

## Advising Excellence Award Rubric: Diversity, Equity, and Inclusion Champion

The Diversity, Equity, and Inclusion Champion award is presented to an individual in recognition and acknowledgment to the contributions, proactive support, and advocacy that an individual has made to the Academic Advising Community. The nominee's will be evaluated based on the significance of their impact on improving the culture in their unit and/or the campus at large, implementing or enhancing outreach efforts to underrepresented populations in support of persistence and graduation, and contributing to a greater sense of belonging on campus and/or within their unit for both students and staff.

- Significant impact on improving the culture in their unit and/or campus at large

### Proactive Support

	<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>
Implements or enhances outreach efforts to underrepresented populations in support of persistence and graduation	<i>Nominee has no evidence demonstrating an effort to enhance outreach for underrepresented populations in support of persistence and graduation. There is no evidence of contribution for a greater sense of belonging on campus and/or within their unit.</i>	<i>Nominee has some evidence demonstrating an effort to enhance outreach for underrepresented populations in support of persistence and graduation. There is some evidence of contribution for a greater sense of belonging on campus and/or within their unit.</i>  <i>The supporting evidence provided is broad with sweeping statements and no specific examples.</i>	<i>Nominee has compelling evidence demonstrating an effort to enhance outreach for underrepresented populations in support of persistence and graduation. There is compelling evidence of contribution for a greater sense of belonging on campus and/or within their unit.</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 an effort to enhance outreach for underrepresented populations in support of persistence and graduation. There is overwhelming evidence of contribution for a greater sense of belonging on campus and/or within their unit.</i>  <i>The supporting evidence provides specific examples including qualitative or quantitative support from students, colleagues, and/or supervisors regarding their efforts.</i>

## Contribution & Service

	<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>Contributes to the betterment of the advising &amp; coaching community through exceptional service, leadership, and accomplishments</p> <p>Positively and significantly influencing student academic success</p> <p>Expand opportunities for students to maximize their educational experience</p> <p>Actively participates in professional development opportunities to share knowledge and enhance the quality of the academic advising community</p>	<p><i>Nominee has no evidence demonstrating a contribution and service to the betterment of the advising and coaching community</i></p>	<p><i>Nominee has some evidence demonstrating a contribution and service to the betterment of the advising and coaching community.</i></p> <p><i>The supporting evidence provided is broad with sweeping statements and no specific examples</i></p>	<p><i>Nominee has compelling evidence demonstrating a contribution and service to the betterment of the advising and coaching community.</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>Nominee has overwhelming evidence demonstrating a contribution and service to the betterment of the advising and coaching community.</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>

## 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				