



EMPLOYEE HANDBOOK

2023-2025

The following information is designed to provide clarity to employees who work in the professional academic advising program on the Anchorage campus. The information provided in this document is relevant to professional and student employees.

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SECTION I: MISSION AND CORE VALUES

VISION AND MISSION

- **VISION:** We are a student-first academic advising team committed to critically evaluating and continuously improving our practices.
- **MISSION:** Through the implementation of best practices and our core values, academic advisors strive to create a student-centered environment that positions students for academic and personal success with consideration and appreciation for their unique and diverse backgrounds.

CORE VALUES

- **ACCESS:** We believe students should have access to professional academic guidance to problem solve and navigate barriers as they achieve their goals.
- **COLLABORATIVE:** We partner with colleagues and students to foster connection to people and resources.
- **DIVERSITY:** We foster a safe and inclusive environment by humbly extending a practice of cultural competence with critical examination of our own cultural norms and biases.
- **GROWTH MINDSET:** We help students embrace growth and positive change while building their confidence and autonomy.
- **INDIVIDUALIZED:** We display patience, kindness, and appreciation as we get to know and support each student based on their unique goals and needs.
- **SUPPORTIVE:** We combine relationship building with responsive and proactive student service.
- **STUDENT-CENTERED:** We make ourselves available for students and empower them to think critically about their current and future goals.

SECTION II: GENERAL OFFICE POLICIES

EMPLOYEE WORK SCHEDULE

[UAA Student Success Leave Policy](#): Review this policy in full. All employees within UAA Student Advising are to abide by this policy. Employees can direct specific questions and requests to their direct supervisor. A few additional points related to UAA Student Advising:

- **4/10 Requests:** 4/10 requests will only be considered during the summer (May-August) and may be subject to a trial period. Off days must be distributed evenly if more than one employee operates on a 4/10 work week. Employees must attend college sponsored events that occur on their off day. In these instances, the employee must pre-arrange alternative work schedules for those weeks with the director.
- **Voluntary Reduction Requests:** An advisor may request a 20% maximum reduction to their schedule. Directors may approve or deny requests based on the unit needs and workloads.
- **Calendar Accuracy and Shareability:** Each advisor's work calendar should be shared to all employees within their advising team. This access allows others to know when you have advising appointments, meetings or, will be out of the office, while still allowing employees to mark personal events/appointments as private so others can't see the details when necessary. An employee's routine work schedule should also be indicated on their calendar under the "working hours & location" settings. When an employee will be away from advising duties during routine work hours for meetings, breaks, etc., they should make a visible notification on their shared calendar that indicates the out of office duration. Details of where the employee is are not necessary, but an approximate return time will assist faculty, staff, or students who may stop by and be looking for the employee.
- **Student employees:** Student employees are expected to work the hours that are preapproved by their supervisor. Additional hours, not to exceed 20 hours during the school year, may be approved on a case by case basis.
- **Leave Request Process:** Employees are to submit leave requests to their direct supervisor in advance for PTO and/or anticipated Sick Leave according to the request timeline specified in the UAA Student Success Leave Policy.
- **Vacation Leave:** Leave during priority registration, August, and the first two weeks of classes during each semester will be approved extremely sparingly. Due to the high volume of work during these time periods, employees are encouraged to schedule vacations and time off at non-peak times.
- **Mandatory Leave:** The University mandatory leave days will be observed according to University policy. More information can be located at the [UA HR website](#) dedicated to Holidays & Leave. Note that the University is closed for three days from Christmas to New Year's. Employees must use Annual Leave, Faculty Time Off, Personal Holiday, and/or Leave Without Pay during those three days. Leave Without Pay must be pre-approved by the director.
- **Unexpected Absence (non-sick) Notification Process:** When an employee is unable to be at work during their scheduled work hours due to unexpected circumstances (illness, car problems, etc.), the employee must contact their direct supervisor via email, phone, or text as soon as possible and provide an anticipated duration of the absence. The employee should use the appropriate leave based on the reason for their absence. It is the employee's responsibility to either reschedule appointments for the time needed for leave or request

assistance with rescheduling from the supervisor.

- **Unexpected Absence (sick) Notification Process:** Sick employees are encouraged to use sick leave and rest until they are able to return to work. The employee must contact their direct supervisor via email, phone, or text as soon as possible and provide an anticipated duration of the absence. A sick employee may work up to 4 hours (a half day) remotely, if they feel able to do so, in order to answer student emails/phone calls and maintain student appointments through virtual means. It is the employee's responsibility to either reschedule appointments for the time needed for leave or request assistance with rescheduling from the supervisor.
- **Unexpected Campus Closures:** If campus closes unexpectedly, advisors are expected to work from home unless otherwise indicated by university. [update 11.2.23]....Advisors should contact any students scheduled for an in-person appointment and notify them of the option to switch to a virtual appointment for the day or to reschedule. Advisors unable to work remotely due to inclement weather conditions (ex: power or internet outages, lack of childcare) should notify their supervisor and may request use of Admin Leave.
- **Timesheets:** Timesheets should be submitted on time. If a timesheet is not submitted on time and requires a paper timesheet submittal, the employee is expected to request a paper timesheet from their supervisor. For non-exempt, timesheets should reflect actual hours of work performed. If approved to make up time to meet 40 hours work week on a different day, employees are expected to reflect accurate hours on timesheet submittal. For example, if an employee worked 7 hours one day and is approved to make up all hours the next day, the time sheet would reflect 7 hours on one day and 9 hours on the next day. Over-time compensation must be pre-approved by a direct supervisor and will only be considered for specific circumstances.
- **Remote Work (non ADA):** A standard remote work agreement for all advising positions is a maximum of 20% remote work (the equivalent to one day per week). Employees must attend in-person college sponsored events that occur on their remote day. Any remote work requests will be reviewed by the director and executive director on a case-by-case basis.
- **Remote Work (ADA):** Employees who seek ADA remote work accommodations must submit a request to Human Resources for review. Any remote work requests will be reviewed by the director and executive director on a case-by-case basis.
- **Outside Work:** Outside work should comply with Board of Regents Policy related to necessary disclosures. Outside work should not be performed during normal advising business hours. If outside work activities during normal work hours are necessary, leave should be requested and approved per normal leave policy. Outside work is considered any employment not covered in an employee's contract.

UNIT PROMOTION STANDARDIZATION

As UAA Student Advising is one organizational unit, employee business cards, name badges, and email signatures shall reflect standard unit information in a consistent manner.

- **Business cards and name badges:** Employees may request business cards (1 box/order) and official UAA name badges (1 badge/employee) from their direct supervisor. Supervisors may complete these requests through the General Support Services printing portal using the UAA Student Advising fund/org information.
 - Business cards should include the [UAA Student Advising logo](#), main office number (907.786.4100), and advising website URL (uaa.alaska.edu/advising) as well as the

employee's direct phone number and email address. Business card names can include degree/licensure initials following the employee email and pronouns. The employee's title should align with their official UAA Student Advising title (i.e., Academic Advisor, Senior Academic Advisor, Director of Academic Advising) with a secondary line that includes College/program information (i.e., College of Health programs, Community and Technical College programs, etc.).

- Namebadges should include the employee name with "Student Advising" under the name for all UAA Student Advising employees.
- **Email Signatures:** Employees shall include an email signature in their UA designated email. At a minimum, signature should include the employee's name, standard UAA Student Advising title (i.e., Academic Advisor, Senior Academic Advisor, Director of Academic Advising) with a secondary line that includes College/program information (i.e., College of Health programs, Community and Technical College programs, etc.), University of Alaska Anchorage, the employee direct email address, employee direct phone number, and employee's Navigate Personal Availability Link (PAL) hyperlinked with "Schedule an advising appointment" text. Employees should feel free to add additional signature items such as degree/licensure initials after their name, pronouns, the UAA Student Advising or the University of Alaska Anchorage logo, and/or an inspirational quote.

Relevant Board of Regent Policies

[Chapter 04.06. Benefits and Leave](#)

[Chapter 04.07. Employee Relations](#)

[Chapter 04.10. Ethics and Conduct](#)

SECTION III: KEY JOB PERFORMANCE FACTORS

Annual Performance Evaluations - UA HR

(evaluated annually in consult with director)

All employees undergo annual performance evaluations with the supervisor that assess common key (general) and job specific performance factors. The key performance factors include an appraisal system on job knowledge, dependability, collaboration, communication, initiative, quality, quantity, and commitment. [See Performance Evaluation Form.](#)

Job Specific Performance Factors by Role

(evaluated annually in consult with direct supervisor)

- **Student Worker**
- **Academic Advising Specialist** ([Position Description](#), [Proficiency Standards](#))
- **Academic Advisor** ([Position Description](#), [Proficiency Standards](#))
- **Senior Academic Advisor** ([Position Description](#), [Proficiency Standards](#))
- **Assistant Director of Retention & Completion** ([Position Description](#), [Proficiency Standards](#))
- **Director of Academic Advising** ([Position Description](#), [Proficiency Standards](#))
- **Executive Director of Student Advising** ([Position Description](#), [Proficiency Standards](#))

SECTION IV: ADVISING PRACTICES & CONSISTENCY

Administrative

- **Answering Phones and Student Intake:** In the absence of administrative help, advisors are expected to answer main line phone calls. If an advisor is not in an appointment, then they are considered available to answer phone calls and voicemails. Directors may assign these responsibilities on a schedule, rational, or as needed basis.
- **FERPA/Title IX/Clery Act:** Due to the nature of direct student contact and communication, academic advisors are expected to obtain a high level of understanding/proficiency through these UA required confidentiality and safety training and reporting expectations. **Please note: the content of these required training sessions are sensitive** and may trigger post traumatic stress responses, emotional distress and/or discomfort, or secondary trauma depending on the trainee. Mental health and support resources are offered by [UA Human Resources's Employee Assistance Program](#) and [UAA's Psychological Services Center](#). While communication with the director about these experiences is not required, it is also an option available.
- **Use of Personal Phone and Email Addresses for Work-Related Activities:** Contacting students through an employee's personal mobile device should be avoided. Personal mobile devices can be used to communicate with colleagues at the discretion of the employee. Employees should be mindful of use for work-purposes during non-work hours and pre-approved leave, when possible.
- **Team Meetings and Interactions:** Advisors are expected to participate in weekly staff meetings and monthly one-on-one meetings with the director, ask questions from one another, and actively monitor the group Google chat and other methods of communicating questions and updates.
- **Unit Meetings:** Advisors are expected to participate in monthly Professional Advisor Council (PAC) meetings and specified professional development opportunities. Advisors will also have the opportunity to choose to participate in additional professional development opportunities and unit social gatherings. In-person participation is expected unless otherwise pre-approved by an advisor's direct supervisor.

Appointments, Caseload Management, Events

- **Caseloads:** Caseloads are to be spread evenly among advisors and be within the same average of one another. If there is a significant discrepancy in caseloads, the director may instruct the advisors to adjust their caseloads. Advisors are expected to maintain accurate advisor assignments in Banner.
- **Appointment Management:** Advisors are expected to manage their appointment availability in Navigate. Advisors are expected to be on time for scheduled one-on-one appointments or walk-in commitments. Advisors are expected to maintain accurate appointment availability in Navigate. Advisors are encouraged to share personal tips and best practices on availability structure and formatting.
- **Documentation of Appointments:** Advisors should use university-sponsored software (Navigate) to document advising appointments or interactions that warrant further documentation (i.e. information provided would be helpful for other advisors to know). Advisor

should try to document appointments the day of, but no later than two business days after the appointment has occurred. Navigate appointment summaries shall accurately reflect the advising services, appointment type, and a description of the appointment. While summaries should be brief, they are expected to be specific enough that another advisor could review it and provide accurate next step council/information to the student.

- **Navigate Cases/Alerts:** Advisors are expected to review the alerts and any cases assigned to them and outreach to students within two business days. Student outreach is expected to be friendly and supportive, offering assistance, guidance, and information about applicable resources (i.e. Math Lab, Writing Center, Learning Commons, Student Health and Counseling Center, etc.).
- **Course Section Recommendations:** Advisors are expected to recommend course sections to students based on the student's preferred time and course delivery method. Advisors may offer feedback on particular instructors if they feel a student would benefit from a specific instructor. Advisors are expected to spread capacities across available sections rather than allowing some sections to fill to capacity before recommending other sections. This means once a section reaches 12-15 seats, advisors are expected to start populating other available sections with more availability. Student time and delivery method preference takes precedence; however.
- **Policy Exception Requests:** UAA Student Advising leadership does not set university policies and cannot alter them. Instead, advisors must regularly adapt to policy and regulation decisions made by other offices and help students navigate them. Occasionally, a student might be eligible for a policy exception due to a set of unique circumstances (i.e., university error, course placement, situations outside of the student's control). In these circumstances, the advisor should email their director a detailed, objective summary of the situation, a description of the policy in question, and an inquiry for policy exception consideration. After personally reviewing the matter, the director will either deny the request or elevate it to the executive director for further review.
- **Campus Events:** Advisors are to represent their advising team at campus wide events such as Howl Days- new student orientation sessions, Seawolf Ready, Placement Labs, student resource fairs, resident life events, and Campus Kick Off. Advisors should sign up for a minimum of two sessions for any event with multiple dates (i.e., Howl Days, Seawolf Ready). Supervisors may require additional session commitment depending on staff availability and needs.

Communication

- **Team Communication:** Advisors are expected to participate in weekly staff meetings and monthly one-on-one meetings with the director, ask questions from one another, and actively monitor the group Google chat and other methods of communicating questions and updates.
- **Professional Lines of Communication:** Advisors are expected to communicate with UAA academic advisors and counterparts in other university offices, divisions, and departments for the purpose of collaboration and daily problem solving. Communications to departmental directors, chairs, deans, and administrative personnel (vice provosts, vice chancellors/provost, chancellors) must be pre-approved by the director. When in doubt, email the director with an objective statement of the matter and request next step guidance.
- **Professional Communication with Faculty:** Advisors may confer with faculty on how to best support students; however, advisors should always encourage students to directly contact their faculty members. This aids the student's advancement in the personality responsibility (grow)

learning outcome. Advisor-to-faculty communications should be professional, and should honor [academic freedom](#) and faculty expertise. If a student expresses concerns to you about their faculty member, students can be informed to contact the department chair to share their concerns.

SECTION V: UNIT RESOURCES

Advisor guidelines and templates

[Fall 2023 Outreach](#)

[Howl Days: Advising Guidelines](#)

[Annual Advising Roadmap](#) (working draft)

[Undergraduate- Bachelor, Academic Advising Syllabus](#) (working draft)

[Appointment Flow Template](#) (working draft)

[PAC Calendar](#)

Professional development resources

[Video 1: Core Competency Model Intro NACADA](#)

[Video 2: Conceptual Competency NACADA](#)

[Video 3: Informational Competency NACADA](#)

[Video 4: Relational Competency NACADA](#)

[Video 5: Create an Action Plan for Professional Growth & Development NACADA](#)

NACADA

- Relational Advising in Virtual Formats ([webinar handout](#); [slides](#))
- Assessment of Academic Advising 101 ([webinar handout](#))
- Incorporating Core Competencies into Advising Practice ([webinar handout](#))
- Advising for Social Justice ([webinar handout](#); [slides](#))
- Appreciative Advising for International Studies ([webinar handout](#); [slides](#))
- Academic Advising Experiences of First-Year Undecided Students: A qualitative study ([article](#))
- Need-Supportive Advising for Undecided Students ([article](#))
- Messaging Matters: The Impact of Advising Micromessages on Students ([article](#))

Chronicle of Higher Education

- It's time to disrupt your approach to advising. ([article](#))

Inside Higher Ed

- Campus Engagement Tip: Prompt Registration and Other Actions via Text ([article](#))

Journal of Postsecondary Education and Disability

- Mediation Effects of Academic Advising Behaviors for First-Year Students with Learning Disabilities and Mental Health Disorders ([see p. 319-337](#))

EAB

- Advising Program Diagnostic ([white paper](#))
- Email Templates and Best Practices ([white paper](#))

Other

- Student Development Theories ([cheat sheet guide](#))
- Gallup - Lumina Foundation: The State of Higher Education 2023 ([report](#))