ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC

STUDENT-FOCUSED PEDAGOGY

Student-focused 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
PHILOSOPHY OF STUDENT-FOCUSED PEDAGOGY AND SELF-AWARENESS	The faculty member regularly assesses the effectiveness of the activities assigned in addressing the diversity of students' needs in his/her classes and revises his/her philosophy.	The philosophy conveys an awareness of the diverse student identities in the classroom. Assignments, activities, and learning objectives also reflect the philosophy.	The faculty member articulates a philosophy of student-focused pedagogy based on the diversity of students in his/her classes that is aligned to the university's vision and mission.	The faculty member participates in and uses training to examine his/her personal biases and assumptions, developing an awareness of the diversity of the students in his/her classroom.
PRACTICE	The faculty member delivers content that reflects the diversity of multiple contributors to the discipline, people, and perspectives and avoids using visuals, examples, analogies, and humor that reinforce stereotypes. The faculty member seeks feedback from colleagues on whether course content and delivery reflect diversity.	The faculty member delivers content that reflects the diversity of multiple contributors to the discipline, people, and perspectives and avoids using visuals, examples, analogies, and humor that reinforce stereotypes.	The faculty member delivers content that reflects the diversity of multiple contributors to the discipline, people, and perspectives.	The faculty member delivers content that reflects the diversity of multiple contributors to the discipline.
	During instruction, the faculty member validates differences among students, including their opinions, culture, and contexts. Includes open-ended questions and language that invite all learners' participation.	During instruction. the faculty member allows for differences among students, including their opinions, culture, and contexts. Includes open-ended questions and language that	During or after instruction, the faculty member acknowledges issues that emanate from differences among students, including their opinion, culture, and contexts, and avoids stereotypes.	Upon reflection, the faculty member: Notices issues that emanate from differences among students: Differences in opinion, culture, and contexts.

		invite all learners' participation.		• Considers that issues may emerge in response to the faculty member's language and non-verbal communication.
FACULTY SELF-IMPROVEMENT AND COURSE IMPROVEMENT	The faculty member reflects on formative and summative assessment results and student feedback to inform self-improvements and/or course improvements to better serve the range of student learners in 80 to 100% of his/her courses.	The faculty member reflects on formative and summative assessment results and student feedback to inform self-improvements and/or course improvements to better serve the range of student learners in 60 to 79% of his/her courses.	The faculty member reflects on formative and summative assessment results and student feedback to inform self-improvements and/or course improvements to better serve the range of student learners in 40 to 59% of his/her courses.	The faculty member reflects on formative and summative assessment results and student feedback to inform self-improvements and/or course improvements to better serve the range of student learners in 20 to 39% of his/her courses.
HOLY SPIRIT EMPOWERED TEACHING & LEARNING	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. The faculty member consistently encourages and models transparency and addresses improper attitudes and actions when discussing controversial topics.	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 60 to 79% of his/her courses. The faculty member consistently encourages and models transparency and addresses improper attitudes and actions when discussing controversial topics.	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. The faculty member consistently encourages and models transparency and addresses improper attitudes and actions when discussing controversial topics.	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. The faculty member consistently encourages and models transparency and addresses improper attitudes and actions when discussing controversial topics.