

RH 1. LEADERSHIP MEANS SUCCESSFULLY MOTIVATING AND ENABLING A GROUP TOWARDS THE ACHIEVEMENT OF A SHARED, ARTICULATED GOAL.

Criterion A1. Initial measure: Percentage of students who hold a leadership role in academic or co-curricular activities.

Criterion A2. Explain the role of a leader in a specific context.

Primary traits: A passing submission for this criterion must:

1. Name at least two attributes indicative of the leader in the given situation.
2. Distinguish the attributes or actions unique to the leader.
3. Describe a specific context.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Essay, biographical report, case study.

Additional information:

1. The student does not have to discuss an example of his/her own leadership. The leadership situation the student discusses can be hypothetical, rather than actual.
2. The student should not provide a critique of leadership or outcomes, since critique is covered in another criterion. Implicit in the document is the assumption that the attributes and/or actions would or did result in successful leadership.

Criterion B1. Describe your experience as leader of a group.

Primary traits: A passing submission for this criterion must:

1. Describe what the student did to act as a leader within a group for a specific situation.
2. Describe the group, the desired goal, and the outcome.
3. Describe the student's role in the group's success or failure, regardless of whether the goal was achieved or not.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Journal or an essay, oral presentation, project report.

Additional information:

1. The student does not need to describe a leadership experience that had a successful outcome. The student should focus on a personal experience he/she has had as a leader, not provide a description of someone else.

Criterion B2. Develop and articulate a direction for an organization or group.

Primary traits: A passing submission for this criterion must:

1. Describe the student's vision for the direction of the group and the desired outcome.
2. Provide a vision and not a plan for improvement.
3. Describe a vision that is appropriate to the target group.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Vision statement, essay.

Additional information:

1. The "vision of direction" does not dictate how to get there, and the vision does not necessarily need to have been implemented.
2. The situation the student discusses can be hypothetical.

Criterion C1. Motivate and enable a group to successfully achieve a specific goal.

Primary traits: A passing submission for this criterion must:

1. Describe how the student motivated and enabled a group, the nature of the group, and the goal they achieved.
2. Discuss the student's techniques for motivation and the resulting action(s) of the group.
3. Describe a successful outcome.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Essay, journal entries, reflective statement.

Additional information:

1. As a guideline, the student should consider "motivation" as a call to action (getting a group to action) and "enabling" as removing impediments to action (either interpersonal or resource related impediments). The student should also note that success can be achieved for a preliminary goal, as long as something has been achieved. The achieved goal does not need to be the ultimate goal of the group.
2. The submission should not be the product of or accomplishment of a group; the focus is on the process, not the product.

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April 7, 2008 by CASO

RH 2. TEAMWORK REQUIRES COOPERATIVE EFFORT TOWARD A COMMON GOAL WHEREIN EACH INDIVIDUAL CONTRIBUTES IN A PARTICULAR ROLE WHILE SUBORDINATING PERSONAL INTERESTS.

Criterion A1. Describe how collaboration facilitated the dissemination of the result(s) and/or solution(s) to a problem.

Primary Traits: A passing submission for this criterion must:

1. Provide a clear description of the problem statement.
2. Discuss each member's contribution to the solution.
3. Provide a clear solution/conclusion statement.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Essay from the student group, one paragraph essay that includes the three primary traits listed for the criterion.

Additional information:

1. A description that indicates that one member did the majority of the work is unacceptable.

Criterion B1. Demonstrate how you reached a decision as a team.

Primary Traits: A passing submission for this criterion must:

1. Describe the team goal.
2. Provide a description of a specific team decision listing (a) the alternatives considered with (b) attribution to the members suggesting them.
3. Justify (in terms of the team goal) the final decision.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Memo describing the decision making process to show that a) multiple team members suggested specific alternatives, and b) a goal-oriented evaluation of the alternatives was used to guide the team decision.

Additional information:

1. A description of a decision making process without contrary input or alternatives, only one input considered, or only one member involved in the decision making process is unacceptable.
2. Also not acceptable would be a simple statement that alternatives were considered without attribution of the ideas, or lacking a discussion of their relative merits.

Criterion B2. Describe the team role you filled and how that contributed to the final project.

Primary Traits: A passing submission for this criterion must:

1. Describe the team goal.
2. Provide a description of a specific team-enhancing function (might not be a “formal” team role from a textbook) performed by the student.
3. Provide an example of how the student performed in that role to help the team achieve its overall goal.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Memo asking the student to describe their own role in facilitating team interaction, and how their performance of that role helped the team.

Additional information:

1. Indication that the student avoided interaction with other team members (divide and conquer is not acceptable), or failed to contribute is unacceptable.
2. No specific team-enhancing role described, or no example of how the student’s contributions were important to achieving the team’s goals is also deemed unacceptable.

Criterion B3. Describe how your team coordinated time and resources to achieve your goal.

Primary Traits: A passing submission for this criterion must:

1. Provide a clear description of the team goal.
2. Provide a list of deadlines and a list of actual dates on which the milestones were accomplished.
3. Explain the why the goal deadlines and the actual dates on which the milestones were accomplished were inconsistent.
4. List detailed records of time spent by each student.
5. Explain why levels of effort varied over time and between students.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Memo describing the team’s initial schedule of subtasks, budget (if applicable), and an explanation of how the actual allocation of time and resources differed from the plan.

Additional information:

1. A memo including an initial Gantt chart and the actual dates on which the milestones were accomplished with an explanation of the differences, or detailed records of time spent (how much and when) by each student with an explanation of why levels of effort varied over time and between students is appropriate.
2. The team goal must be clearly described.

3. A document with no plan for scheduling or budget or no explanation of variations in time spent is unacceptable.
4. A plan or explanation with no significant detail, such as only one or two milestones, or trivial explanations is also unacceptable.

Criterion C1. Explain how working as a team allowed the team to accomplish something that those individuals could not have accomplished separately.

Primary Traits: A passing submission for this criterion must:

1. Describe how a team has value beyond sharing workload.
2. Provide a description of how each member contributed different skills, ideas and perspectives.
3. Explain how the group can keep making steady progress even when individuals must vary their level of effort.
4. Show how a key benefit of teamwork is drawing on each other's strengths.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Reflective essay on the benefits of working in teams.

Additional information:

1. A document that involves complaining about teamwork or describes a simple divide and conquer approach is unacceptable.
2. Failure to give a specific example of benefit in the student's own project team is also unacceptable.

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RH 3. COMMUNICATION, REGARDLESS OF THE MEDIA, REQUIRES UNIQUE SKILLS WHETHER COMMUNICATING WITH INDIVIDUALS OR WITH GROUPS.

Criterion B1. Provide a substantive critique that includes recommendations for improvements.

Primary traits: A passing submission for this criterion must:

1. Provide helpful/constructive criticism that gives recommendations for improvement in at least three distinct aspects of the item being critiqued.
2. Justify recommendations.
3. Have appropriate tone for the audience.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Review of a dance or music performance, critique of a piece of art, review of a piece of writing or literature, critique of an oral presentation, review of a set of PowerPoint slides.

Additional information:

1. The phrase “three distinct aspects of the item being critiqued” is intended to mean three separate broad areas of improvement, not three occurrences within an aspect of the item critiqued. Correcting three individual grammatical errors would therefore not be appropriate, since only one “aspect” - grammar - would be involved. Correcting grammatical errors, and suggesting a different flow of logic in a text, and suggesting improvements to figures in a text (aspects: grammar, logic, figures) would be acceptable.
2. In order to make this rubric applicable to many types of assignments, we do not want to specify a particular audience. However, in order for the rater to have an understanding of what the appropriate tone is, they will need to know what the intended audience is. We suggest having the assignment available to reviewers (submitted by either the instructor or the student). This would avoid artificial “make-work” things like having student essays start with sentences such as “I am writing this essay for people with a college reading level who love Austrian Shepherd dogs.”

Criterion B2. Describe an interaction that required you to clarify your understanding of another’s message.

Primary traits: A passing submission for this criterion must:

1. Identify the type of interaction (e.g., oral presentation, phone conversation, interview, electronic communication, etc.).
2. State what required clarification.
3. Indicate what actions were taken to achieve the desired clarification.
4. Indicate how understanding was verified.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Video of a student or students discussing the primary traits listed above, written reflective statement addressing the primary traits listed above. For example, the scenario discussed could be an interview or discussion of feedback from a peer or instructor review with the reviewer.

Additional information: None.

Criterion B3. Adapt technical information for a non-specialized audience.

Primary traits: A passing submission for this criterion must:

1. Be derived from a field of mathematics, science, or engineering.
2. Appear free of unexplained technical jargon and acronyms.
3. Be presented in a manner that is appropriate for the educational level of the intended audience (appropriate vocabulary levels, images, activities, etc.).

Potential documents: Documents appropriate for this criterion include (but are not limited to): An outreach presentation/activity teaching science, mathematics, or engineering content to K-12 students, a description of current research in science, mathematics, or engineering written as if for submission to a “popular press” magazine or newspaper, an oral presentation to individuals skilled in disciplines other than the technical discipline of the subject matter.

Additional information:

1. We define “technical fields” to be science, math or engineering. We would classify “economics” as a science. Note that the type of science, social, physical, biological, etc., is not specified.
2. In order to make this rubric applicable to many types of assignments, we do not want to specify a particular audience. However, in order for the rater to have an understanding of what the appropriate tone is, they will need to know what the intended audience is. We suggest having the assignment available to reviewers (submitted by either the instructor or the student). This would avoid artificial “make-work” things like having student essays start with sentences such as “I am writing this essay for high school students who are entirely uninterested in majoring in engineering.”

Criterion C1. Craft and support a coherent argument for an audience outside of your discipline.

Primary traits: A passing submission for this criterion must:

1. Be presented in a manner that is appropriate for the educational level and, if applicable, field of expertise of the intended audience (appropriate vocabulary, images, activities, etc.).
2. Include an unambiguous statement of the position or proposition (the “argument”).
3. Support the argument with related evidence.
4. Persuade the audience.

5. Present the argument in a clear flow of logic/reasoning.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Outreach presentation/activity designed to convince K-12 students of something (i.e., ‘cavemen’ did not co-exist with dinosaurs), written or oral description of a student’s position on some controversial topic, designed to convince a given audience to adopt a similar position.

Additional information:

1. We welcome ideas on how to specifically and non-subjectively decide whether an argument is “crafted,” “coherent,” and effective.
2. Educational level should be at or below that of the student (college graduate).

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RH 4. CULTURAL AND GLOBAL AWARENESS REQUIRES PERCEPTION AND UNDERSTANDING OF THE CULTURAL PERSPECTIVES AND SOCIAL SYSTEMS THAT DEFINE HUMAN COMMUNITIES.

Criterion A1: Engage in the arts (music, theater, dance, etc.).

Primary traits: A passing submission for this criterion must:

1. Document the student's active engagement in the arts.
2. Note the performance context, e.g., recital, theater performance, art.

Potential documents:

Additional information:

Criterion B1: Analyze patterns, dynamics, or values of human interaction in social or cultural systems.

Primary traits: A passing submission for this criterion must:

1. Analyze a set of principles, structures, institutions, or values (pertaining to a particular culture or discipline).
2. Clearly identify the contextual framework of the analysis (culture, society, national or international).

Potential documents: Documents for this criterion may be drawn primarily from the HSS SOCIETY AND VALUES category, courses whose primary focus is on the dynamics, patterns, and values of human interaction and social institutions.

Additional information:

Criterion B2: Analyze beliefs, backgrounds, cultures, or societies different from your own.

Primary traits: A passing submission for this criterion must:

1. Analyze, interpret, or evaluate aspects of a non-US culture/society, or of multiple cultures/societies (one of which may be from US).
2. Sustain an international and/or comparative perspective throughout.

Potential documents: Documents for this criterion may be drawn primarily from the HSS GLOBAL STUDIES category, courses whose primary focus is on the examinations of other societies or interrelationships among multiple societies.

Additional information:

Criterion B3: Interpret cultural artifacts and/or ideas in philosophy, the arts, or the sciences.

Primary traits: A passing submission for this criterion must:

1. Analyze, interpret, or evaluate artistic or intellectual artifacts

Potential documents: Documents for this criterion may be drawn primarily from the HSS IDEAS and ARTS category, courses whose primary focus in on theories and debates within disciplines, the development of ideas, or arts and aesthetics.

Additional information:

Criterion C1: Explain the challenges you faced in a cross-cultural interaction.

Primary traits:

Potential documents:

Additional information:

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RH 5. ETHICS REQUIRES THE USE OF APPROPRIATE MORAL THEORIES, ETHICAL PRINCIPLES, OR PROFESSIONAL STANDARDS TO WEIGH ALTERNATIVES AND DETERMINE A PROPER PROFESSIONAL COURSE OF ACTION.

Criterion A1. Explain important ethical obligations associated with your discipline.

Primary Traits: A passing submission for this criterion must:

1. Explain at least one major ethical obligation.
2. Explain how the obligation applies to professional action.
3. Use a systematic argument to support the application.
4. Give several specific examples of professional activities where the ethical obligation applies.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Paper or assignment from bioethics (VA304), professional practice (CHE409), MG463, or other appropriate essay.

Additional information:

1. None

Criterion B1. Apply a systematic ethical framework to an ethical issue or situation in a disciplinary context.

Primary Traits: A passing submission for this criterion must:

1. Clearly explain the issue or situation to be analyzed.
2. Show which professional duties apply to the issue or situation by citing a relevant code of ethics.
3. Resolve any conflicts among the applicable duties through a reasoned analysis.
4. Show how an appropriate stance on the issue or situation follows from the analysis.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Paper or assignment from bioethics (VA304), professional practice (CHE409), MG463, or other appropriate essay.

Additional information:

1. None

Criterion C1. Analyze a complex situation involving multiple conflicting ethical interests or principles to support an appropriate course of action.

Primary Traits: A passing submission for this criterion must:

1. Clearly explain the facts relevant to an ethical evaluation of the situation.
2. Show what competing interests are at work in the situation.
3. Resolve disputes among the competing interests using a systematic ethical framework and/or professional standards.
4. Justify an appropriate course of action and explain why it is the best among the available alternatives.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Paper or assignment from bioethics (VA304), professional practice (CHE409), MG463, or other appropriate essay.

Additional information:

1. None

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RH 6. SERVICE IS THE USE OF ONE'S TIME AND SKILLS TO BENEFIT AN INDIVIDUAL OR COMMUNITY WITHOUT COST TO THE RECIPIENT.

Criterion A1. Initial measure: Percentage of students who participate in service activities

Criterion B1. Describe your experience as a volunteer for a campus or civic community.

Primary traits: A passing submission for this criterion must:

1. Make it clear that the student volunteered. It is not acceptable that the student was required to do it or paid to do it.
2. State in what role and for what organization they served.
3. Make it clear that their actions benefitted others.
4. Describe what service they performed.

Potential documents: The student should submit a document (or recording) with a paragraph (section) summarizing a volunteer activity.

Additional information:

1. There is no need to limit the activity.
2. The student must be a volunteer for a campus or civic activity.

Criterion B2. Apply the skills of your discipline to freely benefit others.

Primary traits: A passing submission for this criterion must:

1. Include how some knowledge from the student's undergraduate education was applied to aid or assist.
2. Describe activities that were beneficial and free to the client.

Potential documents: The student should engage in a service experience which relies on some knowledge from their undergraduate education.

Additional information:

1. We have not resolved yet which of the following would be acceptable: Homework Hotline versus lab assistant working for work/study, setting up tables for a fraternity house, service in a professional organization.

Criterion C1. Describe ways in which a long-term service commitment has enhanced your education.

Primary traits: A passing submission for this criterion must:

1. Justify why it is “long term.” I.e., The service commitment must include multiple interactions *and* hours.
2. Describe the service commitment.
3. Explain how this experience enhanced their education or personal development.

Potential documents: The submission must be reflective in explaining how an extended service experience enriched the student’s education.

Additional information:

1. Have yet to define “long term” or “repeated.”

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