

The Changemaker Badge Rubric- SMLP and UN-SDGs, Montgomery College

Competency	Competent (2 points)	Evidence of Basic Competency	Accomplished (3 points)	Evidence of Accomplishment
<p>Changemaker Identity</p> <p><i>Definition:</i> Belief that positive change is possible and that every individual is a critical contributor toward that change.</p>	Describe the traits and accomplishments of a recognized changemaker and align that person's traits with one's own. Demonstrate ability to create change through social or civic action.	<p>Presentation that describes a past or current changemaker in society and how this person was instrumental in making a positive change in one of the UN SDGs. Align traits this person has with personal traits and describe at least one action that you will take in the next 3 years that would make a positive change.</p> <p>AND</p> <p>Meaningful participation in two civic engagement projects with reflection.</p>	Align the traits of a recognized changemaker with one's own traits, align those traits with your own, and develop a step-by-step plan for how you plan to contribute towards a related change.	<p>Presentation describing a changemaker's traits and accomplishments and a written plan including actions and anticipated completion dates for contributing to a positive change in one of the areas identified by the UN-SDGs.</p> <p>AND</p> <p>Meaningful participation in two civic engagement projects with reflection and presentation.</p>
<p>Self-Awareness</p> <p><i>Definition:</i> Understanding of one's experience, intentions, strengths & limitations, and insights & biases with an investment in personal growth and sustainability.</p>	Conduct an analysis of personal strengths, weaknesses, opportunities, & threats (SWOT) and identify 2 or more strategies where strengths & opportunities can be used to address weaknesses or threats.	Submission of a SWOT analysis with a minimum of three items in each quadrant and a 1-2 paragraph reflection that includes plans to overcome threats and weaknesses.	Conduct a personal SWOT analysis, identify at least two related strategies for growth or sustainability, and tie these to the UN-SDGs to indicate how your SWOT and growth strategies will contribute to social or environmental justice goals.	Submission of a SWOT analysis with a minimum of three items in each quadrant and a 1-2 paragraph reflection that includes plans to overcome threats and weaknesses. The SWOT and strategies must explicitly align with one or more UN SDGs.
<p>Empathy</p> <p><i>Definition:</i> Understanding of others' feelings and experiences to build relationships of trust and collaboration.</p>	Learn and practice the skills required to conduct an empathy interview to better understand a stakeholder in a social enterprise and follow up with an opportunity for collaboration.	Submission of an empathy map with textual reflection and evidence of a follow-up connection including one action item.	Learn and practice the skills required to conduct an empathy interview to better understand a stakeholder in a social enterprise, follow up with an opportunity for collaboration in order to contribute to a social or environmental goal.	Submission of an empathy map with textual reflection and evidence of a follow-up connection including one action item. The subject and the content of the empathy interview and follow up must explicitly relate to one or more UN SDG.
<p>Creative Problem Solving</p> <p><i>Definition:</i> Using critical thinking to identify challenges, understand root causes of problems, and draw on different perspectives to generate and test novel solutions.</p>	Identify a solution to a complex social or environmental problem included in the UN SDGs using sound reasoning and research.	Describe root causes of a social or environmental justice problem, providing evidence of research that includes data from at least one reliable data source, and describe a strategy a business could use to address the problem that incorporates these findings.	Identify alternative solutions to a complex social or environmental problem highlighted in the UN SDGs using sound reasoning, research, and design thinking principles.	Describe root causes of a social or environmental justice problem, providing evidence of research that includes data from at least three reliable data sources, and describe at least two alternative strategies a business could use to address the problem that incorporates these findings

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Persistence <i>Definition:</i> Driven to persist despite challenges, uncertainties, and ambiguities using resilience and adaptability.	Demonstrate persistence in completing a semester-long team project, using tools of project management and team development.	Submission of a realistic, flexible team workplan and 360 peer evaluation demonstrating competency in overcoming a challenge and adaptability in the face of team disagreement or external realities.	Demonstrate persistence in completing a semester-long team project, using tools of project management and team development.	Submission of a realistic, flexible team workplan and 360 peer evaluation demonstrating competency in overcoming a challenge and adaptability in the face of team disagreement or external realities and a self-evaluation identifying areas for future self-development.
Cultural Competence <i>Definition:</i> Ability to identify, involve, and adapt communication to a variety of stakeholders with diverse perspectives for equitable impact.	Come to agreement within a group on a UN SDG to focus on; develop and implement a project addressing that goal; and share findings in a group presentation.	Working in a group or team, develop and implement an intervention or action that addresses one of the UN SDGs, including a stakeholder analysis and communication plan. AND Co-present lessons and impact to a group of peers.	Come to agreement within a group on a UN SDG to focus on; develop and implement a project addressing that goal including messaging to at least two stakeholder groups; and share findings in a group presentation.	Working in a group or team, develop and implement an intervention or action that addresses one of the UN SDGs, including a stakeholder analysis and communication plan AND Develop at messages to at least two different stakeholder groups in two different formats. AND Co-present lessons and impact to a group of peers.

*Competencies based on skills identified by employers as critical for career success. The competencies align with (1) the critical skill set for career success as defined by the *New World of Work: Competencies, Attributes, and Traits for the "Top 10" 21st Century Skills* (www.newworldofwork.org); (2) the learning objectives as outlined by Ashoka U, a global consortium of colleges and universities dedicated to catalyzing social innovation in higher education described by Ashoka U in *Preparing for a Rapidly Changing World: Social Entrepreneurship, Social Innovation, and Changemaker Learning Outcomes*. Arlington, VA: Ashoka U (2019); (3) in the NACE framework; and (4) dimensions defined by USM Digital Badging Initiative Collaborative. This work is licensed under a Creative Commons Attribution License CC BY 4.0.