General Education: Collaboration

Each General Education category is grounded in a set of learning outcomes. For the full set of learning outcomes for Analytic Reasoning courses see: www.gened.umd.edu

This rubric is designed for faculty teaching a Scholarship in Practice course or any course that addresses student gains in the follow learning outcome:

At the completion of this course, students will be able to:

- *Collaborate in order to bring about a successful outcome.*

Criterion for review of students work	Descriptions of levels of student performance			
	Advanced	**Proficient**	**Beginning**	**Unacceptable**
Team Process Involves planning, shared responsibilities, functional and interpersonal norms *This team….*	-Develops and follows a plan to meet project deadlines. -Develops and follows a plan for equitably managing workload. All members actively participate and offer input in team meetings and in team deliverables. -Establishes and follows *a* set of constructive norms for project management: regular meetings, attendance, deadlines, and time for revision, -Establishes and follows a set of constructive norms to support team member interactions: defines roles, actively listens, openly shares ideas, helps members accomplish personal learning goals	-Develops and follows a plan to meet project deadlines. -Elicits some participation and some contribution from members during team meetings *and* team deliverables, although some members may contribute more than others -Establishes and follows *some* constructive norms for working together: e.g., members meet at agreed upon times & share info -Establishes and follows *some* constructive norms for team member interactions: e.g., shares ideas, helps members accomplish personal learning goals	-Engages in minimal planning -Elicits uneven or lopsided participation during team meetings and/or in contribution to team work -Establishes *minimally* constructive norms for working together: e.g., members have some communication and exchange information	-Has haphazard or no planning -Relies on one or two members to do most or all of the work; other members do not contribute to task completion -Develops dysfunctional norms for project management: including poor attendance of meetings, non-response of members team communication

Team Accountability Involves learning, communication and synthesis *This team….*	-Includes all members who can explain details of the project and the relevant content. -Communicates in a timely manner and Informs members if individual deadlines cannot be met -Holds members accountable for work quality & timeliness -Synthesizes individual contributions into unified final product	-Includes a majority of members who can discuss the project and the relevant content. -Communicates about project progress at designated stages -Is reluctant to directly hold members accountable, but will identify non contributors to faculty or TAs -Completes all parts of project in same format with clear areas of integration	-Has members who can describe only their part of the project and related content. -Communicates nominally during project, e.g. poor sharing of planned deadlines - Fails to hold members directly accountable for non-participation but will report on members contributions in a passive manner when prompted at the completion of the project -Creates projects that include most required parts with a few transitions between independent sections.	-Has members who are unable to report on any part of the project or related content. -Communication is passive aggressive or anger -Produces a final project with one point of view or that is disjointed and missing sections
Team Climate/Culture Involves leveraging diversity, interpersonal cohesion and feedback seeking *This team….*	--Actively encourages members to express opposing points of view --Constructively manages and looks for ways to synthesize divergent perspectives. --Depersonalizes conflict --Gives each other constructive feedback --Has members who seem to like each other -- Seeks out external feedback --Responds constructively to external feedback, discerns essence of & reconciles divergent feedback	-- Includes opportunities for members to voice dissenting ideas at specific stages -- *C*onsiders some dissenting perspectives even if team doesn't fully explore these, and/or finds ways to manage internal disagreements (e.g., take a break) to keep them from becoming divisive -May contain factions with unresolved disagreements - Accepts feedback and attempts to incorporate appropriately	-- Avoids conflicts where possible and focuses on achieving internal cohesion at expense of considering divergent ideas --Relies on simplistic procedures (e.g., "majority rules") to manage or resolve conflicts, or Asks faculty members to resolve internal conflicts --Seeks premature resolution of disagreements to maintain appearance of harmony or to ensure completion of the project --Refrains from giving direct feedback, instead asks faculty members to resolve internal interpersonal conflicts -- Responds to external feedback in an "all or nothing" manner	--Unable to find resolutions for internal disagreements --Personalizes conflicts between members to the point where members cannot work together --Gives highly disparaging or personal feedback -Has members who dislike and/or avoid each other -- Dismisses or ignores external feedback