



**Region 2 Excellence in Advising - Faculty Advisor Award  
Scoring Rubric**

**REGION EXCELLENCE IN ADVISING AWARDS**

Excellence in Advising Awards are selected within each region. These awards recognize individuals who demonstrate qualities and practices that make significant contributions to the improvement of academic advising.

**Excellence in Advising – Faculty Advisor:**

This award recognizes an individual whose primary responsibility is teaching and who spends a portion of their time providing academic advising services to students.

Eligibility:

- Both self nominations and nominations by others are encouraged.
- Previous winners are not eligible.
- Must currently serve as a faculty advisor at time of the nomination submission.

<p align="center"><b>Award Criteria</b></p> <p align="center"><i>*All required and optional documentation other than the resume or curriculum vita should not exceed two pages, single spaced, and must be submitted in pdf format.</i></p>	<p align="center"><b>Inadequate</b></p> <p align="center"><b>0</b></p> <p align="center"><i>*No evidence is demonstrated. Expectations not met.</i></p>	<p align="center"><b>Fair</b></p> <p align="center"><b>1</b></p> <p align="center"><i>*Some evidence is demonstrated. Some expectations met.</i></p>	<p align="center"><b>Proficient</b></p> <p align="center"><b>2</b></p> <p align="center"><i>*Most evidence is demonstrated. Meets expectations.</i></p>	<p align="center"><b>Outstanding</b></p> <p align="center"><b>3</b></p> <p align="center"><i>*All evidence is demonstrated. Exceeds expectations.</i></p>
<p><b>Required Documentation:</b></p> <ol style="list-style-type: none"> <li>1. Nomination Letter</li> </ol> <p><b>Optional Documentation:</b> <i>*Strongly encouraged</i></p> <ol style="list-style-type: none"> <li>1. Letter(s) of Support <i>*Maximum two</i></li> <li>2. Nominee’s Resume or Curriculum Vita</li> <li>3. Nominee’s Personal Advising Philosophy Statement</li> </ol>	<p>Incomplete nomination. Required documentation not included.</p> <p><b><i>Application ineligible for further evaluation.</i></b></p>	<p>Required documentation included.</p> <p>Optional documentation not included.</p>	<p>Required documentation included.</p> <p>Some optional documentation included.</p>	<p>All required and optional documentation included.</p>
<p><b>Interpersonal and Human Relations Skills:</b></p> <ol style="list-style-type: none"> <li>1. Does the nominee exhibit a caring, helpful attitude towards students and colleagues?</li> <li>2. Is the nominee accessible and willing to meet with students and colleagues?</li> <li>3. Does the nominee create and support an inclusive and respectful professional environment that builds positive relationships by understanding and appreciating students’ views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness?</li> <li>4. Does the nominee have frequent contact with students to</li> </ol>	<p>Nominee has no evidence supporting demonstrated interpersonal and human relations skills.</p> <p>Commentary does not relate to the nominee’s interpersonal and human relations skills.</p>	<p>Nominee has some evidence supporting demonstrated interpersonal and human relations skills.</p> <p>Commentary is broad and includes sweeping statements. No specific examples included.</p>	<p>Nominee has compelling evidence supporting demonstrated interpersonal and human relations skills.</p> <p>Some specific examples are included but are lacking supportive quantitative and/or qualitative data, such as</p>	<p>Nominee has overwhelming evidence supporting demonstrated interpersonal and human relations skills.</p> <p>Specific examples are included backed by quantitative and/or qualitative data, such as numeric reports and/or</p>

<p>create rapport and build/strengthen academic advising relationships in ways that challenge, support, nurture, and teach?</p> <ol style="list-style-type: none"> <li>5. Does the nominee show a willingness to put the needs of their advisees before their own projects/research?</li> <li>6. 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, meaning-making, assertiveness, social awareness/empathy, responsibility/accountability, and self-management?</li> <li>7. Does the nominee build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness?</li> </ol>			<p>numeric reports and/or quotes from students, colleagues, and/or supervisors.</p>	<p>quotes from students, colleagues, and/or supervisors.</p>
<p><b>Professional Practices/NACADA Core Competencies and Values:</b></p> <ol style="list-style-type: none"> <li>1. Does the nominee value honesty, transparency, and accountability to the student, institution, and the advising profession and are they dedicated to excellence in all dimensions of student success?</li> <li>2. Is the nominee knowledgeable of theory relevant to academic advising; academic advising approaches and strategies; and expected outcomes of academic advising?</li> <li>3. Does the nominee promote advising on campus and proactively create advising interactions?</li> <li>4. Is the nominee knowledgeable of and capable of helping students to understand the purpose of the curriculum and institutional policies/procedures?</li> <li>5. Does the nominee use and distribute appropriate information, including utilizing campus networks and making appropriate referrals?</li> <li>6. Does the nominee go beyond routine schedule planning with students, including monitoring student progress toward academic and career goals?</li> <li>7. Is the nominee knowledgeable of information technology applicable to relevant advising roles?</li> </ol>	<p>Nominee has no evidence supporting demonstrated best professional practices nor is there evidence the nominee supports NACADA's Core Competencies and Values.</p> <p>Commentary does not relate to the nominee's professional practices or support of NACADA's Core Competencies and Values.</p>	<p>Nominee has some evidence supporting demonstrated best professional practices, as well as some evidence the nominee supports NACADA's Core Competencies and Values.</p> <p>Commentary is broad and includes sweeping statements. No specific examples included.</p>	<p>Nominee has strong or compelling evidence supporting demonstrated best professional practices, as well as strong or compelling evidence the nominee support's NACADA's Core Competencies and Values.</p> <p>Some specific examples are included but are lacking supportive quantitative and/or qualitative data, such as numeric reports and/or quotes from students, direct reports, and/or colleagues.</p>	<p>Nominee has overwhelming evidence supporting demonstrated best professional practices, as well as overwhelming evidence the nominee supports NACADA's Core Competencies and Values.</p> <p>Specific examples are included backed by quantitative and/or qualitative data, such as numeric reports and/or quotes from students, direct reports, and/or colleagues.</p>
<p><b>Documented Professional Success:</b></p> <ol style="list-style-type: none"> <li>1. Does the nominee demonstrate planning/forethought, organization, presentation skills, creativity, initiative, trust, credibility in their advising appointments?</li> <li>2. Is there evaluative data that shows positive results for the nominee's advising unit?</li> <li>3. Is there data to show student success following advisor/student interaction?</li> </ol>	<p>Nominee has no evidence supporting documented professional success.</p> <p>Commentary does not relate to the nominee's professional success.</p>	<p>Nominee has some evidence supporting documented professional success.</p> <p>Commentary is broad and includes sweeping statements. No specific examples included.</p>	<p>Nominee has strong or compelling evidence supporting documented professional success.</p> <p>Some specific examples are included but are lacking supportive quantitative and/or qualitative data, such as numeric reports and/or</p>	<p>Nominee has overwhelming evidence supporting documented professional success.</p> <p>Specific examples are included backed by quantitative and/or qualitative data, such as numeric reports and/or quotes from students,</p>

			quotes from students, colleagues, and/or supervisors.	colleagues, and/or supervisors.
<p><b>Documented Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Is there documented evidence the nominee participates in and attends advising development workshops, webinars, or training as put on by NACADA, another organization, and/or their institution?</li> <li>2. Is the nominee a member of NACADA or other professional organizations?</li> <li>3. Has the nominee contributed to the professional development of others in the fields of academic advising and student success?</li> </ol>	<p>Nominee has no evidence supporting documented professional development.</p> <p>Commentary does not relate to the nominee's professional development.</p>	<p>Nominee has some evidence supporting documented professional development.</p> <p>Limited examples of short-term participation in professional organizations and professional development activities beyond normal job duties are included.</p>	<p>Nominee has strong or compelling evidence supporting documented professional development.</p> <p>Some specific examples of the nominee's ongoing participation in professional organizations and professional development activities beyond normal job duties are included.</p>	<p>Nominee has overwhelming evidence supporting documented professional success.</p> <p>Specific examples of the nominee's sustained participation in professional organizations and professional development activities beyond normal job duties are included.</p> <p>The nominee may have served in or is currently serving in a leadership capacity beyond normal job duties.</p>

*\*Original rubric design created by Karen B. Hauschild, College of Charleston on behalf of Region 3 Awards and Scholarships, adapted by NACADA Global Awards, modified for NACADA Region 2 Awards and Scholarships by Michele Applegate, University of Delaware 6/28/20.*

#### References

NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

NACADA: The Global Community for Academic Advising. (2017). NACADA core values of academic advising. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>