



Global Awards

Outstanding Advising – New Advisor Primary Role
Award Rubric

Less than 3 years professional advising experience	Award Criteria	Inadequate 0 Indicator: no evidence is demonstrated	Fair 1 Indicator: some evidence is demonstrated	Proficient 2 Indicator: most evidence is demonstrated; meets expectations	Outstanding 3 Indicator: all evidence is demonstrated; exceeds expectations
Recognizes new advisors whose primary role at the institution is the direct delivery of advising services to students.	<input type="checkbox"/> Administrative Materials Complete <input type="checkbox"/> Nomination/Application Letter <input type="checkbox"/> Letters of Support <input type="checkbox"/> Nominee Resume or Curriculum Vitae	Incomplete packet. One or more required items is missing from the submission. <i>Application automatically ineligible for further evaluation or consideration.</i>	Nomination letter offers broad, sweeping statements as qualifications without any specific examples. All other materials have been submitted.	Nomination letter outlines candidate’s qualifications using specific behavior-based examples. There are no additional comments from others. All materials have been submitted and are complete.	Nomination letter outlines candidate’s qualifications with specific behavior-based examples, including examples from others (colleagues & students) as well as quotes/comments. All materials have been submitted and are complete.
	<input type="checkbox"/> Interpersonal/Human Relations Skills <ul style="list-style-type: none"> • <i>Is the nominee available and willing to meet with students and colleagues?</i> • <i>Does the nominee exhibit most or all of the following qualities and skills in their advising appointments: verbal/non-verbal communication, listening skills, questioning, manners, negotiation, problem-solving, decision making, assertiveness, social awareness/empathy, responsibility/accountability, and self-management?</i> • <i>Does the nominee go beyond normal duties to meet with students in settings other than prescribed?</i> 	Nominee has no evidence through submitted material.	Nominee has some evidence as demonstrated through submitted material. Commentary is broad based.	Nominee has compelling evidence as demonstrated through submitted material. Specific examples are included.	Nominee has overwhelming evidence as communicated through submitted materials exemplifying the nominee’s interpersonal skills with specific examples or quotes from colleagues/students.

	<ul style="list-style-type: none"> Does the nominee demonstrate superior interpersonal skills with other members of their department and outside of the department? 				
	<input type="checkbox"/> Professional Practices/NACADA Core Values: <ul style="list-style-type: none"> Responsible to themselves & their profession; to individuals they advise; to their institutions; to higher education; to their educational community. Does this nominee promote advising on campus and proactively create advising interactions? Does this nominee utilize campus networks and make appropriate referrals? Does this new advisor set high standards of practice for advising? Does he/she participate in affecting change on campus? 	Nominee has no evidence supporting NACADA Core Values or demonstrated best professional practices.	Nominee has some evidence or body of experience that supports NACADA's Core Values and demonstrated best professional practices.	Nominee has strong or compelling evidence that they support NACADA's Core Values and have developed their own best professional practices.	Nominee has overwhelming evidence or body of experience that supports NACADA's Core Values and best professional practices.
	<input type="checkbox"/> Documented Success <ul style="list-style-type: none"> Does the nominee demonstrate planning/forethought, organization, presentation skills, creativity, initiative, trust, credibility? Is there data to show student success following advisor/student interaction? Has the nominee been recognized this year as an outstanding new advisor or new advisor of the year on their campus or at the NACADA Regional Awards level? 	Nominee has no evidence of documented success beyond what is considered normal job duties.	Nominee has some evidence or workplace experience with documented success.	Nominee has documented and sustained contributions to students and to advising on his/her campus. Specific examples included.	Nominee has documented and developed advising-related initiatives to advising locally, regionally and/or nationally. Nominee received a local (campus/NACADA Region) award for outstanding advising or similar. Exemplifies outstanding qualities and continued growth as an advisor.

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	<input type="checkbox"/> Documented Advisor Development <ul style="list-style-type: none"> • <i>There is documented evidence advisor participates in and attends advising development workshops, webinars, and training as put on by NACADA or their institution.</i> • <i>Is the nominee a member of NACADA or other professional organization?</i> • <i>Has the nominee contributed to the professional development of others on the campus or through presentations at professional meetings and conferences?</i> 	Nominee has no evidence of advisor development.	Nominee began to participate or has short-term participation in advisor development activities. (i.e. service to campus advising related committees) but there is little evidence of going above normal job duties.	Nominee documented ongoing participation in advisor development activities on his/her campus and/or their region.	Nominee documented sustained participation in advisor development activities on the campus, regional, national or global level, perhaps taken on a leadership role.
	<input type="checkbox"/> Personal Advising Philosophy	No advising philosophy submitted.	Advising Philosophy included is in the developing stages. There is some evidence of an emerging philosophy but needs further development.	Advising Philosophy is included, considers advising and/or student development theory and has depth of thought and application.	Advising Philosophy is included and grounded in advising and/or student development theory; has depth of thought and application and clearly connects to the advisor's work on a personal level.