

Board of Directors Rubric

Associated Students, Inc.

Using this rubric, please circle or highlight the components you feel best represent your current skills in *each category*.

	Beginning	Emerging	Applying	Integrating
Leadership	<input type="checkbox"/> Awareness of ASI mission, vision, and values. <input type="checkbox"/> Asks for ideas or suggestions without intending to consider them. <input type="checkbox"/> Gives too much attention to tasks or to interpersonal relations in the group.	<input type="checkbox"/> Can recite ASI mission, vision, and values to others. <input type="checkbox"/> Awareness of campus and ASI resources available to guide decision making; learning to use the resources. <input type="checkbox"/> Contributes to achieving group goals, but does not delegate tasks and learning to balance workload.	<input type="checkbox"/> Can explain and implement ASI mission, vision, and values. <input type="checkbox"/> Collaborates with others and contributes to the creation of group goals, delegates tasks as needed and maintains balance of responsibilities. <input type="checkbox"/> Gives recognition and encouragement.	<input type="checkbox"/> Clear understanding and demonstration of ASI mission, vision, and values. <input type="checkbox"/> Able to utilize values and principles to make purposeful decisions regarding balance among education, work, and leisure. <input type="checkbox"/> Engages all group members in setting challenging goals and planning for their accomplishments.
Ethics	<input type="checkbox"/> Learning to balance between personal values, beliefs, and actions. <input type="checkbox"/> Budding awareness of systemic barriers; learning to take action.	<input type="checkbox"/> Awareness of systemic barriers and shows interest in taking action; seeks guidance on how to do so. <input type="checkbox"/> Demonstrates an emerging sense of ethical reasoning.	<input type="checkbox"/> Aligns beliefs around equality and inclusiveness to begin taking steps in advocacy. <input type="checkbox"/> Student has formulated a sense of ethical reasoning.	<input type="checkbox"/> Identify systemic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them. <input type="checkbox"/> Incorporates ethical reasoning into action.
Awareness	<input type="checkbox"/> Describes own performances with general descriptors of success and failure. <input type="checkbox"/> May not be aware of how perceived by others.	<input type="checkbox"/> Articulates strengths and challenges to increase effectiveness in different contexts. <input type="checkbox"/> Begins to acknowledge perspectives other than their own.	<input type="checkbox"/> Assesses changes in their own learning over time and makes improvements as needed. <input type="checkbox"/> Able to identify the perceptions of others and use them to improve quality of work.	<input type="checkbox"/> Assess, critique, and improve the quality of one's work and one's work environment. <input type="checkbox"/> Understands relationships with others and effectively collaborates on tasks.
Professionalism	<input type="checkbox"/> Student exhibits disruptive behaviors and may distract others. <input type="checkbox"/> May argue in front of colleagues or supervisors. <input type="checkbox"/> Dresses appropriately most of the time	<input type="checkbox"/> Student usually maintains professional demeanor; may have difficulty expressing emotions/acting appropriately. <input type="checkbox"/> Student may need reminders to follow dress code and to stay on task in order to avoid disrupting others.	<input type="checkbox"/> Student consistently demonstrates understanding of professional behavior and consideration of others. <input type="checkbox"/> Student usually follows dress code.	<input type="checkbox"/> Communicate a mission, vision, or purpose that encourages commitment and action in others. <input type="checkbox"/> Student maintains professional demeanor and works productively with minimal distraction to task. <input type="checkbox"/> Student always follows dress code.
Co-Curricular	<input type="checkbox"/> Sees connections between life experiences, work, and academics related to their own interests.	<input type="checkbox"/> Compares life experiences and academic knowledge to describe similarities and differences.	<input type="checkbox"/> Effectively combines experiences from life, work, and academics to enhance learning.	<input type="checkbox"/> Meaningfully synthesizes connections among experiences outside of the classroom to deepen understanding of fields of study and to broaden own points of view.

Employee Name: _____
 Employee Initials: _____ Date: _____

Last updated: October 19, 2020



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ASI/University Committees	<input type="checkbox"/> Understands basic email etiquette. <input type="checkbox"/> Needs additional guidance with punctuality, pre-meeting planning, research and preparation for participation. <input type="checkbox"/> Needs improvement on following through.	<input type="checkbox"/> On time for meeting with increased participation in conversations <input type="checkbox"/> Makes decisions based in real time information; needs improvement with preparing for meetings ahead of time.	<input type="checkbox"/> Applies information from other meetings to guide conversations and development of action steps. <input type="checkbox"/> Prepares for meetings ahead of time; brings feedback regarding documentation. <input type="checkbox"/> Asks questions and engaged in conversation.	<input type="checkbox"/> Maintains professionalism across campus relationships. <input type="checkbox"/> Able to lead others and train new members. <input type="checkbox"/> Leads meetings with agendas and outcomes.
Events/ Collaborations	<input type="checkbox"/> Provides ideas and descriptions for programs; little to some knowledge of implementation. <input type="checkbox"/> Focuses on existing programs.	<input type="checkbox"/> Able to plan small scale events. <input type="checkbox"/> Participates in outreach efforts. <input type="checkbox"/> Usually shares necessary information clearly.	<input type="checkbox"/> Plans and executes larger scale, new events/initiatives; has outline of goals and tasks to achieve. <input type="checkbox"/> Generally meets deadlines with some guidance.	<input type="checkbox"/> Able to create ideas, plan, and execute events. <input type="checkbox"/> Consistently meets all deadlines. <input type="checkbox"/> Effectively implements ASI Collaborations document.
Outreach/ Representation	<input type="checkbox"/> Connects with peers to raise awareness of position; Learning to move outside of social circle. <input type="checkbox"/> Utilizes existing programs and partnerships for outreach.	<input type="checkbox"/> Expansion of outreach efforts to new campus partners and organizations. <input type="checkbox"/> Consistently outreaches to student organizations, campus partners, and college members when applicable.	<input type="checkbox"/> Demonstrates knowledge of advocacy process and campus structures; works mostly independently but maintains communication with ASI professional staff. <input type="checkbox"/> Integrates effective campus partnerships into programs; Connects constituents to resources both on and off campus.	<input type="checkbox"/> Able to articulate how advocacy benefits the campus community. <input type="checkbox"/> Thinks beyond their own wants/needs and helps the whole campus community. <input type="checkbox"/> Recognizes the bigger picture and can identify issues that affect students on and off campus.

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