

# APPENDIX A: EXCELLENCE AWARDS RUBRICS

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## I. Teaching Assistant

### ***I.b. Teaching Assistant Rubric***

- **Total Possible points: 48 (There will be two winners)**

|   |  | Excellent   | Good  | Fair   | Point |
|---|--|---|---|--|-------|
| 1 | Nomination obtained from   | Advisor, other faculty, students  | Friends, peers  | Self   | 3/2/1 |
| 2 | Preparation  | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |  | 10    |
| 3 | Depth of knowledge   | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |  | 10    |
| 4 | Innovation/constructive help   | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |  | 10    |
| 5 | How well TA performs the duties (example: grading, office hour, review session, or similar)? | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |  | 10    |
| 6 | Examples where the TA went beyond what is expected of them.                                  | Nominator provided an example that reflects the TA's outstanding performance that was beyond expectation.<br>Score= 5             | Nominator provided an example that reflects moderately that TA went beyond expectation.<br>Score= 3 | Examples provided by nominator were not clear enough to evaluate whether the TA went beyond expectation.<br>Score= 1 | 5     |

### ***I.c. Example of an excellent Teaching Assistant (TA)***

An excellent Teaching Assistant (TA) goes above and beyond meeting the minimum job requirements for their position. Excellence is defined by the following criteria: Attending all class meetings; serving as a liaison between students and the course instructor; holding office hours every week and ensuring that students know when office hours are held; helping struggling students by clarifying course material; grading assignments in a timely manner and including helpful, detailed recommendations and comments; genuinely caring about students' success; communicating with students and ensuring that students are aware of who they are; hosting review sessions (when applicable); responding to students' e-mails in a professional, helpful, and punctual manner; demonstrating knowledge of course material and sharing that knowledge with students; assisting the course's instructor with teaching responsibilities (when applicable). Excellent TAs demonstrate a strong commitment to students by performing well in the aforementioned areas and go out of their way to ensure that academic success is achieved by students.

## II. Research Assistant

### II.b. RA Rubrics

- Total Possible points: 48 (**There will be two winners**)

|   |   | Excellent   | Good  | Fair  | Point |
|---|---|---|---|---|-------|
| 1 | Nomination obtained from  | Advisor, collaborators, other professors, Lab mates   | Friends   | Self  | 3/2/1 |
| 2 | Grasp of relevant literature or knowledge in their field.<br>Ability to think and design projects/experiments independently. (score out of 5) | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |   | 10    |
| 3 | Commitment to project even when encountering difficulties.  | Nominator provided examples that reflect outstanding commitment of the RA to the project during difficulties.<br><i>Score= 10</i> | Nominator provided examples that reflect moderate commitment of the RA to the project during difficulties.<br><i>Score= 6</i> | Nominator's statement reflects inadequate commitment of the RA to the project during difficulties.<br><i>Score= 2</i>       | 10    |
| 4 | Presentations   | 3 or 3+ (by the RA or other authors)<br><i>Score= 10</i>  | 2 (by the RA or other authors)<br><i>Score= 6</i>   | 1 (by the RA or other authors)<br><i>Score= 2</i>   | 10    |
| 5 | Publications  | 3 or 3+<br><i>Score= 10</i>   | 2<br><i>Score= 6</i>  | 1<br><i>Score= 2</i>  | 10    |
| 6 | Examples where the RA went beyond what is expected of them.   | Nominator provided an example that reflects the RA's outstanding performance that was beyond expectation.<br><i>Score= 5</i>      | Nominator provided an example that reflects moderately that RA went beyond expectation.<br><i>Score= 3</i>                    | Examples provided by nominator were not clear enough to evaluate whether the RA went beyond expectation.<br><i>Score= 1</i> | 5     |

### ***II.c. Example of an excellent Research Assistant (RA)***

An excellent RA is the recipient of numerous awards in regards to their research, or has greatly contributed to any awards that their advisor may have been awarded. The RA displays a work ethic that goes above and beyond what is expected, they are rarely found to be slacking off during laboratory hours and spend a majority of the working day gathering, interpreting, and analyzing data. The excellent RA has the utmost commitment to their project, displayed by regularly clearing hurdles that are in their way as well as displaying a diverse array of research methods and practices and the completion of multiple research projects. They have also displayed an expert's knowledge of relevant literature and knowledge in their respective field and they have tailor made their research plans along the gaps in the knowledge-base with little to no help from their advisor. The RA has a history of presentations both in their home department as well as a strong presence at conferences. While poster presentations are applauded, an excellent RA will likely have given a talk at a conference during their tenure in their lab. They also have a history of contributing to both publications and grants, although first author publications, and active proposal writing adds additional separation from their peers. They also have a tendency to do the extra work that may be needed in certain situations, and regularly meet deadlines that have been given to them.

### III. Graduate Staff Assistant

#### III.b. GA/GIS Rubrics

- **Total Possible points: 48 (There will be two winners)**

|   |   | <b>Excellent</b>  | <b>Good</b>  | <b>Fair</b>   | Point |
|---|---|---|--|---|-------|
| 1 | Nomination obtained from  | supervisor, other advisors and Coworkers  | Friends, classmates  | Self  | 3/2/1 |
| 2 | Commitment to project and example (If possible)   | Nominators provided examples that reflect commitment of the GA to the project even when facing difficulties.<br><i>Score= 10</i>  | Nominators provided examples that reflect commitment of the GA to the project.<br><i>Score= 6</i>          | The GA showed commitment but the nominator could not present any example.<br><i>Score= 2</i>                                | 10    |
| 3 | Grasp of relevant work or knowledge in their field. Ability to think and design/work independently. Example: Did the GA help to write any proposal for curriculum, events etc.? | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |  |   | 10    |
| 4 | How well the GA work in a team  | Nominators provided examples that reflects the GA's excellent teamwork ability.<br><i>Score= 10</i>                               | Nominators provided examples that reflects the GA's good teamwork ability.<br><i>Score= 6</i>              | Nominators could not provide any example that reflects GA's teamwork ability<br><i>Score= 2</i>                             | 10    |
| 5 | Work ethic  | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |  |   | 10    |
| 6 | Examples where the GA went beyond what is expected of them.   | Nominator provided an example that reflects the GA's outstanding performance that was beyond expectation.<br><i>Score= 5</i>      | Nominator provided an example that reflects moderately that GA went beyond expectation.<br><i>Score= 3</i> | Examples provided by nominator were not clear enough to evaluate whether the GA went beyond expectation.<br><i>Score= 1</i> | 5     |

### ***III.c. Example of an excellent Graduate Assistant (GA)***

A Graduate Assistant and Graduate Staff Intern provide administrative and academic support as academic advising, program planning or assisting with the administration of student services offices. An excellent GA should have outstanding work ethics like outstanding integrity, emphasis on quality, outstanding punctuality and outstanding cooperation. An excellent GA would show excellent commitment to a project during difficulties, should have good grasp of relevant work and outstanding ability to think and work both in a group and independently.

## IV. Graduate Student Instructor (GSI)

### IV.b. GSI Rubrics

- Total Possible points: 48 (**There will be two winners**)

|   |  | Excellent  | Good  | Fair  | Point |
|---|--|--|---|---|-------|
| 1 | Nomination obtained from   | Advisor, other professors, Students  | Friends and peers   | Self  | 3/2/1 |
| 2 | Preparation  | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations)  |   |   | 10    |
| 3 | Depth of knowledge   | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations)  |   |   | 10    |
| 4 | Innovation/constructive help   | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations)  |   |   | 10    |
| 5 | Work ethic   | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations)  |   |   | 10    |
| 6 | Give examples that make the instructor outstanding e.g., GSI went above and beyond expectations. | Nominator's statement shows very strong reasons to describe that GSI is better than others in the department by always going above and beyond their required duties.<br>Score= 5 | Nominator's statement shows moderate reasons to describe that GSI is better than others in the department. GSI sometimes goes above and beyond their required duties.<br>Score= 3 | Nominator's statement poorly shows that GSI is better than others in the department. No clear indication of going above and beyond their required duties.<br>Score= 1 | 5     |



#### ***IV.c. Overview of an excellent Graduate Student Instructor (GSI)***

An 'excellent' Graduate Student Instructor (GSI) is one that is consistently prepared for class and has prepared lecture and/or discussion material that is able to last the entire class period. The GSI also should demonstrate knowledge on the subject being taught, as seen in the content of the lectures and/or discussions, as well as knowledge of questions posed by the students. An 'excellent' GSI should also demonstrate an active interest in the success of his/her students by the availability of office hours, responsiveness to student emails, fair and timely grading of exams and/or assignments, and outreach to students who are struggling in the course. The 'excellent' GSI should also be rated as an outstanding instructor by other faculty and students alike.

## V. Advisor

### V.b. Advisor Rubrics

- **Total Possible points: 43 (There will be two winners)**

|   |   | Excellent   | Good  | Fair  | Point |
|---|---|---|---|---|-------|
| 1 | List any other awards not including the GPSA excellence award that the advisor received in last 2 years relevant to student wellbeing. [Not research or teaching award] | 3 awards  | 2 awards  | 1 award   | 3     |
| 2 | How available/ approachable is your advisor and how well do they coordinate meeting with you?   | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |   | 10    |
| 3 | Give examples of instances when this advisor went above and beyond expectations (e.g., encouragement when facing difficulties, etc.).                                   | Nominator has provided examples that reflect outstanding support to their students during difficulties.<br><i>Score= 10</i>       | Nominator has provided examples that reflect moderate support to their students during difficulties.<br><i>Score= 6</i>       | Nominator has provided examples that reflect inadequate support to their students during difficulties.<br><i>Score= 2</i>                                     | 10    |
| 4 | Provide any example, which reflects that the advisor is involved with other university services.  | Advisor is involved in more than 2 university services beside teaching and research.<br><i>Score= 10</i>                          | Advisor is involved in 2 university services beside teaching and research.<br><i>Score= 6</i>                                 | Advisor is involved in 1 university service beside teaching and research.<br><i>Score= 2</i>  | 10    |
| 5 | Why do you think that the advisor should win the excellence award?  | Nominator provides outstanding impression of the advisor and provides strong reasons for winning the award.<br><i>Score= 10</i>   | Nominator provides moderate impression of the advisor and provides moderate reasons for winning the award.<br><i>Score= 6</i> | The impression of advisor was not clear, based on the statement. The nominator also failed to provide clear reasons for winning the award.<br><i>Score= 2</i> | 10    |

### ***V.c. Example of an excellent Advisor***

An excellent advisor is someone who is actively involved on campus with not only his or her own job but also multiple extracurricular activities and clubs. An excellent advisor is also someone who is always willing to help students and others in times of difficulty. Excellent advisors are also always continuously encourage and set example for their students to excel in the respective area. GPSA would like to take the honor the faculties who are exemplary in terms of guiding, helping, encouraging their students not based on their research excellence.

## VI. Registered Student Organization (RSO)

### VI.b. RSO Rubrics

- **Total Possible points: 43 (There will be one winner)**

|   |   | Excellent   | Good  | Fair  | Point |
|---|---|---|---|---|-------|
| 1 | Nomination obtained from                              | Collaborators, students not affiliated with the RSO   | RSO members   | Advisor, Executive committee members  | 3/2/1 |
| 2 | No of events & activities annually.                   | More than 5 events<br><i>Score= 10</i>  | 3 events<br><i>Score= 6</i>   | 1 event<br><i>Score= 2</i>  | 10    |
| 3 | How well the RSO represents their fundamental ideas.  | Nominators provided examples that reflect outstanding explanation/commitment regarding the fundamental ideas.<br><i>Score= 10</i> | Nominators provided examples that reflect moderate explanation/commitment regarding the fundamental ideas.<br><i>Score= 6</i> | Nominators provided examples that reflect poor explanation/commitment regarding the fundamental ideas.<br><i>Score= 2</i> | 10    |
| 4 | Impact of the RSO on the University and the students. | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |   | 10    |
| 5 | Impact of the RSO on the community.                   | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |   | 10    |

### VI.c. Example of an excellent Registered Student Organization (RSO)

An excellent RSO is one that organizes various events and activities that not only relate to their objective, but also support their members and non-members in the community. An excellent RSO is one that is collaborative, and willing to work effectively with other organizations to enhance the WSU community. An excellent RSO has a record of impact, or should be able to demonstrate their impact on the University and its students, faculty and/or staff. An excellent RSO can efficiently raise funds to produce their events and activities, and has demonstrated effective management of funds to continue their service to members.

## VII. Community Engagement

### VII.b. Community Engagement Rubric

- Total Possible points: 48 (There will be one winner)

|   |  | Excellent   | Good  | Fair   | Point |
|---|--|---|---|--|-------|
| 1 | Nomination obtained from   | Advisor, other faculty, students  | Friends, peers  | Self   | 3/2/1 |
| 2 | Portray Community Values   | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |  | 10    |
| 3 | How well candidate was able to work with different perspectives and collaborate with community members | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |  | 10    |
| 4 | Depth of knowledge and understanding of community needs  | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |  | 10    |
| 5 | Leadership/Innovation  | Score: 1-10<br>N/A = Not applicable<br>1=Needs Improvement<br>2 3 4 5 =Satisfactory<br>6 7 8 9 10=Excellent (Beyond Expectations) |   |  | 10    |
| 6 | Examples where the candidate went beyond what is expected of them.                                     | Nominator provided an example that reflects the TA's outstanding performance that was beyond expectation.<br>Score= 5             | Nominator provided an example that reflects moderately that TA went beyond expectation.<br>Score= 3 | Examples provided by nominator were not clear enough to evaluate whether the TA went beyond expectation.<br>Score= 1 | 5     |

### VII.c. Example of an excellent Community Engagement candidate

An excellent Community Engagement candidate goes above and beyond to help build and support the WSU-Pullman community. Excellence is defined by the following criteria: working with a diverse group of people; furthering WSU and Pullman values and goals; serving as a liaison between graduate students and the Pullman community; addressing a need or providing a valuable service to the community; enhanced their research by engaging with the community; and acting as a leader and role model in the community. Excellent candidates for this award demonstrate a strong commitment to improving the WSU-Pullman community through research, outreach, and/or service.