GEORGIA INSTITUTE OF TECHNOLOGY
OUTSTANDING UNDERGRADUATE ACADEMIC ADVISING AWARDS

Presented annually to one staff and one faculty member who have demonstrated outstanding performance in undergraduate academic advising.

Award amount: $2,000 each
Number of awards: 1

1-Outstanding Undergraduate Academic Advisor-Primary Role (academic faculty or staff whose primary role is advising)
1-Outstanding Undergraduate Academic Advisor-Faculty Advisor (academic or research faculty who have a significant advising responsibility but also have significant responsibility in teaching and/or research)

Award Conditions:

1. Nominations are limited to permanent employees with at least two years of service. The award for Outstanding Undergraduate Academic Advisor-Primary Role is to recognize a staff or faculty member whose primary role is to advise undergraduates. The Outstanding Undergraduate Academic Advisor-Faculty Advisor is to recognize a faculty member who has significant responsibilities in advising undergraduates and in teaching and/or research. Previous award winners are eligible for nomination three years after receipt of the award. No more than one award per year will be given within any single unit/school.

2. Support documentation should include:
   a. Cover Page (see attached)
   b. Letter from nominator or candidate if self-nominating
   c. Letter from supervisor (if the supervisor is not nominator)
   d. Personal advising philosophy statement
   e. Nominee’s resume or c.v.
   f. Letters from students (2 maximum, must be submitted in letter format, not as an assemblage of emails or email excerpts)
   g. CV or resume
   h. Personal statement from candidate (see “Criteria” section below for the required contents of the statement)
   i. Optional supporting documentation (written/created by nominee and/or others): advising web site URL’s, letters from alumni (2 maximum), and other documentation demonstrating nominee’s accomplishments and initiatives, contributions to the advising community, leadership, professional development, and commitment to advising at Georgia Tech.

3. One copy of the complete nomination package should be submitted as a .pdf file by 31 January 2018, at 5:00 to advising@gatech.edu

4. A committee comprised of the Director of Academic Advising, members of the Academic Advising Council, and the winner/winners of these awards from the previous year will select the winners.

5. Awards will be presented at the Faculty/Staff Honors Luncheon, 11 April 2018, at noon.

Criteria: Letters of nomination and supporting documentation outstanding faculty or staff academic advisor must clearly show the nominee consistently demonstrates the National Academic Advising Association (NACADA) Core Values of Academic Advising. Application materials should create a narrative and identify, demonstrate, and provide examples of the individual’s mastery of the value of Commitment and at least two other values below. Evidence of student success (e.g., specific interventions, overall student retention/graduation rates, and compelling cases) should be identified. Advisors do not need to demonstrate mastery or competency of all bullet points listed below each value.
Commitment

Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development. The advisor consistently demonstrates:

- availability to advisees
- mastery of institutional regulations, policies, and procedures
- understanding of how program curriculum prepares student for career path(s)
- involvement in professional learning and development opportunities/networks such as, but not limited to, NACADA and/or GTAAN
- use of analytics, assessment, and/or reporting in professional practice

Caring

Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others. The advisor consistently demonstrates:

- ability to have caring, helpful, empathetic attitude towards students
- strong interpersonal skills
- solid understanding of advising as teaching
- appropriate referral activity
- ability to create or connect students to appropriate resources

Empowerment

Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality. The advisor consistently demonstrates:

- ability to engage in, promote, and support developmental advising
- successful intervention(s) through intrusive advising practices
- help other advisors, colleagues, or professionals grow in their role(s)
- monitoring of student progress toward academic and career goals

Inclusivity

Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity. The advisor consistently demonstrates:

- conscious inclusion of diverse student populations, traditions, experiences, etc. while practicing academic advising
- commitment to underrepresented groups including, but not limited to, veterans, first generation college students, LGBTIA students, members of ethnic and racial minorities, etc.


**Integrity**

Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

**Professionalism**

Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

**Respect**

Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students’ views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.