



Global Awards

Outstanding Advising – New Advisor Primary Role  
Award Rubric

| Less than 3 years professional advising experience   | Award Criteria  | Inadequate<br><br><b>0</b><br>Indicator: no evidence is demonstrated   | Fair<br><br><b>1</b><br>Indicator: some evidence is demonstrated  | Proficient<br><br><b>2</b><br>Indicator: most evidence is demonstrated; meets expectations  | Outstanding<br><br><b>3</b><br>Indicator: all evidence is demonstrated; exceeds expectations  |
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| Recognizes new advisors whose primary role at the institution is the direct delivery of advising services to students. | <input type="checkbox"/> Administrative Materials Complete<br><input type="checkbox"/> Nomination/Application Letter<br><input type="checkbox"/> Letters of Support<br><input type="checkbox"/> Nominee Resume or Curriculum Vitae  | Incomplete packet. One or more required items is missing from the submission.<br><b><i>Application automatically ineligible for further evaluation or consideration.</i></b> | Nomination letter offers broad, sweeping statements as qualifications without any specific examples. All other materials have been submitted. | Nomination letter outlines candidate’s qualifications using specific behavior-based examples. There are no additional comments from others. All materials have been submitted and are complete. | Nomination letter outlines candidate’s qualifications with specific behavior-based examples, including examples from others (colleagues & students) as well as quotes/comments. All materials have been submitted and are complete. |
|  | <input type="checkbox"/> Interpersonal/Human Relations Skills <ul style="list-style-type: none"> <li>• <i>Is the nominee available and willing to meet with students and colleagues?</i></li> <li>• <i>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?</i></li> <li>• <i>Does the nominee go beyond normal duties to meet with students in settings other than prescribed?</i></li> </ul> | Nominee has no evidence through submitted material.  | Nominee has some evidence as demonstrated through submitted material.<br><br>Commentary is broad based.                                       | Nominee has compelling evidence as demonstrated through submitted material.<br><br>Specific examples are included.  | 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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|  | <ul style="list-style-type: none"> <li>Does the nominee demonstrate superior interpersonal skills with other members of their department and outside of the department?</li> </ul>   |  |  |  |   |
|  | <input type="checkbox"/> Professional Practices/NACADA Core Values: <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 new advisor set high standards of practice for advising?</li> <li>Does he/she participate in affecting change on campus?</li> </ul> | Nominee has no evidence supporting NACADA Core Values or demonstrated best professional practices. | Nominee has some evidence or body of experience that supports NACADA's Core Values and demonstrated best professional practices. | Nominee has strong or compelling evidence that they support NACADA's Core Values and have developed their own best professional practices. | Nominee has overwhelming evidence or body of experience that supports NACADA's Core Values and best professional practices.   |
|  | <input type="checkbox"/> Documented Success <ul style="list-style-type: none"> <li>Does the nominee demonstrate planning/forethought, organization, presentation skills, creativity, initiative, trust, credibility?</li> <li>Is there data to show student success following advisor/student interaction?</li> <li>Has the nominee been recognized this year as an outstanding new advisor or new advisor of the year on their campus or at the NACADA Regional Awards level?</li> </ul>  | Nominee has no evidence of documented success beyond what is considered normal job duties.         | Nominee has some evidence or workplace experience with documented success.   | Nominee has documented and sustained contributions to students and to advising on his/her campus.<br><br>Specific examples included.       | Nominee has documented and developed advising-related initiatives to advising locally, regionally and/or nationally.<br><br>Nominee received a local (campus/NACADA Region) award for outstanding advising or similar.<br><br>Exemplifies outstanding qualities and continued growth as an advisor. |

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|  | <input type="checkbox"/> Documented Advisor Development <ul style="list-style-type: none"> <li>• <i>There is documented evidence advisor participates in and attends advising development workshops, webinars, and training as put on by NACADA or their institution.</i></li> <li>• <i>Is the nominee a member of NACADA or other professional organization?</i></li> <li>• <i>Has the nominee contributed to the professional development of others on the campus or through presentations at professional meetings and conferences?</i></li> </ul> | Nominee has no evidence of advisor development. | Nominee began to participate or has short-term participation in advisor development activities. (i.e. service to campus advising related committees) but there is little evidence of going above normal job duties. | Nominee documented ongoing participation in advisor development activities on his/her campus and/or their region.               | Nominee documented sustained participation in advisor development activities on the campus, regional, national or global level, perhaps taken on a leadership role.                              |
|  | <input type="checkbox"/> Personal Advising Philosophy   | No advising philosophy submitted.               | Advising Philosophy included is in the developing stages. There is some evidence of an emerging philosophy but needs further development.   | Advising Philosophy is included, considers advising and/or student development theory and has depth of thought and application. | Advising Philosophy is included and grounded in advising and/or student development theory; has depth of thought and application and clearly connects to the advisor's work on a personal level. |