rate for these types of positions would be significantly less than that of an advisor position and therefore would assist in lower constant turnover rates.</p>	<p>HIGH PRIORITY</p>