



LEADERSHIP & COLLABORATION

The capacity to engage in the relational process of optimizing personal and collective strengths toward a common goal.

Notes Regarding the Selection of Artifacts or Application of Rubric:

Students exhibit leadership and collaboration in many different settings. For example, a given student may work in separate groups to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely different in each of these settings. A work sample or collection of work that demonstrates a student's leadership and collaborative skills could include a diverse range of inputs. This rubric is designed to function across these different settings. Two characteristics define how this rubric is used. First, the rubric is meant to assess the skills of an individual student, not a group. Therefore, a student can receive high ratings, even if the group is flawed. Similarly, a student could receive low ratings, even if the group works well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the group. The final product of the group's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team. It is recommended that work samples or collections of work for this competency come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a group's functioning, (2) evaluation or feedback from fellow group members about students' contributions, or (3) the evaluation of an outside observer regarding students' contributions.

SLOs:	Advanced (4)	Above Average (3)	Proficient (2)	Beginner (1)
Consider and incorporate perspectives and feedback from community members to inform equity-minded, sustainable solutions	Helps the group move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Plan, initiate, manage, complete, and evaluate a project or process individually or as a group.	Proactively develops a clear, detailed, and well-organized plan with goals, timelines, and milestones. Takes ownership, delegates appropriately, and monitors progress. Critically reflects on the project's success and identifies areas for improvement.	Initiates a plan with defined goals, timelines, and milestones with minor gaps in details. Assigns tasks and monitors progress, adjusting for minor challenges. Meets project goals. Reflects on project's success and identifies some areas for improvement.	May need prompting to begin basic plan with goals and timelines; may lack details or clarity. Encounters some challenges in delegating tasks effectively or managing progress. Project goals are partially met. Reflects minimally on the project's outcomes.	Plan is unclear, incomplete, or missing crucial elements. Lacks effective project management skills and encounters challenges without solutions. Project goals are not met. Little to no reflection on the project's success.
Engage and motivate others toward a shared vision through encouragement and trust.	Constructively builds upon or synthesizes others' ideas and engages those who are not participating. Consistently treats group members respectfully, conveys a positive attitude, and motivates, assists, and encourages group members.	Constructively builds upon or synthesizes others' ideas. Often treats group members respectfully, conveys a positive attitude, and motivates, assists, and encourages group members.	Restates the views of group members and/or asks clarifying questions. Occasionally treats group members respectfully, conveys a positive attitude, and motivates, assists, and encourages group members.	Takes turns and listens without interruption. Seldom treats group members respectfully, conveys a positive attitude, and motivates, assists, and encourages group members.
Address conflict directly and constructively to strengthen team cohesion and effectiveness.	Addresses conflict directly and constructively, helping manage/resolve it in a way that strengthens group cohesion and effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirects focus away from conflict toward task at hand or common goal(s).	Passively accepts alternate viewpoints, ideas, or opinions.

*This rubric is adapted from the AAC&U's VALUE rubrics for **Teamwork and Foundations & Skills for Lifelong Learning**.*