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](http://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 following learning outcome:

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

- Collaborate in order to bring about a successful outcome.

<table>
<thead>
<tr>
<th>Criterion for review of students work</th>
<th>Descriptions of levels of student performance</th>
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<tbody>
<tr>
<td><strong>Team Process</strong></td>
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<td>Involves planning, shared responsibilities, functional and interpersonal norms</td>
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<tr>
<td><em>This team...</em></td>
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</table>
| Advanced                             | - 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 |  
| Proficient                           | - 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 |  
| Beginning                            | - 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  
- Establishes some constructive norms for team member interactions: e.g., shares ideas, helps members accomplish personal learning goals |  
| Unacceptable                         | - 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 | -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 |
| --- | --- | --- | --- |
| 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  
--Considers 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  
--Refraims 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 |