

## Advising Excellence Award Rubric: Outstanding New Member of the Academic Advising Community

The Outstanding New Member of the Academic Advising Community award is presented to an individual who has demonstrated qualities associated with outstanding academic advising practices and demonstrates a commitment to contributing to an inclusive environment. Nominees must have served as a member of the Academic Advising Community for a period of three (3) or fewer years calculated from the deadline of submission.

- Member of the Academic Advising Community (academic advisor, academic coach, advising administrator, etc.) for 3 or fewer years
- Evidence of exceptional advising qualities and practices that distinguish the nominee as an outstanding academic advisor
- Demonstrates holistic advising and support students for their success

### Contribution & Service

	<b>Inadequate</b> <b>0</b> <i>No evidence is demonstrated Expectations not met</i>	<b>Fair</b> <b>1</b> <i>Some evidence is demonstrated Some Expectations met</i>	<b>Proficient</b> <b>2</b> <i>Compelling evidence is demonstrated Meets expectations</i>	<b>Excellent</b> <b>3</b> <i>Overwhelming evidence is demonstrated Exceeds expectations</i>
Contributes to the betterment of the academic advising community through exceptional service, leadership, and accomplishments	<i>Nominee has no evidence demonstrating a contribution and service to the betterment of the advising and coaching community</i>	<i>Nominee has some evidence demonstrating a contribution and service to the betterment of the advising and coaching community.</i>	<i>Nominee has compelling evidence demonstrating a contribution and service to the betterment of the advising and coaching community.</i>	<i>Nominee has overwhelming evidence demonstrating a contribution and service to the betterment of the advising and coaching community.</i>
Positively and significantly influencing student academic success				
Expand opportunities for students to maximize their educational experience				
Actively participates in professional development opportunities to share knowledge and enhance the quality of the academic advising community				
		<i>The supporting evidence provided is broad with sweeping statements and no specific examples</i>	<i>The supporting evidence provides specific examples, but lacking in qualitative or quantitative support from students, colleagues, and/or supervisors regarding their efforts.</i>	<i>The supporting evidence provides specific examples including qualitative or quantitative support from students, colleagues, and/or supervisors regarding their efforts.</i>

## Advocacy & Collaboration

	<b>Inadequate</b> <b>0</b> <i>No evidence is demonstrated</i> <i>Expectations not met</i>	<b>Fair</b> <b>1</b> <i>Some evidence is demonstrated</i> <i>Some Expectations met</i>	<b>Proficient</b> <b>2</b> <i>Compelling evidence is demonstrated</i> <i>Meets expectations</i>	<b>Excellent</b> <b>3</b> <i>Overwhelming evidence is demonstrated</i> <i>Exceeds expectations</i>
<p>Fosters a supportive environment for students, creating support for student success in individual or systematic ways and advocating for the needs of students</p>	<p><i>Nominee has no evidence demonstrating advocacy and collaboration that fosters a supportive environment for students or building relationships with students and colleagues.</i></p>	<p><i>Nominee has some evidence demonstrating advocacy and collaboration that fosters a supportive environment for students or building relationships with students and colleagues.</i></p>	<p><i>Nominee has compelling evidence demonstrating advocacy and collaboration that fosters a supportive environment for students or building relationships with students and colleagues.</i></p>	<p><i>Nominee has overwhelming evidence demonstrating advocacy and collaboration that fosters a supportive environment for students or building relationships with students and colleagues.</i></p>
<p>Develops and enhances relationships with colleagues, faculty, staff, administrators, and other campus partners</p>		<p><i>The supporting evidence provided is broad with sweeping statements and no specific examples</i></p>	<p><i>The supporting evidence provides specific examples, but lacking in qualitative or quantitative support from students, colleagues, and/or supervisors regarding their efforts.</i></p>	<p><i>The supporting evidence provides specific examples including qualitative or quantitative support from students, colleagues, and/or supervisors regarding their efforts.</i></p>
<p>Demonstrates a commitment to the improvement of advising at the university through ongoing training, feedback, and collaboration with supervisors/supervisees, colleagues, and campus partners</p>				

## Initiative & Attitude

	<b>Inadequate</b> <b>0</b> <i>No evidence is demonstrated</i> <i>Expectations not met</i>	<b>Fair</b> <b>1</b> <i>Some evidence is demonstrated</i> <i>Some Expectations met</i>	<b>Proficient</b> <b>2</b> <i>Compelling evidence is demonstrated</i> <i>Meets expectations</i>	<b>Excellent</b> <b>3</b> <i>Overwhelming evidence is demonstrated</i> <i>Exceeds expectations</i>
Enhances the quality of advising and work-life with a positive attitude	<i>Nominee has no evidence demonstrating initiative and positive attitude when working with students and colleagues.</i>	<i>Nominee has some evidence demonstrating initiative and positive attitude when working with students and colleagues.</i>  <i>The supporting evidence provided is broad with sweeping statements and no specific examples</i>	<i>Nominee has compelling evidence demonstrating initiative and positive attitude when working with students and colleagues.</i>  <i>The supporting evidence provides specific examples, but lacking in qualitative or quantitative support from students, colleagues, and/or supervisors regarding their efforts.</i>	<i>Nominee has overwhelming evidence demonstrating initiative and positive attitude when working with students and colleagues.</i>  <i>The supporting evidence provides specific examples including qualitative or quantitative support from students, colleagues, and/or supervisors regarding their efforts.</i>
Ready availability for students and colleagues				
Demonstrates an ongoing willingness to go above and beyond the minimum in service to students and the university, consistently surpassing expectations for students and colleagues				
Approaches problems or challenges with a readiness to seek creative and innovative solutions				