

| Sort Code | Priority Cluster | Recommendation | Committee |
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| C1 | 1 | The university should establish an Academic Advising Committee representing all colleges and be chaired by the Senior Director for Academic Advising to focus on the following recommendations. While the committee might include the Advising Directors from the Colleges, it should include front-line advisors from across the institution. | Commitment |
| O1 | 1 | Define a formal and accessible institution mission statement for advising and re-review organization structure to make sure it is reflective. This recommendation may be connected to the recommendations and work of the Commitment Condition Committee | Organization |
| CC8A | 2 | Advisor Career Advancement: Access to master's degree training, professional development, and certification opportunities that build resumes and create the need for a career ladder/compensation hierarchy. An Advisor Career Ladder will improve our ability to retain our excellent advising staff by providing the opportunity for individuals who have a passion for their work to increase their title and pay and be recognized for their expertise and commitment to students, to UVU, and to the field of academic advising. There is no incentive and no avenue for advancement in the professional field at UVU. The implementation of a career ladder would provide mechanisms for formal recognition of and reward for advising excellence. | Collaboration & Communication |

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| SD13 | 2 | <p>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</p> | Advisor Selection & Development |
| SD14 | 2 | <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> | Advisor Selection & Development |

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| SD15 | 2 | <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.</p> <p>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> | Advisor Selection & Development |
| AS2 | 2 | <p>Rank Advancement: The implementation of rank advancement and incentives for professional academic advisors.</p> | Assessment & Scholarship of Advising |
| CC1A | 3 | <p>Advisor Consistency: Advisors, Directors, and Assistant Directors should have similar reporting lines, educational requirements, titles, duties, and salary ranges across all advising areas. All areas of advising need to have Assistant Directors. For example, Advisor II's and first-year counselors are both at a grade 39 but are paid quite differently</p> | Collaboration & Communication |
| O5A | 3 | <p>Create a clear structure with consistent job descriptions and expectations for Sr Director, Director, Assistant Director, and levels of advising (i.e. Senior advisor, Advisor I, Advisor II, etc) with consistent compensation for job duties and qualifications.</p> | Organization |
| O2 | 4 | <p>To ensure that Advisors have adequate, up-to-date technology (computers), other programmatic resources, and sufficient training, we recommend the annual budget be set to an amount that will cover all needs of each center</p> | Organization |

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| CC7A | 4 | <p>Advisor Collaboration with Leadership: UVU should visibly demonstrate institutional commitment for advising by providing appropriate and ongoing allocation of resources (fiscal, human, and physical) to support institution-wide advising practices and continuous improvement of advising. For decision making purposes, consideration to be inclusive of advisors (all or representatives from each office) when implementing advising policies or implementing changes that directly affect advisors and advising practices must be considered. At times, policy or advising practices have been implemented without the sincere consideration or input of the advisors only to discover that the new practice can cause either more problems or a different set of problems than the original practice. Leadership transparency is a must. At times, what is said by administration is not what is done, creating a lack of trust. Communication from leadership/administration needs to happen not only when change or rectification is needed</p> | Collaboration & Communication |
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| CC4B | 5 | <p>Advisor Morale: Acknowledgement that advisor morale affects advisor turnover which directly affects student trust. Concrete paths toward improved advisor morale. Prioritize advisor health and wellness. Creating space in schedules for exercise, meditation, outdoor time, collaboration with other teams and across campus. Ability to have scheduled breaks on the calendar. Enforcing that the time is not used for emails, etc. Ensure each department/area has access to unique needs while maintaining advising basics.</p> <p>Differences between the First-Year Advising Center and Advising Departments need to be addressed (hours of operation, work-from-home capability, technology access such as texting capabilities and access to Illume, etc.) (Source 30). Improved transition communication and collaboration needed for students leaving the First-Year Advising Center to Advising Departments (and vice versa).</p> | Collaboration & Communication |
| O5B | 5 | Address structure of peer advising and advising that exists outside of current structure (FAC, PP, Global Aviation, Honors, graduate, etc) | Organization |
| O7 | 5 | Define services, processes, policies, and procedures for all units and have a formal source location for reference. As we transition to a more centralized structure and work to provide consistency in services, processes, policies, and procedures, it is important to maintain the flexibility for directors for delivery of services based on student needs, department needs, and staffing. This will honor the variability of number of staff and funding available to different units | Organization |
| TE1 | 5 | Enhancement of on-going peer advising training and support for peer advisors and supervisors | Technology Enabled Advising |

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| O4 | 6 | To ensure that students have convenient and consistent access to their Advisors where they can discuss things confidentially, we recommend each advisement center be provided with a dedicated space that is owned by advising and assess the need to be centrally located as desired | Organization |
| O3 | 7 | Provide administrative support for advising areas who do not have an administrative assistant. Administrative support could help with budget, purchasing, website maintenance, and office management, as well as managing drop-ins and scheduling without having to take away time advisors could be taking appointments | Organization |
| CC1B | 8 | Advisor Consistency: Advisors, Directors, and Assistant Directors should have similar reporting lines, educational requirements, titles, duties, and salary ranges across all advising areas. All areas of advising need to have Assistant Directors. For example, Advisor II's and first-year counselors are both at a grade 39 but are paid quite differently | Collaboration & Communication |
| CC9 | 9 | Curriculum: Advisor representatives are needed on curriculum committees. Curriculum, program, portfolio, and matriculation updates/changes need to include advisors and update advisors before students have access to the information. Increase utilization of curriculum feedback by advisors | Collaboration & Communication |
| AS7 | 10 | Adjust Caseloads for Scholarly Activities: Lower advising caseloads to allow advisors more time to pursue scholarly activities. | Assessment & Scholarship of Advising |

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| AS3 | 11 | Tuition Reimbursement: Review tuition reimbursement policies and create a graduate level tuition reimbursement program to bring the institution up to par with other Utah institutions. | Assessment & Scholarship of Advising |
| CC8B | 11 | Advisor Career Advancement: Access to master's degree training, professional development, and certification opportunities that build resumes and create the need for a career ladder/compensation hierarchy. An Advisor Career Ladder will improve our ability to retain our excellent advising staff by providing the opportunity for individuals who have a passion for their work to increase their title and pay and be recognized for their expertise and commitment to students, to UVU, and to the field of academic advising. There is no incentive and no avenue for advancement in the professional field at UVU. The implementation of a career ladder would provide mechanisms for formal recognition of and reward for advising excellence. | Collaboration & Communication |

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| CC4A | 12 | <p>Advisor Morale: Acknowledgement that advisor morale affects advisor turnover which directly affects student trust. Concrete paths toward improved advisor morale. Prioritize advisor health and wellness. Creating space in schedules for exercise, meditation, outdoor time, collaboration with other teams and across campus. Ability to have scheduled breaks on the calendar. Enforcing that the time is not used for emails, etc. Ensure each department/area has access to unique needs while maintaining advising basics. Differences between the First-Year Advising Center and Advising Departments need to be addressed (hours of operation, work-from-home capability, technology access such as texting capabilities and access to Illume, etc.) (Source 30). Improved transition communication and collaboration needed for students leaving the First-Year Advising Center to Advising Departments (and vice versa).</p> | Collaboration & Communication |
| SD3 | 13 | <p>Review and potentially update the UVU hiring statement to be clearer about how identity may be taken into consideration in hiring practices.</p> | Advisor Selection & Development |