

## Work Study Job Proposal Scoring Rubric

Criteria	0: Does not meet	1: Developing	2: Meets	3: Exceptional
<b>PERSONAL GROWTH &amp; PROFESSIONAL DEVELOPMENT</b>  <i>Provides opportunities for students to grow both personally &amp; professionally</i>	No mention of orientation, goal setting or training plans. Application focuses more on benefit to supervisor than benefit to student	Indicates orientation, goal setting and training plans will be used, but does not describe the plans in any detail or how the plans will be used to support student learning. Lists working relationships but does not discuss how students will learn and grow from those relationships or interactions	Clearly describes orientation, goal setting and training plans and how they will be used to support student learning. Describes the type of working relationships students will engage in and how students will learn and grow.	Clearly describes orientation, goal setting and training plans and how they will be used to support student learning. Describes the type & variety of working relationships students will engage in and how students will learn and grow. Describes how students will be encouraged to critique and learn from past experience in order to gain insight. Describes opportunities for students engage in leadership roles and shares how the position will be tailored to support student learning goals
<b>WORKPLACE SKILLS*</b>  <i>Provides opportunities for students to develop valuable workplace skills</i>	Skills are vague and connection to the student job is vague or non-existent	Lists transferrable skills related to the job but does not clearly describe how students will develop and apply these skills	Identifies both transferrable job specific and soft skill development and how students will apply these in their work	Identifies at least 3-4 transferrable soft skills and 2-3 job specific skills and clearly describes how students will develop and apply these skills throughout their employment.
<b>CAREER EXPLORATION</b>  <i>Provides opportunities for students to explore potential career paths</i>	Vague, lacks information on how students will be provided opportunity to explore careers. Relies on students to develop career knowledge through osmosis	Career exposure is limited to academics. Describes careers in generalities. Relies on professional development opportunities to provide career exposure	Clearly describes more than 1 potential career path beyond academics and identifies how students will be supported in exploring each path.	Describes 2-3 career paths (in the same or different industries) related to the work and clearly identifies how students will be supported in exploring each path. Clearly explains how students will gain exposure and develop a network of contacts with industry, campus or community partners
<b>HANDS ON LEARNING</b>  <i>Provides opportunities for students to learn through doing</i>	Work is routine in nature and does not identify opportunities for students to take ownership and responsibility over their work. Application focuses more on benefit to supervisor than benefit to student	Lists the type of work students will have an opportunity to take ownership and responsibility over. Does not explain how students learning will be supported	Clearly describes the type of work students will have an opportunity to take ownership and responsibility over. Explains how student learning will be supported	Clearly describes the type of work students will have an opportunity take ownership and responsibility over and the types of real life problems students will address. Explains how the students' learning will be supported and how the criteria for success will be communicated to students. Success criteria are realistic and achievable. Describes the types of problems students may encounter and how they will be supported in effective, collaborative and flexible problem solving.

### \*WORKPLACE SKILLS

- Collaboration
- Teamwork
- Leadership
- Personal responsibility
- Social responsibility
- Self-awareness
- Self-understanding
- Communication
- Professionalism
- Critical Thinking
- Decision Making
- Problem solving
- Relationship building
- Flexibility/adaptability
- Initiative
- Intercultural competency

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<p><b>CONTRIBUTION TO THE UNIVERSITY AS A WHOLE</b></p> <p><i>Contributes to the campus goals and priorities</i></p>	<p>No indication of how the work contributes to the University</p>	<p>Focuses mainly how the position creates additional capacity for the supervisor Mentions strategic plans or Unit/Department/Faculty goals but does not describe how work supports these plans and goals</p>	<p>Clearly describes how the work aligns with Unit/Department/Faculty goals or priorities and UBC strategic plans such as Aspire and Place &amp; Promise.</p>	<p>Clearly describes how the work aligns with Unit/Department/Faculty goals or priorities and UBC strategic plans such as Aspire and Place &amp; Promise. Describes specific outcomes of the work and how they will be shared with the campus</p>
<p><b>MENTORSHIP &amp; SUPPORT</b></p> <p><i>Creates a safe and supportive workplace environment for students to learn</i></p>	<p>Position is largely independent without much connection to supervisor. Benefit to supervisor over benefit to student</p>	<p>Lists people or positions who will provide mentorship, but does not describe how the mentorship will occur and the student's learning will be supported</p>	<p>Clearly identifies people or positions who will provide mentorship, describing how the mentorship will occur and the student's learning will be supported</p>	<p>Clearly explains how students' learning will be supported. Explains how students will understand the parameters of their work and how their contributions fit into a bigger picture. Clearly describes how students will be supported in maintaining a healthy work-life-academics balance and prioritizing academic pressures Clearly outlines frequency of contact, who will provide the mentoring/support how the students will be provided with regular, 2-way constructive and supportive feedback</p>