

EcoReps (University of South Carolina) Participation Rubric

Expectations	Less than Expected	As Expected	More than Expected
<p>Time on Task</p>	<ul style="list-style-type: none"> • Did not attend training retreat at the beginning of the semester • Misses more than 2 weekly meetings per semester and/or frequently arrives late • Attends less than 4 Hall Government meetings per semester • Volunteers at campus-wide events for less than 4 hours per semester or did not show up at scheduled volunteer time 	<ul style="list-style-type: none"> • Attended training retreat at the beginning of the semester • Misses 1-2 weekly meetings per semester • Attends 4 Hall Government meetings per semester • Volunteers at campus-wide events for at least 4 hours • Works 2-3 hours per week outside of the meeting to plan and prepare for EcoReps activities 	<p><i>Meets all "as expected" criteria and:</i></p> <ul style="list-style-type: none"> • Misses zero weekly meetings • Volunteers for more than 4 hours at campus-wide events • Attends more than 4 Hall Government meetings per semester • Participates in non-mandatory EcoRep activities (social events, volunteer opportunities etc...)
<p>Activity</p> <p><i>What students do in this activity</i></p>	<ul style="list-style-type: none"> • Plans 0-2 events in the Fall Semester and 0-3 events in the Spring Semester • Does not communicate well • Does not model appropriate behaviors in the residence halls 	<ul style="list-style-type: none"> • Plans 3 events in the Fall Semester and 4 events in the Spring Semester • Communicates verbally with other EcoReps, supervisors, event attendees and others outside the organization about environmental issues and sustainability • Models appropriate behavior in the residence halls (ex: recycling, turning off lights...) • Builds relationships to inspire and motivate action by other building residents 	<p><i>Meets all "as expected" criteria and:</i></p> <ul style="list-style-type: none"> • Displays creativity in event ideas • Collaborates with other EcoReps to plan larger and more successful events • Demonstrates a passion for environmental issues
<p>Knowledge/Skills</p> <p><i>The knowledge and skills students apply, practice, or develop and how they apply, practice or develop this knowledge and these skills</i></p>	<ul style="list-style-type: none"> • Does not exhibit an understanding of environmental issues and cannot communicate about them well • Does not actively participate in their campus campaign group • Does not plan ahead for events and turns in proposal forms late • Does not collaborate with other EcoReps or with Hall Government 	<ul style="list-style-type: none"> • Exhibits an understanding of environmental and social issues related to sustainability at events and can communicate them verbally and in writing • Develops understanding of civic engagement and how to make change in their community by working on a campus campaign • Plans, organizes, and prioritizes work • Develops skills to work in a team 	<p><i>Meets all "as expected" criteria and:</i></p> <ul style="list-style-type: none"> • Recognizes and acts on personal and social responsibilities by connecting their personal habits to larger sustainability goals • Actively engages in discussions about peer leadership and environmental issues and how these connect to future career aspirations

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<p>Interaction</p> <p><i>With whom students interact in this activity and how this interaction occurs</i></p>	<ul style="list-style-type: none"> • Does not participate in discussions and activities at weekly meetings • Engages in disruptive behavior during meetings and/or events • Does not interact with students in their residence hall at events and programs 	<ul style="list-style-type: none"> • Actively participates in discussions and activities at weekly meetings • Communicates with supervisors • Interacts well with students in their residence hall at events and programs • Interacts in a professional manner with university staff 	<p><i>Meets all "as expected" criteria and:</i></p> <ul style="list-style-type: none"> • Shows an interest in learning more about other EcoReps and students • Seeks out interactions outside of the weekly meetings and planned events
<p>Feedback and Reflection</p> <p><i>How students receive feedback on their involvement and reflect on their learning</i></p>	<ul style="list-style-type: none"> • Did not attend scheduled 1 on 1 • 1 on 1 meeting with supervisor consists of surface-level reflection; does not connect learning with coursework or career aspirations • Does not demonstrate growth or behavior modification after receiving feedback 	<ul style="list-style-type: none"> • Engages in thoughtful reflection during 1 on 1 meeting with supervisor that demonstrates learning from the EcoRep experience • Exhibits professional growth throughout the semester through job performance • Receptive to constructive feedback and modifies behaviors accordingly • Reflects on how to apply skills learned through EcoReps in other areas of life 	<p><i>Meets all "as expected" criteria and:</i></p> <ul style="list-style-type: none"> • Shares insights and approaches to help new EcoReps • Shares significant and meaningful moments with other EcoReps and with supervisors • Makes meaningful connections between EcoReps and real-life situations

Questions? Please contact:

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