

Adviser as Teacher Rubric

Draft 2

Philosophy - Effective education reaches far beyond the classroom through a co-curricular approach to student activities. Among the goals of student organizations is the opportunity for development of the whole person and for creating a sense of belonging. A critical component is leadership development, which may encompass experiences at the university, college, department, or community levels. The adviser holds the key to the progression of leadership development. The Adviser as Teacher approach to advising is antithetical to the laissez-faire position, which holds that the responsibilities for organizations reside fully with students.

The following benchmarks recognize the elements that contribute to excellence in advising:

Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1-0 Unacceptable	Score
Adviser Selection Criteria Benchmarks				
Relevant education, training, and work experience	Requires chief adviser to be a faculty member and requires participation in at least one adviser training program	Requires at least one adviser to be from the academic program	Has no criteria for advising	
Personal skills and competencies	Sets minimum criteria for personal skills and competencies	Accepts skills and competencies of faculty	Has no criteria for skills and competencies	
Potential for promoting student learning and development with effective educational practices	Has skills in mentoring, team building, goal setting, and establishing the environment for student motivation	Is effective as an educator	Has no interest in promoting learning and development	
Enthusiasm for the role of student organizations in learning and development	Shows enthusiasm and encourages others to support student organizations	Shows commitment	Fills role without enthusiasm	
Belief in the role of adviser as teacher	Accepts the role of adviser as teacher and sets goals for improving competency	Accepts the role of adviser as teacher	Holds laissez-faire position	

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Adviser Responsibility Benchmarks				
Awareness of institutional procedures, standards, and regulations	Knows institutional procedures, standards, and regulations and interprets for students	Knows how to find information about institutional procedures, standards, and regulations	Lacks knowledge of institutional infrastructure	
Commitment to the following functions: maintenance or custodial, group growth, program content	Works with students to increase the effectiveness of the organization in achieving its goals	Shows concern for developing the group and delivering programs	Commits to maintaining the organization	
Commitment to personal relations and task functions	Is effective in mentoring students and facilitating leadership development	Develops relationships with students and helps them identify organizational tasks	Does not develop personal relations with students	
Continuity and history of the organization to new members	Helps students communicate organizational outcomes to attract new members and plan for recruitment	Helps students plan recruitment	Holds laissez-faire position	
Resource for ideas and solutions for the organization	Creates environment that seeks a variety of ideas and solutions for decision making	Suggest ideas and solutions when requested	Offers no ideas	
Commitment to modeling leadership principles	Models leadership and sets goals for increasing effectiveness	Models leadership	Does not model leadership	
A climate and structure that facilitates leadership development	Engages students in developing a leadership development program	Show commitment to leadership development	Is unconcerned about leadership development	
Coach and consultant for individuals in their duties within the organization	Creates a system for mentoring and coaching	Offers to provide coaching and consulting for organization leaders	Holds laissez-faire position	
Expectations of accountability	Engages students in planning for accountability	States expectations for accountability	Show no concern for accountability	
Assessment of student performance – give positive and negative feedback	Gives public support to positive student performance and gives feedback regarding negative performance in private	Gives feedback about student performance	Does not assess student performance	

Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1-0 Unacceptable	Score
Commitment to helping students				
Effectively conduct meetings	Teaches basics of parliamentary procedures so that meetings are effective in achieving goals	Works with officers to plan agendas	Holds laissez-faire position	
Build group feeling and purpose	Helps the officers focus on building relationships and strategic thinking to establish goals	Believes that building relationships and establishing vision are important	Holds laissez-faire position	
Set high standards	Helps members set high standards for organization	Has interest in organization standards	Shows no interest in standards	
Articulate a vision and mission for their organization	Helps officers develop and communicate vision and mission to members/recruits	Accepts national vision and mission	Lacks information about vision and mission	
Set annual and long-term goals based upon the needs and capabilities of the population served	Helps members identify needs and set short- and long-term goals	Believes that goal-setting is important	Holds laissez-faire position	
Establish action plans, including budget, and implement programs to achieve goals	Assists officers and committees to adhere to calendar of activities	Helps group develop action plans	Holds laissez-faire position	
Be accountable for follow-up	Helps officers establish plans for evaluation and follow-up of items in the action plan	Shows interest in accountability	Holds laissez-faire position	
Promote student learning and development	Helps members set goals for learning and development	Believes that organizations should promote student learning and development	Shows no interest in student learning and development	
Prescribe and practice ethical behavior	Helps members interpret ethical behavior in organizations	Values role of ethics in organizations	Shows no interest in the ethical component of organizations	
Recruit, select, supervise, and develop others in the organization	Helps students examine bylaws and policies to improve recruitment, selection and initiation of members, supervision, and student development	Helps students follow established policies	Holds laissez-faire position	

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Manage financial resources	Helps students evaluate rules and policies and change those that would strengthen internal controls	Helps students follow established policies	Holds laissez-faire position	
Maintain up-to-date governance documents and policies	Helps student review governance documents and policies to strengthen the organization	Helps students follow established policies	Holds laissez-faire position	
Maintain centralized storage of organization records and documents	Helps students evaluate the efficacy of present policies for storage of records and historical documents and strengthen them	Helps students follow established policies	Holds laissez-faire position	
Apply effective practices to educational and administrative processes	Helps students evaluate educational and administrative practices and strengthen them	Helps students follow established practices	Holds laissez-faire position	
Communicate effectively	Helps students examine communication methods and vehicles to increase effectiveness	Helps students follow established practices	Holds laissez-faire position	
Initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the organization	Helps students identify other partners and choose those that promote interests	Helps students continue established partnerships	Holds laissez-faire position	
Assessment of student performance – give positive and negative feedback	Helps students examine practices to improve feedback	Encourages students to give feedback	Holds laissez-faire position	
Celebrate accomplishments and recognize leadership	Helps students examine ways to improve celebration of accomplishments and leadership; explores opportunities for organizational and institutional recognition	Helps students continue established practices	Holds laissez-faire position	
Conduct election of officers and implement officer transition	Helps student examine the processes of electing officers and transitioning so that they can be improved	Helps students continue established practices	Holds laissez-faire position	

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Conduct annual evaluation in order to				
Determine quality of programs	Helps officers evaluate programs and make recommendations for the future	Encourages students to evaluate quality of programs	Holds laissez-faire position	
Improve chapter based upon evaluation	Help officers evaluate chapter operations and activities and make recommendations for improvement	Encourages students to evaluate chapter operations	Holds laissez-faire position	
Improve leadership development and officer training	Helps officers evaluate leadership development and officer training and make recommendations for improvement	Encourages students to evaluate leadership development and officer training	Holds laissez-faire position	
Improve structure for member input into setting goals for chapter activities and for planning annual activities to respond to goals	Helps officers evaluate structure for member input in setting goals and make recommendations for improvement	Encourages participation of all members in giving input	Holds laissez-faire position	
Learning Benchmarks				
Co-curricular activities that enhance academic goals	Helps students make contacts with program administrators to identify activities to enhance academic goals	Helps students identify activities to enhance academic goals	Holds laissez-faire position	
Educational activities that respond to shared goals	Helps officers to obtain input about goals from members in order to choose educational activities	Encourages interest in identifying shared goals for educational programming	Holds laissez-faire position	
Commitment to leadership development	Helps officers prepare for increasing interest in leadership development	Encourages interest in leadership development	Holds laissez-faire position	
Participation in national initiatives	Helps students explore national program initiatives and choose initiatives based upon shared goals	Encourages participation in national initiatives	Holds laissez-faire position	