Condition Report for Equity, Inclusion, and Diversity

Excellence in Academic Advising Equity, Inclusion, and Diversity Condition Report

Utah Valley University

6/6/2022

Section 1: Executive Summary

The Diversity, Equity, and Inclusion condition committee was formed and charged with gathering evidence of Utah Valley University Academic Advising's commitment to diversity, inclusion, and equity on campus. In the early stages of this process, the committee divided into smaller subcommittees to effectively cover each of the key performance indicators outlined by EAA. The committee met monthly to discuss progress and help other subcommittees with search leads. Committee members did their best to gather evidence of advising's commitment to a culture of inclusivity and equity for diverse populations but were unable to find evidence for six of the nine key performance indicators (KPI). The end result is a need for continual professional development on cultural competency and social justice topics as well as an explicit commitment to these values in university policy and advising practice. While the committee performed a thorough search, it is noteworthy that only 4/13 committee members are academic advisors for academic colleges and the remaining committee members are found in specialty advising roles and staff from Student and Academic Affairs divisions. This may have led to a deficit of advising context and institutional knowledge that may have contributed to the minimal sources of evidence found and listed in this report.

Section 2: Equity, Inclusion, and Diversity condition committee

Name	Title	Committee Role
Noemy Medina	Director, First-Year Experience & Student Retention	Committee Chair (ending 5/22)
Lehua Estrada	Counselor, First-Year Advising Center	Committee Chair
Emily Argyle	Counselor, Academic Standards	Committee Co-Chair
Sehrash Khan	Counselor, First-Year Advising Center	Committee Co-Chair
Gayla Amosa	Coordinator, Student & Faculty Services	Committee and Subcommittee Member
Katherine Brickey	Graduate Academic Advisor, College of Humanities and Social Sciences	Committee and Subcommittee Member
Heather Bullock	Academic Advisor, University College Advising Pre-Nursing	Committee and Subcommittee Member
Emilio Manuel Camu	Director, First-Generation Student Success	Committee and Subcommittee Member
Briettny Curtner	Program Coordinator, Women's Success Center	Member (ending 4/22)

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Jose Gallaga	Counselor, First-Year Advising Center	Committee and Subcommittee Member
Emily Hill	Counselor, University College Advisement	Committee and Subcommittee Member
Kumen Louis	Assistant Director, Multicultural Student Services	Committee and Subcommittee Member
Peni Mounga	Counselor, First-Year Advising Center	Committee and Subcommittee Member
Hasmik Sargsian	Academic Advisor, Woodbury School of Business Academic Advising	Committee and Subcommittee Member
Katie Stevens	Academic Advisor, College of Science Advisement Center	Committee and Subcommittee Member
Dez Walker	Peer Advisor, First-Year Advising Center	Committee and Subcommittee Member

Section 3: Narrative on General Situation and Findings of the Condition Committee

The diversity, equity, and inclusion condition committee was charged with identifying evidence of Utah Valley University's commitment to equity, inclusion, and diversity within advising standards and practice at both individual and institutional levels. The committee included advisors from multiple advising units as well as staff representation from Student and Academic Affairs divisions. Committee members divided into smaller subcommittees to effectively search for evidence for each of the outlined key performance indicators (KPI).

The committee found limited evidence of explicit commitment to diversity, equity, and inclusion within the values and practices of academic advising. The New Advisor Certification (Year 1) delivered in Canvas for all new advisors at UVU includes a module titled, "Inclusive Advising" that covers the importance of inclusion, addresses personal biases and assumptions, and discusses inclusive teaching but not advising. Additionally, New Advisor Certification (Year 2 & 3) requires new advisors to complete an Advisor Education Unit (AEU) categorized as (PURPLE). These (PURPLE) units are earned by participating in training and development sessions with the outcome that: "Advisors are inclusive in nature and care about the individual needs and circumstances of every student" (Sources of Evidence: 1). UVU offers all university employees several optional training and development sessions about specific populations and needs (e.g., Foundations of Inclusion series, suicide prevention, LGBT Safe Zone Training, and Crucial Conversations) many of which help advisors complete their (PURPLE) AEU requirement however; these trainings are not specific to advisors or advising (Sources of Evidence: 2, 3).

When reviewing evidence related to professional development, the committee found several opportunities and support for participation in professional development (e.g., UVU's Advisement Conference, Utah Advising Association Annual Conference, NACADA Regional and National Conferences,

etc.) however, there is no guarantee of DEI presentations at these events and, if offered, these sessions are opt-in opportunities.

In the instances where equity, inclusion, and diversity were referenced there were no student outcomes listed or connected to those standards. As a result, there is no opportunity to assess and recommend improvements to advising standards or curriculum and its desired impact on students. Furthermore, there is no data readily available to address how the advising community's demographics compare to that of the UVU student population. The end result is a need for continual professional development on cultural competency and social justice topics as well as an explicit commitment to these values in university policy, hiring, and advising practice.

Section 4: Recommendations for Action

1. Develop an inclusive advising policy review process that considers the impact on, and different needs and identities of students. **High Priority**

2. Establish a clear reporting and resolution process for student barrier reporting (i.e. Jira establishes transparency, updates, and reporting for requests related to data requests, IT support, etc.). **Medium Priority**

Section 5: Sources of Evidence

Doc #	Title	Author	URL
1	The Advisor Certification Program	Office of University Advising	UVU advisor certification	Office of University Advising	Advising
2	Bridge Learning Library and Training Calendar	UVU Advising Training and Development	https://uvu.bridgeapp.com/learner/courses
3	Foundations of Inclusion	Office of Inclusion and Diversity	https://www.uvu.edu/inclusion/foundations/

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