

## DISPOSITIONS RUBRIC

**Dispositions Definition:** The Western Oregon University Graduate Studies Programs define dispositions as the characteristics, values, beliefs, attitudes and processes that are manifest and built through the individual and collective pursuit of academic excellence and personal challenge. Dispositions are measured by criteria defining expected behaviors, processes, and products throughout the graduate program.

Criteria	Exemplary	Competent	Marginal	Unsatisfactory
<b>Professional Growth and Self-Directed Learning</b>				
<b>Reflective and Self-Directed, Exhibits Growth over Time as a Professional</b>	A self-directed learner who consistently: --demonstrates initiative and responsibility for own learning --reviews prior learning (past experiences inside and outside of the classroom) in depth and with breadth --reveals significantly changed perspectives about educational and life experiences which provide foundation for expanded knowledge, growth and maturity over time.	A self-directed learner who mostly: --demonstrates some initiative and responsibility for own learning --reviews prior learning (past experiences inside and outside of the classroom) in depth, --reveals fully clarified meanings or indicating broader perspectives about educational or life events.	A somewhat self-directed learner occasionally: --demonstrates a little initiative and some responsibility for own learning --reviews prior learning (past experiences inside and outside of the classroom) with some depth, --reveals slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.	A learner who haphazardly: --demonstrates limited initiative and limited responsibility for own learning --reviews prior learning (past experiences inside and outside of the classroom) at a surface level, --without revealing clarified meaning or indicating a broader perspective about educational or life events.
<b>Synthesizes a Holistic</b>	Makes explicit	Makes references to	Makes vague	Makes inaccurate

<b>Perspective</b>	references to previous learning to synthesize core knowledge and applied skills in an innovative (new and creative) way. Student understandings and applications of skills in their field demonstrate holistic comprehension and performance in graduate level learning.	previous learning to synthesize core knowledge and shows evidence of applying that knowledge and those skills to demonstrate somewhat holistic comprehension and performance in graduate learning.	references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in graduate learning.	references to previous learning and does not apply knowledge and skills to demonstrate comprehension and performance in graduate learning.
<b>Attitudes and Characteristics</b>				
Exhibits Curiosity and Open-mindedness	<p>Is fully invested in learning; seeks answers through other sources, including independent research; often goes beyond given material and formulates further questions and/or seeks more in-depth information while being open to new ideas.</p> <p>Asks complex questions, seeks out and articulates answers to these questions that reflect multiple perspectives.</p>	<p>Is invested in learning; seeks answers through other sources, including some independent research; sometimes goes beyond given material to formulate further questions and / or seeks some in-depth information about new ideas.</p> <p>Asks deeper questions and seeks out answers to these questions that reflect some other perspectives.</p>	<p>Is somewhat invested in learning; seeks answers through assigned sources; occasionally goes beyond given materials to formulate surface questions or seeks some information about new ideas.</p> <p>Asks simple or surface questions and seeks surface answers.</p>	<p>There is no apparent investment in learning.</p> <p>States minimal interest in learning.</p>

<p>Concern for Justice, Equity, Diversity, and Inclusion</p> <p><b>Cultural Competence</b> is an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures and backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses, and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families, and communities. See HB 2864 (2017).</p>	Consistently and proactively demonstrates cultural competency in the field of study, as well as professional practice.	Demonstrates cultural competency in the field of study, as well as professional practice.	Understands cultural competency in the field of study, struggles to demonstrate it in professional practice.	Fails to demonstrate cultural competency.
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Ethics				
<b>Ethical Self-Awareness</b>	Demonstrates ethical self-awareness in detail/ analyzes both core beliefs and the origins of the core belief with greater depth and clarity.	Demonstrates ethical self-awareness in detail/ analyzes both core beliefs and the origins of the core beliefs.	Can state both core beliefs and the origins of the core beliefs.	Cannot state their core beliefs together with the origin of their core beliefs.
<b>Ethical Issue</b>	Recognizes ethical	Recognizes ethical	Recognizes basic and	Recognizes basic and

<b>Recognition</b>	issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	issues when issues are present in complex, multilayered (gray) context OR grasp cross-relationships among the issues.	obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	obvious ethical issues but fails to grasp complexity or interrelationships.
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#### Next steps:

Establish a protocol for program review---draft a proposal for funding, draft a protocol for program review steps with the rubrics.

Figure out where the dean of graduate studies should sit in graduate program review, who is being reported to, what governance issues are wrapped up in that. Great idea for interdisciplinary....who do we report to? Program from program review perspective reports to dean of graduate studies, can other graduate programs report to graduate studies for program review purposes. If that gets established, then we have a sense of where we're going.