

**General Education  
Minimum Course Expectations  
Social and Personal Responsibility: Teamwork**

**Background:** The approved description of teamwork within UWP's General Education Program is working effectively with others for a common goal. The outcome is housed under Social and Personal Responsibility and therefore reflects behavior more than the product. The academic value of the product would likely be addressed by some combination of outcomes under Communication and Reasoned Judgment.

For teamwork to be a viable learning outcome, the following conditions must be met:

- The team or group interactions should result in a specific product or products such as research projects, papers, presentations, or performances.
- The product(s) should contribute at least 20% toward a student's overall grade in the course and at least 15% of the course grade should reflect the process of teamwork. The ratio between product and process does not have to be maintained.
- Feedback must occur at a minimum of three times during the semester and at intervals that allow for significant gains in student development.

The criteria, explained below, are based on the AAC&U Teamwork VALUE rubric (<https://www.aacu.org/value/rubrics>). As such, the following definition of teamwork is adopted:

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions).

The four criteria that must be addressed are:

1. contributions to team meetings
2. facilitation of contributions of other team members
3. individual contributions outside of team meetings
4. contributions to team climate

Instructors may wish to add responds to conflict, present in the value rubric, as a criterion. It is important to note that these criteria should include the quality of contribution in addition to the process of contribution.

At a minimum, 100-level courses should seek to reach level 2 in terms of performance and 200-level courses should seek to reach level 3.

### Teamwork Rubric

|  | <b>Level 2</b>   | <b>Level 3</b>   |
|--|--|--|
| <b>Contributes to Team Meetings</b>                      | Offers new suggestions to advance the work of the group.   | Offers alternative solutions or courses of action that build on the ideas of others.   |
| <b>Facilitates the Contributions of Team Members</b>     | Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.   | Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.  |
| <b>Individual Contributions Outside of Team Meetings</b> | Completes all assigned tasks by deadline; work accomplished advances the project.  | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.  |
| <b>Fosters Constructive Team Climate</b>                 | <p>Supports a constructive team climate by doing any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Conveys a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul> | <p>Supports a constructive team climate by doing any <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Conveys a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul> |

Evaluation of each criterion should be based on at least two of the following sources and various combinations may be employed:

- Self-assessment of student's work in the group
- Peer assessment of student's contributions to the group
- Instructor observation of group process
- Instructor assessment of group product with focus on coordination
- "Fourth" party evaluation such as professional or audience feedback