

**College of Science  
Outstanding Advising Award Rubric**

Element	Inadequate 0	Fair 1	Proficient 2	Outstanding 3	Score (0-3)
<b>Statement of Recommendation by Nominator(s) and letter(s) of support by others</b>	No evidence provided	Statement of recommendation(s)/ letters of support offer broad, sweeping statements as qualifications without any specific examples.	Statement of recommendation(s)/ letters of support outline candidate's qualifications using specific examples.	Statement of recommendation(s)/ letters of support outline candidate's qualifications with specific behavior-based examples, including examples from others (colleagues & students) as well as quotes/comments provides examples of exemplary academic advising	
<b>Interpersonal/Human Relations Skills</b> <ul style="list-style-type: none"> <li>• Is the nominee available and willing to meet with students and colleagues?</li> <li>• 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?</li> <li>• Does the nominee go beyond normal duties to meet with students in settings other than prescribed?</li> <li>• Does the nominee demonstrate superior interpersonal skills with other members of their department and outside the department?</li> </ul>	No evidence provided	<p>Nominee has some evidence as demonstrated through submitted material.</p> <p>Commentary is broad</p>	<p>Nominee has compelling evidence as demonstrated through submitted material</p> <p>Specific examples are included</p>	Nominee has overwhelming evidence as communicated through submitted materials exemplifying the nominee's interpersonal skills with specific examples or quotes from colleagues/students	

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<p><b>Professional Practices</b></p> <ul style="list-style-type: none"> <li>Responsible to themselves &amp; their profession; to individuals they advise; to their institutions; to higher education; to their educational community.</li> <li>Does this nominee promote advising on campus and proactively create advising interactions?</li> <li>Does this nominee utilize campus networks and make appropriate referrals?</li> <li>Does this advisor set high standards of practice for advising?</li> <li>Does the nominee participate in affecting change on campus?</li> </ul>	<p>Nominee has no evidence demonstrating best professional practices</p>	<p>Nominee has some evidence or body of experience that demonstrates best professional practices</p>	<p>Nominee has strong or compelling evidence that they have developed their own best professional practices.</p>	<p>Nominee has overwhelming evidence or body of experience that supports best professional practices</p>	
<p><b>Documented Advisor Development</b></p>	<p>Nominee has no evidence of advisor development</p>	<p>Nominee has begun to participate or has short-term participation in advisor development activities. (i.e., service to campus advising related committees)</p>	<p>Nominee has documented on-going participation in advisor development activities on their campus or in their region</p>	<p>Nominee has documented, sustained participation in advisor development, activities on the campus, regional, and/or national level, perhaps taken on a leadership role</p>	
<p><b>Documented Success</b></p> <ul style="list-style-type: none"> <li>Does the nominee demonstrate planning/forethought, organization, presentation skills, creativity, initiative, trust, creditability?</li> <li>Is there data to show student success following advisor/student interaction?</li> </ul>	<p>No evidence provided</p>	<p>Nominee has some evidence or workplace experience with documented success</p>	<p>Nominee has documented and sustained contributions to advising on their campus.  Specific examples included</p>	<p>Nominee has documented and developed advising-related initiatives to advising locally, regionally and/or nationally.  Exemplifies continued growth as an advisor</p>	

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<b>Philosophy of Advising</b>	No Advising Philosophy Submitted	Advising Philosophy included is in the developing stages. There is some evidence of an emerging philosophy but further development would make it stronger	Advising Philosophy is included and is well-articulated, considers advising and/or student development theory and has depth of thought and application	Advising Philosophy is included and is well-articulated, and well-grounded in advising or student development theory. It has depth of thought and application and clearly connects to the advisor's work on a personal level	
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**Total      /18**