

Rubric for the Assessment of Dispositions

Higher Education Administration Doctoral Program

St. Cloud State University

Disposition	Area for Improvement	Area of Competence	Area of Strength
Professional			
Demonstrates professional appearance, maturity, self-monitoring, and control of emotions and behavior.	Appearance or behavior detract from professional image; at times visibly demonstrates a lack of maturity and emotional control; may become upset, use put-downs, or display anger; focuses on blaming others rather than seeking solutions.	Appearance and behavior usually support a professional image; models appropriate behavioral responses; recognizes signs of emotional upset and strives to remain in control of own behavior; usually remains focused on solutions.	Appearance and behavior consistently portray a professional image; models appropriate behavioral responses in difficult situations; recognizes own triggers and consistently remains in control of own behavior; maintains a consistent focus on solutions.
Displays commitment to the field of higher education administration.	Disregards some of the unique aspects of working in colleges and universities; shows limited curiosity about the history, values and traditions of higher education and its institutions; often neglects the historical, social, political and cultural contexts of issues and problems; demonstrates little concern for improving the higher education system or institutions.	Understands some of the unique aspects of working in colleges and universities; seeks to understand and appreciate the history, values and traditions of higher education and its institutions; places issues and problems in historic, social, political and cultural contexts; demonstrates willingness to making improvements to benefit students, faculty, staff, and society.	Appreciates some of the unique aspects of working in colleges and universities; seeks to understand and honor the history, values and traditions of higher education and its institutions; consistently places issues and problems in historical, social, political and cultural contexts; demonstrates commitment to making improvements to benefit students, faculty, staff, and society.
Displays positive attitude and affect.	Displays a negative, unproductive attitude about self, others, and the future; focuses on the negatives without recognizing other factors or ways to improve; needs prodding to complete some tasks.	Usually displays a positive, productive attitude about self, others, and the future; looks for ways to improve situations; consistently self-motivated to work and can be expected to complete tasks successfully.	Displays an optimistic, positive, and productive attitude about self, others, and the future; continually looking for ways to improve situations; exceedingly hard working and consistently pushes to produce the very best work.

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Ethical			
Follows applicable legal and ethical guidelines, including confidentiality.	Is not aware of legal and ethical guidelines or does not adhere to them in decision making; does not maintain confidentiality of records, correspondence, or conversations; participates in gossip; does not use discretion when discussing problems.	Is knowledgeable of legal and ethical guidelines and applies them to decision making when appropriate; maintains confidentiality of records, professional correspondence, and conversations; refrains from gossiping; uses discretion when discussing problems.	Continually aware and knowledgeable of legal and ethical guidelines and applies them to decision making process; maintains confidentiality of records, professional correspondence, and conversations; does not tolerate gossip or abuses of confidentiality by others; uses discretion when discussing problems.
Exhibits sound judgment, trustworthiness and honesty.	Makes hasty and unsupported decisions; does not consider context, history, and institutional values in decision making process; does not follow through on promises; takes credit for others' ideas or work; lacks integrity.	Usually makes conscientious and defensible decisions; considers context, history, and institutional values in decision making process; follows through on promises; does not take credit for others' ideas or work; exhibits integrity.	Consistently makes sound and defensible decisions; consistently evaluates context, history, and institutional values in decision making process; consistently follows through on promises and goes beyond expectations; credits others' ideas or work and acknowledges the contributions of others; exhibits a high level of integrity.
Expresses, demonstrates, and enacts inclusivity and cultural sensitivity in behaviors and language.	Appears reluctant or refuses to collaborate with some people; reacts only to acute problems of oppression or exclusion, if at all; uses biased language.	Collaborates willingly with others from diverse backgrounds; seeks to remedy problems of oppression or exclusion; uses unbiased language.	Facilitates opportunities to include or show appreciation for those often excluded; seeks to collaborate with colleagues; engages others proactively to identify and resolve problems of exclusion or oppression; consistently employs unbiased language.

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<p>Collaborative</p> <p>Displays the ability to develop and maintain positive working relationships with colleagues.</p>	<p>Expresses an inability or unwillingness to work with some people; not consistently present and/or prepared for responsibilities; does not appear to value active engagement; does not appear to enjoy the work and frequently complains.</p>	<p>Usually works effectively with colleagues; arrives on time; is attentive and prepared; values active engagement; appears to enjoy the work most of the time, few complaints.</p>	<p>Consistently works effectively with colleagues; consistently honors others' time and commitments; attentive, engaged, and prepared; consistently demonstrates an eagerness about active engagement; enthusiasm is clearly communicated to others.</p>
<p>Fosters collaboration and good will among and between constituents and stakeholders, and seeks "win-win" solutions to problems.</p>	<p>Does not engage in or facilitate collaboration or cooperation; decisions show favoritism or are often characterized as "win-lose"; often perceive other constituencies as adversaries.</p>	<p>Engages in and encourages collaboration and cooperation for specific purposes; usually gives fair weight to differing opinions or needs; often able to recognize or help create "win-win" solutions to problems.</p>	<p>Actively plans for, engages in, and supports collaboration and cooperation; facilitates relationship building and trust between stakeholders; is fair and just in weighing stakeholder opinions and needs; often at the forefront in designing and implementing "win-win" solutions.</p>
<p>Uses communication behaviors that are appropriate to the setting and to the interpersonal relationships of the communication partners.</p>	<p>Interactions with others are at times demeaning, sarcastic, or combative; level of formality and content of verbal or written communication do not reflect the setting or the relationships of communication partners.</p>	<p>Interactions with others are usually respectful and positive; level of formality and sophistication of verbal or written communication usually reflect the setting and the relationships of communication partners.</p>	<p>Interactions with others are consistently positive and respectful; appropriate level of formality is observed; context and relationships consistently guide the content of oral and written communication.</p>

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Respects and maintains boundaries of self and others.	Takes conflict or differing views personally; allows emotions to interfere with duties; insensitive to other's physical, emotional, or cultural boundaries, and doesn't seek to resolve conflict or learn ways to avoid future conflict.	Usually able to separate personal emotions from professional role; usually refrains from allowing personal feelings to interfere with decision making; responds quickly and positively to other's physical, emotional, and cultural boundary needs.	Consistently maintains boundaries between personal and professional lives; decisions are sound and just regardless of personal feelings; seeks to understand the physical, emotional, and cultural boundaries of others to limit or eliminate offense or misunderstandings.
Goal Directed			
Demonstrates initiative, resourcefulness, creativity, and vision.	Relies upon others to initiate action; does not seek out or fails to consider alternative solutions to problems; decisions do not demonstrate a cohesive vision or plan for actions.	Exhibits self-motivation; responds well to problems when they arise; seeks out alternative or creative solutions to problems; most decisions reflect a cohesive vision or plan for actions.	Consistently exhibits self-motivation and embraces new experiences; recognizes and seeks to avert potential problems before they arise; acts to resolve problems in the early stages; seeks out alternative and creative solutions to problems; consistently demonstrates a cohesive vision or plan for action.
Delegates responsibilities and authority judiciously and fairly.	Directs others in too much detail or provides insufficient guidance in meeting responsibilities; assigns responsibilities or tasks without allocating appropriate resources.	Usually achieves a balance between over-and under-supervisions; generally plans for resource needs; clarifies expectations for performance or outcomes.	Consistently achieves balance in delegating responsibility or authority; assigns responsibility to appropriate person(s) or entities; foresees resource needs and allocates accordingly; clearly defines and communicates expectations or parameters when delegating, and provides timely, thoughtful feedback or guidance.

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Reflects independently and incorporates reflective insights into practice.	Reflection seldom occurs, or only when prompted; can provide few suggestions for improvement; consistently relies on routine and standard operating procedures.	Reflection occurs regularly; can sometimes provide specific examples of strengths and areas for targeting improvement; implements change with guidance.	Reflection occurs independently; includes specific examples of strengths and areas of improvement; implements change as a result of reflection.
Open to Personal Growth			
Demonstrates adaptability when confronted with ambiguity, change, and conflict.	Has difficulty responding to change or unplanned situations; doesn't modify or alter plans when circumstances change; gets flustered or frustrated in stressful situations.	Responds appropriately to change or unplanned situations; open to modifications or alternative plans when circumstances change; remains calm in stressful situations.	Responds positively to change and embraces unplanned situations; able to adapt quickly and constructively when circumstances change; remains calm, clear-headed, and unflappable in stressful situations.
Receives, interprets, and uses constructive feedback.	Has difficulty accepting constructive comments and shows no sign of implementing changes.	Accepts constructive comments and implements changes.	Welcomes constructive comments; seeks feedback from others and implements changes.