

# ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC



## INCLUSIVE PEDAGOGY

Inclusive pedagogy is a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities in the planning and implementation of student engagement activities, equitable access to content, mutual respect, and a more robust learning experience for all learners.


FACULTY PERFORMANCE LEVEL	OVERALL %'s OF COURSE(S)*	UNDERGRADUATE [Avg. of 8 courses /year]	GRADUATE [Avg. of 6 courses/year]
Emerging	20% - 39%	1-2	1
Developing	40% - 59%	3-4	2-3
Proficient	60% - 79%	5 -6	4
Advanced	80% - 100%	7-8	5-6

\*Courses refer to the number of sections or number of courses

EVIDENCE	ADVANCED	PROFICIENT	DEVELOPING	EMERGING
<b>INCLUSIVE PEDAGOGY AND SELF-AWARENESS</b>	The faculty member participates in the Harvard Project Implicit Research Study and revises his/her philosophy.	The philosophy conveys an awareness of the students' identities in the classroom and the faculty member articulates how this information informs or alters his/her philosophy.	The faculty member articulates a philosophy of inclusive pedagogy that is aligned to the university's vision and mission. Assignments, activities, and learning objectives also reflect the philosophy.	The faculty member participates in and uses training on inclusive pedagogy to examine his/her personal biases and assumptions, resulting in the development of an awareness of the identities of the students in his/her classroom.
<b>PRACTICE</b> <ul style="list-style-type: none"> <li>Incorporates principles of What you are teaching, and How you are teaching.</li> </ul>	<p>The faculty member delivers content that reflects the diversity of contributors to the discipline, people and perspectives, and avoids using visuals, examples, analogies, and humor that reinforce stereotypes.</p> <p>The faculty member seeks feedback from colleagues on whether course content and delivery reflect diversity.</p>	<p>The faculty member delivers content that reflects the diversity of contributors to the discipline, people and perspectives, and avoids using visuals, examples, analogies, and humor that reinforce stereotypes.</p>	<p>The faculty member delivers content that reflects the diversity of contributors to the discipline, people and perspectives.</p>	<p>The faculty member delivers content that reflects the diversity of contributors to the discipline.</p>
	During the lesson, the faculty member validates issues that emanate from differences among students including differences in opinion, culture and contexts. Includes open-ended questions and gender-	During the lesson, the faculty member makes allowances for issues that emanate from differences among students including differences in opinion, culture and contexts. Includes open-ended	During or after instruction, the faculty member acknowledges issues that emanate from differences among students including differences in opinion, culture, gender and	<p>Upon reflection, the faculty member:</p> <ul style="list-style-type: none"> <li>Notices issues that emanate from differences among students: Differences in opinion, culture, gender and contexts.</li> </ul>



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	neutral language that invite all learners' participation.	questions and gender-neutral language that invite all learners' participation.	contexts, and avoids stereotypes.	<ul style="list-style-type: none"> <li>• Considers that issues may emerge in response to the faculty member's language and non-verbal communication.</li> </ul>
<b>FACULTY SELF-IMPROVEMENT AND COURSE IMPROVEMENT</b>	The faculty member uses disaggregated data from formative and summative assessments, and disaggregated student feedback to inform self-improvements and/or course improvements to better reflect inclusive pedagogy in 80 to 100% of his/her course.	The faculty member uses disaggregated data from formative and summative assessments, and disaggregated student feedback to inform self-improvements and/or course improvements to better reflect inclusive pedagogy in 60 to 79% of his/her courses.	The faculty member uses disaggregated data from formative and summative assessments, and disaggregated student feedback to inform self-improvements and/or course improvements to better reflect inclusive pedagogy in 40 to 59% of his/her courses.	The faculty member uses disaggregated data from formative and summative assessments, and disaggregated student feedback to inform self-improvements and/or course improvements to better reflect inclusive pedagogy in 20 to 39% of his/her courses.
 <p><b>HOLY SPIRIT EMPOWERED TEACHING &amp; LEARNING</b></p>	<p>The faculty member models and promotes appreciation of cultural and individual differences in light of biblical values of diversity and equality and links these values and practices to a biblical worldview in 80 to 100% of his/her courses.</p> <p>The faculty member consistently encourages and models transparency, and takes corrective action when the Holy Spirit highlights improper attitudes and actions when discussing controversial topics.</p>	<p>The faculty member models and promotes appreciation of cultural and individual differences in light of biblical values of diversity and equality and links these values and practices to a biblical worldview 60 to 79% of his/her courses.</p> <p>The faculty member consistently encourages and models transparency, and takes corrective action when the Holy Spirit highlights improper attitudes and actions when discussing controversial topics.</p>	<p>The faculty member models and promotes appreciation of cultural and individual differences in light of biblical values of diversity and equality and links these values and practices to a biblical worldview in 40 to 59% of his/her courses.</p> <p>The faculty member consistently encourages and models transparency, and takes corrective action when the Holy Spirit highlights improper attitudes and actions when discussing controversial topics.</p>	<p>The faculty member models and promotes appreciation of cultural and individual differences in light of biblical values of diversity and equality and links these values and practices to a biblical worldview in 20 to 39% of his/her courses.</p> <p>The faculty member consistently encourages and models transparency, and takes corrective action when the Holy Spirit highlights improper attitudes and actions when discussing controversial topics.</p>