Region 2 Excellence in Advising - Faculty Advisor Award

Scoring Rubric

**Award Criteria**

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<tr>
<th>Inadequate</th>
<th>Fair</th>
<th>Proficient</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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*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.

**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.

**Required Documentation:**
1. Nomination Letter

**Optional Documentation:** *Strongly encouraged*
1. Letter(s) of Support *Maximum two*
2. Nominee’s Resume or Curriculum Vita
3. Nominee’s Personal Advising Philosophy Statement

**Interpersonal and Human Relations Skills:**
1. Does the nominee exhibit a caring, helpful attitude towards students and colleagues?
2. Is the nominee accessible and willing to meet with students and colleagues?
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?
4. Does the nominee have frequent contact with students to

**Inadequate:**
- Nominee has no evidence supporting demonstrated interpersonal and human relations skills.
- Commentary does not relate to the nominee’s interpersonal and human relations skills.

**Fair:**
- Nominee has some evidence supporting demonstrated interpersonal and human relations skills.
- Commentary is broad and includes sweeping statements. No specific examples included.

**Proficient:**
- Nominee has compelling evidence supporting demonstrated interpersonal and human relations skills.
- Some specific examples are included but are lacking supportive quantitative and/or qualitative data, such as numeric reports and/or

**Outstanding:**
- Nominee has overwhelming evidence supporting demonstrated interpersonal and human relations skills.
- Specific examples are included backed by quantitative and/or qualitative data, such as numeric reports and/or
create rapport and build/strengthen academic advising relationships in ways that challenge, support, nurture, and teach?
5. Does the nominee show a willingness to put the needs of their advisees before their own projects/research?
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?
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?

**Professional Practices/NACADA Core Competencies and Values:**

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?
2. Is the nominee knowledgeable of theory relevant to academic advising; academic advising approaches and strategies; and expected outcomes of academic advising?
3. Does the nominee promote advising on campus and proactively create advising interactions?
4. Is the nominee knowledgeable of and capable of helping students to understand the purpose of the curriculum and institutional policies/procedures?
5. Does the nominee use and distribute appropriate information, including utilizing campus networks and making appropriate referrals?
6. Does the nominee go beyond routine schedule planning with students, including monitoring student progress toward academic and career goals?
7. Is the nominee knowledgeable of information technology applicable to relevant advising roles?

| Nominee has no evidence supporting demonstrated best professional practices, nor is there evidence the nominee supports NACADA’s Core Competencies and Values. |
| Nominee has some evidence supporting demonstrated best professional practices, as well as some evidence the nominee supports NACADA’s Core Competencies and Values. |
| Nominee has strong or compelling evidence supporting demonstrated best professional practices, as well as as strong or compelling evidence the nominee support’s NACADA’s Core Competencies and Values. |

Commentary does not relate to the nominee’s professional practices or support of NACADA’s Core Competencies and Values.

Commentary is broad and includes sweeping statements. No specific examples included.

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.

Specific examples are included backed by quantitative and/or qualitative data, such as numeric reports and/or quotes from students, colleagues, and/or supervisors.

**Documented Professional Success:**

1. Does the nominee demonstrate planning/forethought, organization, presentation skills, creativity, initiative, trust, credibility in their advising appointments?
2. Is there evaluative data that shows positive results for the nominee’s advising unit?
3. Is there data to show student success following advisor/student interaction?

| Nominee has no evidence supporting documented professional success. |
| Nominee has some evidence supporting documented professional success. |
| Nominee has strong or compelling evidence supporting documented professional success. |

Commentary does not relate to the nominee’s professional success.

Commentary is broad and includes sweeping statements. No specific examples included.

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.

Specific examples are included backed by quantitative and/or qualitative data, such as numeric reports and/or quotes from students, colleagues, and/or supervisors.
<table>
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<th>Documented Professional Development:</th>
<th>Nominee has no evidence supporting documented professional development.</th>
<th>Nominee has some evidence supporting documented professional development.</th>
<th>Nominee has strong or compelling evidence supporting documented professional development.</th>
<th>Nominee has overwhelming evidence supporting documented professional success.</th>
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<tbody>
<tr>
<td>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?</td>
<td>Commentary does not relate to the nominee’s professional development.</td>
<td>Limited examples of short-term participation in professional organizations and professional development activities beyond normal job duties are included.</td>
<td>Some specific examples of the nominee’s ongoing participation in professional organizations and professional development activities beyond normal job duties are included.</td>
<td>Specific examples of the nominee’s sustained participation in professional organizations and professional development activities beyond normal job duties are included. The nominee may have served in or is currently serving in a leadership capacity beyond normal job duties.</td>
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<td>2. Is the nominee a member of NACADA or other professional organizations?</td>
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<td>3. Has the nominee contributed to the professional development of others in the fields of academic advising and student success?</td>
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*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
